

Department of Education
HIGHER EDUCATION
Fiscal Year 2023 Budget Request

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Appropriations Language

For carrying out, to the extent not otherwise provided, titles II, III, IV, V, VI, VII, and VIII of the HEA, the Mutual Educational and Cultural Exchange Act of 1961, and section 117 of the Perkins Act, \$3,792,802,000: *Provided*, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:¹ *Provided further*, That of the funds referred to in the preceding proviso up to 1 percent may be used for program evaluation, national outreach, and dissemination activities:² *Provided further*, That up to 1.5 percent of the funds made available under chapter 2 of subpart 2 of part A of title IV of the HEA may be used for evaluation:³ *Provided further*, That section 313(d) of the HEA shall not apply to an institution of higher education that is eligible to receive funding under 318 of the HEA:⁴ *Provided further*, That under the Fund for the Improvement of Postsecondary Education, \$450,000,000 shall be used to support 4-year institutions that are eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA to build and expand institutional research and development infrastructure, and \$110,000,000 shall be used for grants to eligible States and Tribal Colleges and Universities to implement institutional-level retention and completion reforms that improve student outcomes, including retention, transfer, and completion rates and labor market outcomes:⁵ *Provided further*, That amounts made available for carrying out section 419N of the HEA may be awarded notwithstanding the limitations in section 419N(b)(2) of the HEA.⁶

TITLE III GENERAL PROVISIONS

SEC. 304. (a) An institution of higher education that maintains an endowment fund supported with funds appropriated for title III or V of the HEA for fiscal year 2023 may use the income from that fund to award scholarships to students, subject to the limitation in section 331(c)(3)(B)(i) of the HEA. The use of such income for such purposes, prior to the enactment of this Act, shall be considered to have been an allowable use of that income, subject to that limitation.⁷

(b) Subsection (a) shall be in effect until titles III and V of the HEA are reauthorized.⁸

NOTES

A full-year 2022 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Continuing Appropriations Act, 2022 (Division A of P.L. 117-43, as amended). The amounts included for 2022 reflect the annualized level provided by the continuing resolution.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document, which follows the appropriations language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ...<u>Provided further, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:</u>...</p>	<p>This language permits International Education and Foreign Language Studies (IEFLS) program grantees to use funds for visits and study in foreign countries by individuals (in addition to teachers and prospective teachers) who plan to apply their language skills and knowledge in world areas that are vital to United States national security in the fields of government, the professions, or international development.</p>
<p>² ...<u>Provided further, That of the funds referred to in the preceding proviso up to 1 percent may be used for program evaluation, national outreach, and information dissemination activities:</u>...</p>	<p>This language authorizes the use of up to 1 percent of the amounts appropriated for the IEFLS programs for evaluation, national outreach, and information dissemination activities.</p>
<p>³ ...<u>Provided further, That up to 1.5 percent of the funds made available under chapter 2 of subpart 2 of part A of title IV of the HEA may be used for evaluation:</u>...</p>	<p>This language permits the Department to use up to 1.5 percent of the funds appropriated for Gaining Early Awareness and Readiness for Undergraduate Programs for evaluation.</p>

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Analysis of Language Provisions and Changes--Continued

Language Provision	Explanation
<p><u>⁴...<i>Provided further</i>, That section 313(d) of the HEA shall not apply to an institution of higher education that is eligible to receive funding under 318 of the HEA:...</u></p>	<p>This language exempts the Strengthening Predominantly Black Institutions program from the 2-year wait-out period applicable to the general Title III Part A programs.</p>
<p><u>⁵...<i>Provided further</i>, That under the Fund for the Improvement of Postsecondary Education, \$450,000,000 shall be used to support 4-year institutions that are eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA to build and expand institutional research and development infrastructure, and \$110,000,000 shall be used for grants to eligible States and Tribal Colleges and Universities to implement institutional-level retention and completion reforms that improve student outcomes, including retention, transfer, and completion rates and labor market outcomes:...</u></p>	<p>This language authorizes a new program to build and expand institutional research and infrastructure investments for Historically Black Colleges and Universities, Tribal Colleges and Universities (TCCUs), and Minority-Serving Institutions; and a program of grants to States and TCCUs designed to implement retention and completion reforms that improve student outcomes.</p>
<p><u>⁶...<i>Provided further</i>, That amounts made available for carrying out section 419N of the HEA may be awarded notwithstanding the limitations in section 419N(b)(2) of the HEA.</u></p>	<p>This language lifts the statutory cap on grant awards to institutions of higher education to allow for larger grants to more accurately reflect the costs of providing high-quality, convenient childcare options for students participants in the Child Care Access Means Parents in School program.</p>

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Analysis of Language Provisions and Changes—Continued

Language Provision	Explanation
<p>TITLE III GENERAL PROVISIONS</p> <p><u>⁷ SEC. 304. (a) An institution of higher education that maintains an endowment fund supported with funds appropriated for title III or V of the HEA for fiscal year 2023 may use the income from that fund to award scholarships to students, subject to the limitation in section 331(c)(3)(B)(i) of the HEA. The use of such income for such purposes, prior to the enactment of this Act, shall be considered to have been an allowable use of that income, subject to that limitation.</u></p>	<p>This language permits institutions of higher education supported by funds authorized by title III or V of the HEA to use the income from their endowment funds to award scholarships to students.</p>
<p><u>⁸ (b) Subsection (a) shall be in effect until titles III and V of the HEA are reauthorized.</u></p>	<p>This language recognizes that the preceding proviso shall remain in effect until the HEA is reauthorized.</p>

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Appropriation, Adjustments, and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2021	2022	2023
Discretionary:			
Appropriation	\$2,541,661	\$3,308,802	\$3,792,802
Supplemental, CRRSA Act (P.L. 116-260)	<u>1,352,047</u>	<u>0</u>	<u>0</u>
Total, discretionary appropriation	3,893,708	3,308,802	3,792,802
Mandatory:			
Appropriation	255,000	255,000	255,000
Sequester (P.L. 112-25)	<u>-14,535</u>	<u>-14,535</u>	<u>0</u>
Total, adjusted mandatory appropriation	240,465	240,465	255,000
Supplemental, ARP Act (P.L. 117-02)	<u>2,359,409</u>	<u>0</u>	<u>0</u>
Total, adjusted discretionary and mandatory appropriation	6,493,582	3,549,267	4,047,802

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Summary of Changes (dollars in thousands)

2022 Discretionary	\$2,541,661
2022 Mandatory	240,465
2023 Discretionary	3,792,802
2023 Mandatory	255,000
Net change	+1,265,676

<u>Discretionary:</u>	<u>2022 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase funding for individual HEA Title III, Title V, and Title VII program authorities to increase institutional capacity and student support at HBCUs, MSIs, and low-resourced institutions and provide additional support for disadvantaged students, including those at community colleges, to ensure they succeed in and graduate from college:		
• Strengthening Institutions Program	\$109,007	+\$100,000
• Strengthening Tribally Controlled Colleges and Universities	38,080	+15,000
• Strengthening Alaska Native and Native Hawaiian-serving Institutions	19,044	+6,000
• Strengthening Historically Black Colleges and Universities	337,619	+65,000
• Strengthening Historically Black Graduate Institutions	87,313	+15,000
• Strengthening HBCU Master’s Program	10,956	+10,000
• Strengthening Predominantly Black Institutions	14,218	+9,000
• Strengthening Asian American and Native American Pacific Islander-serving Institutions	5,120	+15,000
• Strengthening Native American-serving Nontribal Institutions	5,120	+7,000
• Minority Science and Engineering Improvement Program	13,370	+5,000
• Developing Hispanic-Serving Institutions program	148,732	+88,000
• Postbaccalaureate Opportunities for Hispanic Americans program	13,845	+15,000
Increase funding for Model Transition Programs for Students with Intellectual Disabilities into Higher Education to create or expand high-quality, inclusive, model comprehensive transition and postsecondary programs for students with intellectual disabilities.	13,800	+1,380

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Summary of Changes—Continued
(dollars in thousands)

<u>Discretionary:</u>	<u>2022 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase funding for Federal TRIO Programs that play an important role in assisting low-income students and students whose parents never completed college with support and preparation to enter and complete postsecondary education programs.	\$1,097,000	+\$200,761
Increase funding for Gaining Early Awareness and Readiness for Undergraduate Programs to support State efforts and build partnerships within communities, target entire cohorts of students in high-poverty middle schools, provide students with a full range of services through the 12th grade, and offer scholarships to attend college.	368,000	+40,000
Increase funding for Child Care Access Means Parents in School to help ensure low-income student parents enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care.	55,000	+40,000
Establish a new program to build and expand institutional research and infrastructure investments for Historically Black Colleges and Universities, Tribal Colleges and Universities (TCCUs), and Minority-Serving Institutions; and a program of grants to States and TCCUs designed to implement retention and completion reforms that improve student outcomes.	41,000	+519,000
Increase funding for the Teacher Quality Partnership program to support partnerships that enhance professional development activities and training for current and prospective teachers and staff.	52,092	+80,000
Establish the Hawkins Centers of Excellence program to increase the quality and number of new minority teachers prepared at institutions of higher education and add to the research base on effective, comprehensive teacher preparation program models.	0	+20,000
Subtotal, discretionary increases		+1,251,141

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Summary of Changes—Continued
(dollars in thousands)

<u>Mandatory:</u>	<u>2022 base</u>	<u>Change from base</u>
Increases:		
<u>Program:</u>		
Increase funding for individual HEA Title III, Title V, and Title VII program authorities to increase institutional capacity and student support at HBCUs and Minority-Serving Institutions (MSIs) to ensure they succeed in and graduate from college:		
• Mandatory Strengthening Tribally Controlled Colleges and Universities program	\$28,290	+\$1,710
• Mandatory Strengthening Alaska Native and Native Hawaiian-serving Institutions program	14,145	+855
• Mandatory Strengthening Historically Black Colleges and Universities program	80,155	+4,845
• Mandatory Strengthening Predominantly Black Institutions program	14,145	+855
• Mandatory Strengthening Asian American- and Native American Pacific Islander-serving Institutions program	4,715	+285
• Mandatory Strengthening Native American-serving Nontribal Institutions program	4,715	+285
• Mandatory Developing Hispanic-serving Institutions STEM and Articulation programs	94,300	+5,700
Subtotal, mandatory increases		+14,535
Net change		+1,265,676

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Authorizing Legislation

(dollars in thousands)

Activity	2022 Authorized	2022 Estimate	2023 Authorized	2023 Request
Aid for institutional development:				
Strengthening institutions <i>(HEA-III-A-311)</i>	0	\$109,007	To be determined ¹	\$209,007
Strengthening tribally controlled colleges and universities <i>(HEA-III-A-316)</i>	0	38,080	To be determined ¹	53,080
Strengthening Alaska Native and Native Hawaiian-serving institutions <i>(HEA-III-A-317)</i>	0	19,044	To be determined ¹	25,044
Strengthening predominantly Black institutions <i>(HEA-III-A-318)</i>	0	14,218	To be determined ¹	23,218
Strengthening Native American-serving Nontribal institutions <i>(HEA-III-A-319)</i>	0	5,120	To be determined ¹	12,120
Strengthening Asian American and Native American Pacific Islander-serving institutions <i>(HEA-III-A-320)</i>	0	5,120	To be determined ¹	20,120
Strengthening historically Black colleges and universities <i>(HEA-III-B-323)</i>	0	337,619	To be determined ¹	402,619
Strengthening historically Black graduate institutions <i>(HEA-III-B-326)</i>	0	83,313	To be determined ¹	102,313
Strengthening HBCU Master's Program <i>(HEA-VII-A-4-723)</i>	0	10,956	To be determined ¹	20,956
Minority science and engineering improvement <i>(HEA-III-E-1)</i>	0	13,370	To be determined ¹	18,370
Strengthening tribally controlled colleges and Universities <i>(HEA-III-F-31) (mandatory)</i>	\$30,000 ²	28,290 ²	\$30,000 ²	30,000 ²
Strengthening Alaska Native and Native Hawaiian-serving institutions <i>(HEA-III-F-371) (mandatory)</i>	15,000 ²	14,145 ²	15,000 ²	15,000 ²
Strengthening historically Black colleges and universities <i>(HEA-III-F-371) (mandatory)</i>	85,000 ²	80,155 ²	85,000 ²	85,000 ²

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Authorizing Legislation--Continued (dollars in thousands)

Activity	2022 Authorized	2022 Estimate	2023 Authorized	2023 Request
Strengthening predominantly Black institutions (HEA-III-F-371) (mandatory)	\$15,000 ²	\$14,145 ²	\$15,000 ²	\$15,000 ²
Strengthening Asian American and Native American Pacific Islander-serving institutions (HEA-III-F-371)(mandatory)	5,000 ²	4,715 ²	5,000 ²	5,000 ²
Strengthening Native American-serving Nontribal institutions (HEA-III-F-371) (mandatory)	5,000 ²	4,715 ²	5,000 ²	5,000 ²
Aid for Hispanic-serving institutions:				
Developing Hispanic-serving institutions (HEA-V-A)	0	148,732	To be determined ¹	236,732
Promoting postbaccalaureate opportunities for Hispanic Americans (HEA-V-B-512) (discretionary)	0	13,845	To be determined ¹	28,845
Mandatory developing HSI STEM and articulation programs (HEA III-F-371(b)(2)(B)) (mandatory)	100,000 ²	94,300 ²	100,000 ²	100,000 ²
Other aid for institutions:				
International education and foreign language studies:				
Domestic programs (HEA-VI-A and B)	0	69,353	To be determined ¹	69,353
Overseas programs (MECEA-102(b)(6))	Indefinite	8,811	Indefinite	8,811
Model comprehensive transition and postsecondary programs for students with intellectual disabilities into higher education (HEA-VII-D-2)	0	15,180	To be determined ¹	15,180
Tribally controlled postsecondary career and technical institutions (Carl D. Perkins CTEA section 117)	10,178	10,634	10,321	10,634
Assistance for students:				
Federal TRIO programs (HEA IV-A-2-1)	0	1,097,000	To be determined ¹	1,297,761
Gaining early awareness and readiness for undergraduate programs (HEA-IV-A-2-2)	0	368,000 ³	To be determined ¹	408,000
Graduate assistance in areas of national need (HEA-VII-A-2).	0	\$23,547	To be determined ¹	\$23,547
Child care access means parents in school (HEA-IV-A-7)	0	55,000	To be determined ¹	95,000

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Authorizing Legislation--Continued (dollars in thousands)

Activity	2022 Authorized	2022 Estimate	2023 Authorized	2023 Request
Teacher quality partnership <i>(HEA II-A) (discretionary)</i>	0	52,092	To be determined ¹	132,092
Fund for the improvement of postsecondary education <i>(HEA-VII-B)</i>	0	41,000	To be determined ¹	560,000
Hawkins Centers of Excellence <i>(HEA-II-B-2) (discretionary)</i>	0	0	To be determined ¹	20,000
<u>Unfunded authorizations</u>				
Interest subsidy grants <i>(HEA-I-121)</i>	0	0	0	0
Aid for institutional development:				
Endowment challenge grants <i>(HEA-III-C-331)</i>	0	0	0	0
Programs in STEM Fields <i>(HEA-III-E-2)</i>	0	0	0	0
Assistance for students:				
Byrd honors scholarships <i>(HEA-IV-A-6)</i>	0	0	0	0
Loan repayment for civil legal assistance attorneys <i>(HEA-IV-B, section 428L)</i>	0	0	0	0
International education and foreign language studies:				
Institute for international public policy <i>(HEA-VI-C)</i>	0	0	0	0
Science and technology advanced foreign language Education <i>(HEA-VI-D-637)</i>	0	0	0	0
Javits fellowships <i>(HEA-VII-A-1)</i>	0	0	0	0
Thurgood Marshall legal educational opportunity program <i>(HEA-VII-A-3)</i>	0	0	0	0
National Technical Assistance Center <i>(HEA-VII-D-4(a))</i>	0	0	0	0
<u>Unfunded authorizations</u>				
College access challenge grant program <i>(HEA-VII-E) (discretionary)</i>	0	0	0	0
College access challenge grants program <i>(HEA-VII-E)</i> <i>(mandatory)</i>	0	0	0	0

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Authorizing Legislation--Continued (dollars in thousands)

Activity	2022 Authorized	2022 Estimate	2023 Authorized	2023 Request
Project GRAD <i>(HEA-VIII-A)</i>	0	0	0	0
Mathematics and science scholars program <i>(HEA-VIII-B)</i>	0	0	0	0
Business workforce partnerships for job skill training in high growth occupations or industries <i>(HEA-VIII-C)</i>	0	0	0	0
Capacity for nursing students and faculty <i>(HEA-VIII-D)</i>	0	0	0	0
American history for freedom <i>(HEA-VIII-E)</i>	0	0	0	0
Patsy T. Mink fellowship program <i>(HEA-VIII-G)</i>	0	0	0	0
Improving college enrollment by secondary schools <i>(HEA-VIII-H)</i>	0	0	0	0
Early childhood education professional development and career task force <i>(HEA-VIII-I)</i>	0	0	0	0
Improving science, technology, engineering, and mathematics education with a focus on Alaska Native and Native Hawaiian students <i>(HEA-VIII-J)</i>	0	0	0	0
Pilot programs to increase college persistence and success <i>(HEA-VIII-K)</i>	0	0	0	0
Student safety and campus emergency management <i>(HEA-VIII-L-821)</i>	0	0	0	0
Education disaster and emergency relief loan program <i>(HEA-VIII-L-824)</i>	0	0	0	0
Low tuition <i>(HEA-VIII-M)</i>	0	0	0	0
<u>Unfunded authorizations</u>				
Cooperative education <i>(HEA-VIII-N)</i>	0	0	0	0
College partnership grants <i>(HEA-VIII-O)</i>	0	0	0	0
Jobs to careers <i>(HEA-VIII-P)</i>	0	0	0	0
Rural development grants for rural-serving colleges and universities <i>(HEA-VIII-Q)</i>	0	0	0	0
Campus-based digital theft prevention <i>(HEA-VIII-R)</i>	0	0	0	0

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Authorizing Legislation--Continued (dollars in thousands)

Activity	2022 Authorized	2022 Estimate	2023 Authorized	2023 Request
University sustainability programs (<i>HEA-VIII-U-881</i>)	0	0	0	0
Modeling and simulation programs (<i>HEA-VIII-V</i>)	0	0	0	0
Math to success program (<i>HEA-VIII-W</i>)	0	0	0	0
School of veterinary medicine competitive grant program (<i>HEA-VIII-X</i>)	0	0	0	0
Early Federal Pell Grant commitment demonstration program (<i>HEA-VIII-Y</i>)	0	0	0	0
Master's degree programs at HBCUs and PBIs (<i>HEA VIII-AA-897</i>)	0	0	0	0
Promoting postbaccalaureate opportunities for Hispanic Americans (<i>HEA-VIII-AA-898</i>)	0	0	0	0
Grants to states for workplace and community transition training for incarcerated individuals (<i>Higher Education Amendments of 1998-VIII-D</i>)	0	0	0	0
B.J. Stupak Olympic scholarships (<i>Higher Education Amendments of 1992, Section 1543</i>)	0	0	0	0
Underground railroad program (<i>Higher Education Amendments of 1998-VIII-H</i>)	0	0	0	0
Total definite authorization	\$265,178		\$265,321	
Total appropriation		\$2,782,126		\$4,047,802
Total discretionary appropriation		2,541,661		3,792,802
Portion of discretionary request subject to reauthorization		2,541,661		3,792,802
Portion of the discretionary request not authorized		0		0
Total mandatory appropriation		\$240,465		\$255,000 ⁴
Portion of the mandatory request not authorized		0		0

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Authorizing Legislation--Continued (dollars in thousands)

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations action.

² Mandatory funds made available in fiscal year 2009 and each succeeding fiscal year through 2019. In December 2019, the President signed Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

³ Of the amount appropriated, not less than 33 percent shall be used for State Grants and not less than 33 percent shall be used for Partnership Grants.

⁴ In December 2019, Congress enacted Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189). Although the 2023 level for mandatory programs is expected to be reduced by 5.7 percent, the amounts in the table do not include the sequester reduction. The level is expected to be \$240.5 million for fiscal year 2023, a reduction of \$14.5 million from the mandatory level.

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Appropriations History (dollars in thousands)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2014 Discretionary ¹	2,182,799	N/A	1,906,394	1,925,408
2014 Mandatory	428,000		428,000	397,184
2015 Discretionary ²	2,025,457	N/A	1,968,799	1,924,839
2015 Mandatory	4,902,000		255,000	236,385
2016 Discretionary ³	2,072,045	1,909,042	2,038,510	1,982,185
2016 Mandatory	2,266,842	255,000	255,000	237,660
2017 Discretionary ⁴	2,189,200	1,976,666	1,986,792	2,055,439
2017 Mandatory	2,060,121	2,060,121	2,060,121	237,405
2018 Discretionary ⁵	1,545,305	2,038,126	2,048,439	2,246,551
2018 Mandatory	255,000	255,000	255,000	238,170
2019 Discretionary ⁶	1,485,848	2,300,551	2,260,551	2,312,356
2019 Mandatory	255,000	255,000	255,000	239,190
2020 Discretionary ⁷	1,534,487	2,748,533	2,313,356	2,475,792
2020 Mandatory	255,000	255,000	255,000	239,955
2020 Supplemental, CARES Act (P.L. 116-136) ⁸	0	0	0	1,046,438
2021 Discretionary ⁹	1,788,634	2,557,315	2,488,157	2,541,661
2021 Mandatory	255,000	255,000	255,000	240,465

¹ The House allowance is shown as N/A because there was no Subcommittee action; Senate allowance reflects Committee action only.

² The House allowance is shown as N/A because there was no Subcommittee action; Senate allowance reflects Senate Subcommittee action only.

³ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bills, which proceeded in the 14th Congress only through the House Committee and Senate Committee.

⁴ The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

⁵ The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

⁶ The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

⁷ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

⁸ The Appropriation reflects the supplemental funds from the Coronavirus Aid, Relief, and Economic Security Act (P.L. 116-136).

⁹ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

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Appropriations History—Continued (dollars in thousands)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2021 Supplemental, CRRSA Act (P.L. 116-260) ¹	0	0	0	1,702,285
2021 Mandatory Supplemental, ARP Act (P.L. 117-02) ²	0	0	0	2,968,843
2022 Discretionary	3,308,802	3,430,757	3,383,375	
2022 Mandatory ³	7,475,000	240,465	240,465	240,465
2023 Discretionary	3,792,802			
2023 Mandatory	255,000			

¹ The Appropriation reflects supplemental funds from Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

² The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

³ The Budget Estimate to Congress includes mandatory budget proposals, including pre-sequestered mandatory funding made available under the Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

HIGHER EDUCATION

Significant Items in FY 2022 Appropriations Reports

Developing Hispanic-Serving Institutions

House: Graduation Rates.—The Committee notes that HSIs provide many benefits and educational opportunities to their students. However, the Committee is concerned that students at HSIs may be graduating at lower rates than students at non-HSIs. Therefore, the Committee directs the Department to provide an update in the fiscal year 2023 Congressional Budget Justification on graduation rates, retention rates, and persistence rates for students at HSIs, including a strategy on how to improve overall postsecondary completion at HSIs.

Response: The Department provides the requested information in the section addressing Aid for Hispanic-serving institutions. Additionally, the Administration is requesting an additional \$265.6 million in discretionary funding for the two programs under Aid for Hispanic-serving Institutions, \$103 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. This funding would increase institutional capacity and student support at HSIs. A significant number of postsecondary education institutions serving high percentages of students of color and students from low-income backgrounds face challenges that threaten their continued operation and ability to provide a high-quality education. The Department is committed to assisting institutions enrolling a large proportion of underserved students by providing funds to support, among other activities, improvements in academic quality, institutional management, administrative capacity and fiscal stability, infrastructure, and student support services, to ensure they succeed in and graduate from college.

Fund for the Improvement of Postsecondary Education

House: Centers of Excellence for Veteran Student Success Program.—The Committee includes \$15,000,000 to support existing and new grantees for the Centers of Excellence for Veterans Student Success Program, as authorized by section 873 of the HEA. Over one million veterans attend college every year and often need assistance receiving their benefits or transitioning to student life. Veteran Student Centers provide a one-stop-shop for academic support, networking opportunities, peer mentorship, financial assistance, counseling, and career services. The Department should ensure that this program continues to support comprehensive services including veteran benefits assistance, tutoring, counseling, and housing. The Committee directs the Department to brief the Committees on Appropriations no later than 90 days after enactment of this Act on its plan to continue to carry out this program, as well as a plan for evaluation and accountability, and to notify the Committees no later than 15 days in advance of making any new grant award or changes to the programs.

Response: The Department will comply with these directives if funding for this program is provided in the fiscal year 2022 appropriations act.

HIGHER EDUCATION

Significant Items in FY 2022 Appropriations Reports--Continued

Fund for the Improvement of Postsecondary Education--continued

Senate
Explanatory
Statement:

Centers of Excellence for Veteran Student Success.—The Committee recommendation includes 7,000,000 for the Centers of Excellence for Veteran Student Success program. The Committee recognizes the need for colleges and universities to provide wrap around services for our Nation’s veterans and military-connected families. While many schools have worked to provide supports for veteran students, some schools, including HBCUs and other MSIs, need additional resources to implement model programs for Centers of Excellence for Veteran Student Success. The Committee encourages the Department to prioritize HBCUs, MSIs, and under resourced institutions to support our Nation’s veterans.

Response: The Department will comply with this directive if funding for this program is provided in the fiscal year 2022 appropriations act.

House: Transitioning Gang-Involved Youth to Higher Education.—The Committee directs the Department to work in conjunction with the Department of Labor to allocate no less than \$1,000,000 to provide a funding opportunity for organizations that work directly with gang involved youth to help such youth pursue higher education opportunities.

Response: The Department will comply with this directive if funding for this program is provided in the fiscal year 2022 appropriations act.

Senate
Explanatory
Statement:

Open Textbook Pilot. —The Committee directs the Department to issue a notice inviting applications and allow for a 60-day application period and the funding should support a significant number of grant awards under the same terms and conditions as specified for this activity in fiscal year 2021.

Response: The Department will comply with this directive if funding for this program is provided in the fiscal year 2022 appropriations act.

HIGHER EDUCATION

Significant Items in FY 2022 Appropriations Reports--Continued

Fund for the Improvement of Postsecondary Education--continued

House: Center of Excellence in Spatial Computing.—The Committee is increasingly concerned about the lack of highly-qualified Americans available for hire within the high-tech labor pool. The technology sector is the fastest growing market within the United States, with a growing need for a spatial computing workforce to remain competitive. Therefore, the Committee includes \$5,000,000 to establish a Center of Excellence in Spatial Computing designation, allowing institutions of higher education the opportunity to qualify for federal funding to teach students the necessary skills to succeed in an ever-evolving high tech economy.

Response: The Department will implement this program if funding is provided in the fiscal year 2022 appropriations act.

Federal TRIO Programs

Senate
Explanatory
Statement:

The Committee directs the Department to allocate increases to each TRIO program, including funding down the slate of unfunded high-quality applications from the Student Support Services competition held in fiscal years 2020 and Talent Search and Educational Opportunity Centers competitions in fiscal year 2021. The Committee encourages the Department to manage any new awards by putting them on the same funding cycle as other grants funded within the same program. Further, such grantees shall be eligible for prior experience points for demonstrated performance outcomes in subsequent competitions. The Committee directs the Department to include estimated funding for each TRIO program in the operating plan required under section 513 of this act.

Response: The Department requests an increase of 200.8 million for TRIO for fiscal year 2023. The requested increase would support a new award competition for the Student Support Services program. The Administration believes that prioritizing increased funding for the Student Support Services program would strengthen completion and retention rates at both two-year and four-year institutions of higher education for students from disadvantaged communities. Additional information on proposed funding levels for each of the TRIO programs for fiscal year 2022 and 2023 is included in the Federal TRIO Programs section below.

HIGHER EDUCATION

Significant Items in FY 2022 Appropriations Reports--Continued

Gaining Early Awareness and Readiness for Undergraduate Programs

House: The Committee directs the Department to announce Notices Inviting Applications for New Awards for State Grants and Partnership Grants in the Federal Register. In such notice for State grants, the Committee directs the Department to uphold the longstanding guidance that States may only administer one active State GEAR UP grant at a time. The Secretary is directed to provide written guidance in the Federal Register notifying applicants that only States without an active State GEAR UP grant, or States that have an active State GEAR UP grant that is scheduled to end prior to October 1, 2022, will be eligible to receive a new State GEAR UP award funded in whole or in part by this appropriation. The Secretary is further directed to ensure that no request from a State Grant applicant to receive an exception to the GEAR UP scholarship described in section 404E(b)(2) of the HEA shall be denied on the basis of 34 CFR 694.14(c)(3).

Response: The Department plans to fund fiscal year 2022 new awards for State Grants and Partnership Grants from the fiscal year 2021 competition slates. Notices Inviting Applications for fiscal year 2021 new awards under the GEAR UP Program were published in the Federal Register on April 29, 2021 (86 FR 22642; 86 FR 22650).

Senate
Explanatory
Statement:

The Committee directs the Department to announce Notices Inviting Applications for New Awards for State Grants and Partnership Grants in the Federal Register. In such notice for State grants, the Committee directs the Department to uphold the longstanding guidance that States may only administer one active State GEAR UP grant at a time. The Secretary is directed to provide written guidance in the Federal Register notifying applicants that only States without an active State GEAR UP grant, or States that have an active State GEAR UP grant that is scheduled to end prior to October 1, 2022, will be eligible to receive a new State GEAR UP award funded in whole or in part by this appropriation. The Secretary is further directed to ensure that no request from a State Grant applicant to receive an exception to the GEAR UP scholarship described in section 404E(b)(2) of the HEA shall be denied on the basis of 34 CFR 694.14(c)(3).

Response: The Department plans to fund fiscal year 2022 new awards for State Grants and Partnership Grants from the fiscal year 2021 competition slates. Notices Inviting Applications for fiscal year 2021 new awards under the GEAR UP Program were published in the Federal Register on April 29, 2021 (86 FR 22642; 86 FR 22650).

HIGHER EDUCATION

Summary of Request

The Administration's fiscal year 2023 Request includes \$4 billion in discretionary funds for Higher Education Programs aimed at improving student achievement and increasing access to a high-quality education for all students. The fiscal year 2023 Request for the Department includes transformational investments from early childhood to postsecondary education so that all children and young people are able to grow, learn, and gain the skills they need to succeed. The Request provides increases that are key to increasing racial equity, combatting the effects of COVID-19, and bolstering our economy for those who are underserved.

To help close gaps among racial and socioeconomic groups in college enrollment and degree attainment, the Request includes \$1.4 billion in discretionary and mandatory funding authorized under Titles III and V of the Higher Education Act of 1965, as amended. Within this amount, the Request provides \$886.8 million in discretionary funding for the Aid for Institutional Development (AID) programs, \$247 million or 38.6 percent, more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The Request for Title III demonstrates the Administration's commitment to assisting institutions that enroll a large proportion of minority and disadvantaged students by providing funds to improve institutions' academic programs and administrative and fundraising capabilities.

The Administration requests \$209 million for the **Strengthening Institutions Program** and a total request of \$549.1 million to strengthen institutions of higher education that serve high proportions of African Americans and low-income students, including \$402.6 million, \$65 million more than the fiscal year 2022 annualized CR based on the 2021 appropriation, for **Historically Black Colleges and Universities (HBCUs)**; \$102.3 million for **Historically Black Graduate Institutions (HBGIs)**, \$21 million for **Master's Degree Programs at HBCUs**, and \$23.2 million for **Strengthening Predominantly Black Institutions (PBIs)**.

Also included in the Request for Title III programs is \$53.1 million for the **Tribally Controlled Colleges and Universities (TCCUs)** program; \$25 million for the **Alaska Native and Native Hawaiian-serving Institutions (ANNH)** program; \$12.1 million for the **Native American-serving Nontribal Institutions (NASNTIs)** program; and \$20.1 million for the **Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs)** program. Lastly, the Administration is requesting \$18.4 million for the **Minority Science and Engineering Improvement Program (MSEIP)** to help improve science and engineering programs at postsecondary institutions with predominantly minority enrollments.

The Administration Requests a total of \$265.6 million in discretionary funding for Aid for Hispanic-serving Institutions to ensure that Hispanic students have access to high quality postsecondary education and to closing the gap between Hispanic and non-Hispanic students in areas of academic achievement, high school graduation, postsecondary enrollment, and life-long learning. The Request includes \$236.7 million in discretionary funding for **Developing Hispanic-serving Institutions (HSIs)**, \$88 million more than the fiscal year 2022 annualized CR based on the 2021 appropriation and \$28.8 million for the **Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA)**.

HIGHER EDUCATION

Summary of Request--Continued

In addition to these discretionary requested levels, \$255 million is available in mandatory funding to minority-serving institutions authorized under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA).

For the **International Education and Foreign Language Studies (IEFLS)** programs, the Administration requests a total of \$78.2 million, the same as the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The IEFLS programs are designed to help meet the Nation's security and economic needs through the development of expertise in foreign languages and area and international studies. More specifically, the request for IEFLS includes \$69.4 million for the Domestic Programs and \$8.8 million for the Overseas Programs.

The Request would provide \$1.3 billion in fiscal year 2023 for the **Federal TRIO Programs**, \$200.8 million or 18.3 percent more than the 2022 annualized CR based on the fiscal year 2021 appropriation, to provide services to encourage underserved individuals to enter and complete college and postgraduate education. Additionally, the Request includes \$408 million, \$40 million more than the 2022 annualized CR based on the fiscal year 2021 appropriation, to assist middle and high school students in preparing for college through **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)**.

The Request also includes \$15.2 million for the **Model Transition Programs for Students with Intellectual Disabilities (TPSID)** program, \$23.5 million for the **Graduate Assistance in Areas of National Need (GAANN)** program, and \$10.6 million for the **Tribally Controlled Postsecondary Career and Technical Institutions (TCPCTI)** program.

For fiscal year 2023, the Administration requests \$95 million for the **Child Care Access Means Parents in School (CCAMPIS)** program, \$40 million more than the fiscal year 2022 annualized CR based on the 2021 appropriation. The CCAMPIS program helps to ensure that low-income student parents enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care. The request reflects the Administration's strong commitment to closing equity gaps that limit access to and success in postsecondary education, including the extra challenges faced by underserved college student parents in finding high-quality, low-cost child care.

The Request includes \$560 million for the **Fund for the Improvement of Postsecondary Education (FIPSE)**, \$519 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation, to establish a new program to build and expand institutional research and infrastructure investments for Historically Black Colleges and Universities, Tribal Colleges and Universities (TCCUs), and Minority-Serving Institutions; and a program of grants to States and TCCUs designed to implement retention and completion reforms that improve student outcomes.

The Request would provide \$132.1 million, \$80 million more than the 2022 annualized CR based on the 2021 appropriation, for **Teacher Quality Partnership (TQP)** program to help support a variety of effective pathways into teaching and support our Nation's teaching force in improving student outcomes.

HIGHER EDUCATION

Summary of Request--Continued

The Administration requests \$20 million for a new **Hawkins Centers of Excellence** program designed to increase the quality and number of new minority teachers prepared at a subset of high-priority institutions of higher education. The program would also add to the research base on effective, comprehensive teacher preparation program models.

The Request also proposes through appropriations language a new HEA pooled evaluation authority, similar to that of the ESEA, that would permit the Department to reserve up to 0.5 percent of funding appropriated for each HEA program, with the exception of the Pell Grant program, to support rigorous independent program evaluations as well as data collection and analysis of student outcomes for all HEA programs.

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Aid for institutional development

(Higher Education Act of 1965, Title III and Title VII, Section 723)

(dollars in thousands)

FY 2023 Authorization: To be determined (discretionary)¹; \$155,000 (mandatory appropriation)²

Budget Authority:

	2022 Estimate	2023 Request	Change
Discretionary:			
Strengthening Institutions Program (SIP) (Part A)	\$109,007	\$209,007	+\$100,000
Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A)	38,080	53,080	+15,000
Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs) (Part A)	19,044	25,044	+6,000
Strengthening Historically Black Colleges and Universities (HBCUs) (Part B)	337,619	402,619	+65,000
Strengthening Historically Black Graduate Institutions (HBGIs) (Part B)	87,313	102,313	+15,000
Strengthening HBCU Master's Degree Program (Section 723)	10,956	20,956	+10,000
Strengthening Predominantly Black Institutions (PBIs) (Part A)	14,218	23,218	+9,000
Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) (Part A)	5,120	20,120	+15,000
Strengthening Native American-serving Nontribal Institutions (NASNTIs) (Part A)	5,120	12,120	+7,000
Minority Science and Engineering Improvement Program (MSEIP) (Part E)	13,370	18,370	+5,000
Total, Discretionary Appropriation	639,847	886,847	+247,000

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations language.

² In December 2019, Congress enacted Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

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Aid for institutional development

	2022 Annualized CR	2023 Request	Change from 2022 to 2023
Mandatory (Part F, Section 371):			
Strengthening TCCUs	\$28,290	\$30,000	+\$1,710
Strengthening ANNHs	14,145	15,000	+855
Strengthening HBCUs	80,155	85,000	+4,845
Strengthening PBIs.....	14,145	15,000	+855
Strengthening AANAPISIs.....	4,715	5,000	+285
Strengthening NASNTIs	4,715	5,000	+285
Total, Mandatory Appropriation	146,165 ¹	155,000 ¹	+8,835
Total, Discretionary and Mandatory Appropriation	786,012	1,041,847	+255,835

¹ In December 2019, Congress enacted Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189). The 2021 level for mandatory programs has been reduced by 5.7 percent which become effective on October 1, 2021, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2023 level for mandatory programs is expected to be reduced by 5.7 percent, the amounts in the table do not include the sequester reduction.

PROGRAM DESCRIPTION

The Aid for Institutional Development (AID) programs, commonly referred to as the Title III programs, are designed to promote equity across U.S. postsecondary education by strengthening institutions of higher education (IHEs) that serve high percentages of students of color and students from low-income backgrounds. A student from a low-income background is defined as an individual from a family whose taxable income for the preceding year did not exceed 150 percent of the Census poverty level. Funding is targeted to minority-serving and other institutions that enroll large proportions of financially underserved students and have low per-student expenditures. Grants help institutions improve student outcomes including rates by expanding student support services, improve their management and fiscal operations, build endowments, and make effective use of academic and technological resources.

From their inception in 1965, one of the primary missions of the Title III programs has been to strengthen the Nation's Historically Black Colleges and Universities (HBCUs). The Higher Education Amendments of 1998 extended that mission to include programs to strengthen Tribally Controlled Colleges and Universities (TCCUs) and Alaska Native and Native Hawaiian-serving Institutions (ANNHs). In addition, the Higher Education Opportunity Act of 2008 (HEOA), which reauthorized the Higher Education Act of 1965 (HEA), established the Asian American and Native American Pacific Islander-serving Institutions program (AANAPISI), the Native American-serving Nontribal Institutions program (NASNTI), and the Predominantly Black Institutions program (PBIs).

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Aid for institutional development

Strengthening Institutions Program (SIP)

Strengthening Institutions (Part A, Section 311) authorizes competitions for 1-year planning grants and 5-year development grants. Under SIP, special consideration is given to institutions that (1) have endowment funds with a market value per full-time equivalent student less than the market value of endowment funds per full-time equivalent student at similar institutions, and (2) have below-average educational and general expenditures per full-time equivalent undergraduate student. Institutions receiving a 5-year grant under this part are not eligible to receive an additional grant under this part until 2 years after the 5-year grant has expired. Institutions may apply to use their SIP funds to support faculty and academic program development; improvement in fund and administrative management; joint use of libraries and laboratories; construction, maintenance, renovation, and improvement of instructional facilities, including strengthening an institution's technological capabilities; student services; and activities designed to improve the financial literacy and economic literacy of students or their families.

SIP grantees also may use no more than 20 percent of their allocations—which must be matched at a rate of one institutional dollar for each Federal dollar—to establish or increase an institution's endowment fund.

To participate in SIP, an institution must award bachelor's degrees or be a junior or community college, provide an education program legally authorized by the State in which it is located, and be accredited or be making reasonable progress toward accreditation. However, the Secretary may waive the eligibility requirements for institutions with below-average educational and general expenditures per full-time equivalent undergraduate student that enroll a significant percentage of financially needy students, as measured by enrollment of Pell Grant recipients or other Title IV need-based aid recipients.

Strengthening Tribally Controlled Colleges and Universities (TCCUs)

The TCCUs program, authorized by Part A, Section 316 of the HEA, awards 5-year formula-based discretionary grants that enable TCCUs to improve and expand their capacity to serve American Indian students. The term "Tribal College or University" means an institution that qualifies for funding under the Tribally Controlled Colleges and Universities Assistance Act of 1978 (25 U.S.C. 1801 et seq.) or the Navajo Community College Act (25 U.S.C. 640a note); or is cited in Section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note). TCCUs do not have to wait 2 years between grants and thus may be funded continuously.

The Department may reserve 30 percent of the funds appropriated for TCCUs to award 1-year grants of at least \$1 million for construction, maintenance, and renovation needs at eligible institutions, with a preference given to institutions that did not receive an award in a prior fiscal year. The remaining funds must be allocated using a formula, with 60 percent allocated on the basis of Indian student counts at eligible institutions and the other 40 percent distributed equally among eligible TCCUs. The minimum grant size is \$500,000.

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Institutions may apply to use their funds to plan, develop, and implement a wide range of authorized activities that include faculty and academic program development; improvement in fund and administrative management; construction, maintenance, renovation, and improvement of instructional facilities, including the acquisition of real property and equipping facilities for Internet use or other distance education technologies; student services; teacher education programs with an emphasis on qualifying students to teach Indian children; community outreach programs that encourage Indian elementary and secondary school students to pursue postsecondary education; and improving the financial literacy and economic literacy of students or their families.

Institutions may use no more than 20 percent of grant funds to establish or increase an endowment fund, with funds matched dollar for dollar with non-Federal funds.

Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH)

The ANNH program, authorized by Part A, Section 317 of the HEA, makes competitive 5-year development grants that enable these institutions to improve and expand their capacity to serve Alaska Native and Native Hawaiian students. Like TCCUs, institutions receiving grants under Section 317 do not have to wait 2 years between grants and thus may be funded continuously. Uses of funds are similar to those authorized under SIP. Alaska Native-serving institutions and Native Hawaiian-serving institutions are institutions that meet the definition of an eligible institution under Section 312(b) of the HEA and have, respectively, undergraduate enrollments that are at least 20 percent Alaska Native students or 10 percent Native Hawaiian students.

Strengthening Historically Black Colleges and Universities (HBCUs)

The Strengthening HBCUs program, authorized by Part B, Section 323 of the HEA, makes 5-year formula-based discretionary grants to help HBCUs strengthen their infrastructure and achieve greater financial stability. A Part B eligible institution is defined as any accredited, legally authorized HBCU that was established prior to 1964 and whose principal mission was, and is, the education of Black Americans. Funds are allocated among HBCUs based on the number of Pell Grant recipients enrolled, the number of graduates, and the percentage of graduates who are attending graduate or professional school in degree programs in which Black American students are underrepresented. The statute provides for a \$250,000 minimum grant for each eligible institution.

HBCUs may use their funds to plan, develop, and implement activities that support faculty and academic program development; fund and administrative management; construction, maintenance, renovation, and improvement of instructional facilities, including the acquisition of real property; student services; teacher education programs designed to qualify students to teach in public schools; community outreach programs that will encourage elementary and secondary school students to pursue postsecondary education; and improving financial literacy and economic literacy of students or their families, especially with regard to loan and grant programs under Title IV.

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HBCUs also may use no more than 20 percent of the grant funds provided under Part B—which must be matched at a rate of one institutional dollar for each Federal dollar—to establish or increase an institution's endowment fund.

Strengthening Historically Black Graduate Institutions (HBGIs)

The Strengthening HBGIs program, authorized under Part B, Section 326 of the HEA, makes 5-year formula-based discretionary grants to 24 postgraduate institutions that are identified in the HEA.

A grant under this Section can be used for a wide range of activities, including scholarships and fellowships for needy graduate and professional students; construction, maintenance, renovation, and improvement of instructional facilities; establishment or maintenance of an endowment fund; establishment or improvement of a development office to strengthen and increase contributions from alumni and the private sector; improvement in fund and administrative management; and tutoring, counseling, and student service programs designed to improve academic success.

HBGI grants are limited to \$1 million, unless the HBGI agrees to match 50 percent of the grant funding in excess of \$1 million with non-Federal resources. Institutions are not required to match any portion of the first \$1 million of their award. An HBGI that received a grant under this Section in fiscal year 2008 (and that is eligible to receive a grant after fiscal year 2008) may not receive a grant in subsequent fiscal years that is less than the grant amount received in fiscal year 2008. No institution or university system may receive more than one grant in any fiscal year.

Strengthening HBCU Master's Program

This program, authorized under Section 723 of the HEA, provides grants of up to 6 years in duration to 18 HBCUs that are identified in the HEA that make a substantial contribution to graduate education opportunities for Black Americans at the master's level in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines where Black American students are underrepresented. Awards are used to improve graduate education opportunities at the master's level in these fields.

Grants may be used for a wide range of activities, including purchase, rental, or lease of scientific or laboratory equipment for educational purposes; construction, maintenance, renovation, and improvement in instructional facilities; scholarships, fellowships, and other financial assistance for participating students; establishment or maintenance of an institutional endowment; funds and administrative management; improving the financial literacy and economic literacy of students or their families; tutoring, counseling, and student service programs; and faculty professional development.

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Strengthening Predominantly Black Institutions (PBIs)

The Strengthening PBIs program, authorized by Part A, Section 318 of the HEA, makes 5-year formula-based discretionary grants to support activities outlined in Section 311(c) of the HEA, which include: academic instruction in disciplines in which Black Americans are underrepresented; teacher education programs designed to qualify students to teach in public elementary or secondary schools; and community outreach programs that will encourage elementary and secondary school students to pursue postsecondary education. No more than 50 percent of grant funds awarded may be used for construction or maintenance of classroom, library, laboratory, or other instructional facilities. Institutions may use no more than 20 percent of grant funds to establish or increase an endowment fund, with funds matched dollar for dollar by non-Federal funds.

Funding is allocated among PBIs according to a formula that is based on: (1) the number of Pell Grant recipients enrolled; (2) the number of graduates; and (3) the percentage of graduates who are attending a baccalaureate degree-granting institution or a graduate or professional school in degree programs in which Black American students are underrepresented. The statute provides for a \$250,000 minimum grant for each eligible institution.

The term “Predominantly Black institution” is defined generally as an IHE with low educational and general expenditures per full-time equivalent student that has an enrollment of at least 1,000 undergraduate students, of which not less than 50 percent are low-income individuals or first-generation college students and 40 percent or more of whom are Black American students.

Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISI)

The AANAPISI program, authorized by Part A, Section 320 of the HEA, makes 5-year competitive grants to eligible IHEs, as defined under Section 312(b) of the HEA, that have, at the time of application, an enrollment of undergraduate students that is at least 10 percent Asian American or Native American Pacific Islander students. The term “Asian American” means a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam), as defined in the Office of Management and Budget’s Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity as published on October 30, 1997 (62 Federal Register 58789). The term “Native American Pacific Islander” means any descendant of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the U.S. AANAPISIs do not have to wait 2 years between grants and thus may be funded continuously.

Grants help these institutions to improve and expand their capacity to serve Asian American and Native American Pacific Islander students and individuals from low-income backgrounds. Funds may be used for a range of activities, including the purchase, rental, or lease of scientific or laboratory equipment for educational purposes; renovation and improvement of instructional facilities; faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the faculty’s field of instruction; curriculum development and academic

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instruction; endowment funds; and academic instruction in disciplines in which Asian American and Native American Pacific Islanders are underrepresented.

Strengthening Native American-serving Nontribal Institutions (NASNTI)

The NASNTI program, authorized by Part A, Section 319 of the HEA, provides 5-year competitive grants to eligible IHEs, as defined under Section 312(b) of the HEA, that are not a Tribal College or University (as defined in Section 316 of the HEA) and have, at the time of application, an enrollment of undergraduate students that is not less than 10 percent Native American students. The term “Native American” means an individual who is of a tribe, people, or culture that is indigenous to the United States. NASNTIs do not have to wait 2 years between grants and thus may be funded continuously.

Funds generally may be used to plan, develop, undertake, and carry out activities to improve and expand the institutions' capacity to serve Native Americans and individuals from low-income backgrounds. More specifically, allowable activities include purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instruction and research; renovation and improvement of instructional facilities; faculty exchanges, faculty development, and faculty fellowships to assist faculty in attaining advanced degrees; curriculum development and academic instruction; funds and administrative management, and acquisition of equipment for use in strengthening funds management; academic tutoring and counseling programs and support services; and improving the financial and economic literacy of students or their families.

The statute requires a \$200,000 minimum grant for each eligible institution. Participating institutions are not eligible to receive funding under Part A or Part B of Title III or Part A of Title V of the HEA.

Minority Science and Engineering Improvement Program (MSEIP)

The MSEIP, authorized by Part E, Subpart 1 of the HEA, supports competitive 3-year grants to IHEs that are designed to promote long-range improvement in science and engineering education at predominantly minority institutions and increase the participation of underserved ethnic and racial minorities in scientific and technological careers. Only colleges and universities with minority enrollments of greater than 50 percent are eligible to receive assistance under MSEIP. MSEIP allows grantee institutions to support a variety of innovative and customized projects. Typically, MSEIP projects are designed to implement one, or a combination of, educational projects, such as curriculum development, purchase of scientific equipment, or development of research capabilities.

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Aid for institutional development

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	\$681,514 ¹
2019	687,501 ²
2020	762,125 ³
2020 CARES Act	831,628
2021	786,012 ⁴
2021 CRRSA Act	1,352,845
2021 ARP Act	2,359,408
2022 Estimate	786,012 ⁵

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests a total of \$886.8 million in discretionary funding for the Aid for Institutional Development programs authorized under Title III of the Higher Education Act of 1965, as amended (HEA), \$247 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. In addition to these discretionary requested levels, \$155 million is available in mandatory funding in fiscal year 2023 for these programs under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA). Together the discretionary request and mandatory funding total \$1.042 billion.

The request for discretionary funding and the mandatory funding would increase institutional capacity and student support at Historically Black Colleges and Universities (HBCUs), Tribally Controlled Colleges and Universities (TCCUs), Minority-Serving Institutions (MSIs), and low-resourced institutions, including community colleges. A significant number of postsecondary education institutions serving high percentages of students of color and students from low-income backgrounds face challenges that threaten their continued operation and ability to provide a high-quality education. The Administration is committed to assisting these institutions by providing funds to support, among other activities, improvements in academic quality, institutional management, administrative capacity and fiscal stability, infrastructure, and student support services. Specific proposed increases include the following:

- \$209 million for the Strengthening Institutions program, \$100 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. This increase reflects the Administration's commitment to assist institutions, especially community colleges, that provide educational opportunities to students from low-income backgrounds and students of color.

¹ Includes \$144,770 thousand in mandatory funds provided under the HEA.

² Includes \$145,390 thousand in mandatory funds provided under the HEA.

³ Includes \$145,855 thousand in mandatory funds provided under the HEA.

⁴ Includes \$146,165 thousand in mandatory funds provided under the HEA.

⁵ Includes \$146,165 thousand in mandatory funds provided under the HEA.

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Title III, Part A (Other MSI Programs)

- \$53.1 million for the Strengthening TCCUs program, \$15 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Funding would support 35 fully accredited Tribal Colleges and Universities. The majority of TCCUs are 2-year schools, primarily located in regions of the Midwest and Southwest not served by other postsecondary education institutions. TCCUs play a critical role by offering a broad range of degree and certificate programs to students for whom these educational opportunities would otherwise be geographically and culturally inaccessible. For example, approximately 10 percent of all American Indian/Alaska Native college students were enrolled in TCCUs in 2019. In 2019-2020, American Indian/Alaska Natives earned only 0.4 percent of the bachelor's degrees, 0.5 percent of the master's degrees, and 0.4 percent of doctoral degrees awarded in the U.S., though American Indian/Alaska Natives comprise 1.3 percent of the population. The Budget also includes \$30 million in mandatory funding for the Strengthening TCCUs program authorized by the FUTURE Act.
- \$25 million in fiscal year 2023 for discretionary grants under Part A, Section 317 for the Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH) program, \$6 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Like TCCUs, ANNH institutions are typically located in remote areas not served by other postsecondary educational institutions. The Budget also includes \$15 million in mandatory funding for the Strengthening ANNH program authorized by the FUTURE Act.
- \$23.8 million in fiscal year 2023 for Part A, Section 318 Strengthening Predominantly Black Institutions (PBIs) program, \$9 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. PBIs are primarily urban and rural 2-year colleges where at least 40 percent of whom are Black American students and at least 50 percent are from a low-income background or first-generation college students. The Budget also includes \$15 million in mandatory funding for the Strengthening PBIs program authorized by the FUTURE Act.
- \$20.1 million in fiscal year 2023 for discretionary funds for Part A, Section 320 Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) program, \$15 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Most AANAPISI institutions are junior and community colleges where at least 10 percent of students are Asian American or Native American Pacific Islander students. AANAPISI-eligible institutions enroll 75 percent of the total population of AAPI undergraduate students from a low-income background currently enrolled in higher education. They also serve communities with disproportionately high numbers of English language learners and individuals with significant academic needs. The Budget also includes \$5 million in mandatory funding for the Strengthening AANAPISIs program authorized by the FUTURE Act.

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- \$12.1 million in fiscal year 2018 for discretionary funds for Part A, Section 319 Strengthening Native American-serving Nontribal Institutions (NASNTIs) program, \$7 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. NASNTI-eligible institutions must have an enrollment of undergraduate students that is at least 10 percent Native American and at least 50 percent are from a low-income background. Nontribal institutions of higher education that serve large populations of Native American students require additional resources to improve and expand their capacity to serve the unique and diverse needs of their Native American student population. The Budget also includes \$5 million in mandatory funding for the Strengthening NASNTIs program authorized by the FUTURE Act.

Title III, Part B (HBCU Funding)

The Administration's Request would maintain strong support for Historically Black Colleges and Universities (HBCUs). HBCUs enroll over 11 percent of all Black American students in higher education. Figures compiled by National Center for Education Statistics (NCES) indicate that an estimated 218,661 Black American students were enrolled at HBCUs in 2019. In addition, over 10 percent of Black Americans who currently hold undergraduate degrees earned their credential from an HBCU. Grants provided under the Title III, Part B programs enable HBCUs and HBGIs to continue graduating large numbers of Black American students and prepare them for advanced study while also helping these institutions improve their academic quality, institutional management, and fiscal stability.

Research has found that HBCUs are vital to helping underrepresented Black American students find success in postsecondary education—a key goal of President Biden's racial equity agenda. For example, while HBCUs constitute just three percent of four-year universities and have significantly less resources than other top colleges and universities, their graduates make up approximately 80 percent of Black judges, half of Black lawyers and doctors, and 25 percent of Black undergraduates earning degrees in STEM (science, technology, engineering, and mathematics). The request, which would make a historic investment in HBCUs designed to help them build on these achievements, includes the following:

- \$402.6 million for the Strengthening HBCUs program, \$65 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. In addition, the Administration requests \$102.3 million for the Strengthening HBGIs program, \$15 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. HBCUs also would receive \$85 million in mandatory funding for the Strengthening HBCUs program authorized by the FUTURE Act. The fiscal year 2023 request demonstrates the Administration's determination to increase support of HBCUs and HBGIs, which play a unique and vital role in providing higher education opportunities to students of color and underserved students.

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Black American enrollment at IHEs nearly tripled between 1976 and 2019, from about 1 million students to 2.5 million students. Despite these increases in college enrollment, Black American students continue to lag behind their non-Black American peers (and the national average) in overall educational attainment. In 2019-2020, Black Americans earned only 9.8 percent of bachelor’s degrees, 13.1 percent of master’s degrees, and 9.5 percent of doctoral degrees awarded in the United States. Further, Black American student participation in and completion of advanced programs in the physical and natural sciences, engineering, and mathematics continues to be lower than participation for other groups. Part B funding increases the capacity of HBCUs and HBGIs to improve outcomes for Black Americans in such programs.

- \$21 million for the Strengthening HBCU Master’s Degree Program, \$10 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. This request would provide funding to 18 specified HBCUs that make a substantial contribution to graduate education opportunities for Black American students at the master’s level in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines.

Title III, Part E (MSEIP)

- \$18.4 million for MSEIP, \$5 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The fiscal year 2023 request would provide continued support for the improvement of STEM programs at IHEs enrolling large numbers of students of color and would further the Department’s efforts to increase access to a quality higher education for individuals from underserved minority groups. MSIs play a critical role in serving students of color.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Strengthening Institutions			
Number of new development awards	44	24	250
Average new development awards	\$437	\$440	\$501
Total new development award funding	\$19,225	\$10,563 ¹	\$125,363
Number of continuation development awards	177	211	194
Average continuation development award	\$429	\$423	\$420
Total continuation development award funding	\$75,969	\$89,236	\$81,554

¹ The Department expects to fund down the fiscal year 2021 slate to make new awards in fiscal year 2022.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Strengthening Institutions—cont'd			
Number of continuation evidence awards	25	18	0
Average continuation evidence award	\$545	\$512	0
Total continuation evidence award funding	\$13,624 ¹	\$9,208 ¹	0
Peer review of new award applications	\$189	0	\$2,090
Total award funding (Section 311)	\$109,007	\$109,007	\$209,007
Total number of awards	246	253	444
Strengthening TCCUs			
Discretionary funding:			
Number of new development awards	2	0	0
Average new development award	\$525	0	0
Total new development award funding	\$1,050	0	0
Number of continuation development awards	33	35	35
Average continuation development award	\$1,122	\$1,088	\$1,517
Total continuation development award funding	\$37,030	\$38,080	\$53,080
Mandatory funding (Section 371):			
Number of continuation development awards	35	35	35
Average continuation development award	\$808	\$808	\$857
Total continuation development award funding	\$28,290	\$28,290	\$30,000
Total award funding	\$66,370	\$66,370	\$83,080
Discretionary (Section 316)	\$38,080	\$38,080	\$53,080
Mandatory (Section 371)	\$28,290 ²	\$28,290 ²	\$30,000 ²
Total number of awards (discretionary and mandatory)	70	70	70

¹ Continuation awards and related funding from prior SIP competitions (fiscal years 2017-2018) for projects that proposed evidence-based practices. The Department included a competitive preference priority for projects supported by evidence of effectiveness and evidence of promise as defined by the What Works Clearinghouse in a number of competitions for new awards beginning in fiscal year 2012.

² Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Strengthening ANNHs			
Discretionary funding:			
Number of new development awards	0	10	12
Average new development award	0	\$867	\$501
Total new development award funding	0	\$8,670	\$6,013
Number of continuation development awards	24	24	34
Average continuation development award	\$787	\$424	\$552
Total continuation development award funding	\$18,875	\$10,184	\$18,781
Peer review of new award applications	0	\$190	\$250
Unobligated funding	\$169	0	0
Mandatory funding (Section 371):			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$28,260	\$28,290	\$29,145
Number of new development awards	25	3	0
Average new development award	\$528	\$530	0
Total new development award funding	\$13,209	\$1,589	0
Number of continuation development awards	0	25	28
Average continuation development award	0	\$501	\$505
Total continuation development award funding	0	\$12,531	\$14,145
Peer review of new award applications	\$26	\$25	0
Unobligated funding	\$876	0	0
Total award funding	\$33,159	\$33,189	\$39,189
Discretionary (Section 317)	\$19,044	\$19,044	\$25,044
Mandatory (Section 371)	\$14,115	\$14,145	\$14,145
(Section 371) estimated carryover (funds remaining at the end of the fiscal year)	\$14,145 ¹	\$14,145 ¹	\$15,000 ¹
Total number of awards (discretionary and mandatory)	49	62	74

¹ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Strengthening HBCUs			
Discretionary funding:			
Number of new awards	0	97	0
Average new award	0	\$3,481	0
Total new award funding	0	\$337,619	0
Number of continuation awards	97	0	97
Average continuation award	\$3,481	0	\$4,151
Total continuation award funding	\$337,619	0	\$402,619
Mandatory funding (Section 371):			
Number of continuation awards	97	97	97
Average continuation award	\$826	\$826	\$876
Total continuation award funding	\$80,155	\$80,155	\$85,000
Total award funding	\$417,774	\$417,774	\$487,619
Discretionary (Section 318)	\$337,619	\$337,619	\$402,619
Mandatory (Section 371)	\$80,155	\$80,155	\$85,000
Total number of awards (discretionary and mandatory)	194	194	194
Strengthening HBGIs			
Number of continuation awards	24	24	24
Average continuation award	\$3,638	\$3,638	\$4,263
Total continuation award funding	\$87,313	\$87,313	\$102,313
Total award funding	\$87,313	\$87,313	\$102,313
Total number of awards (Section 326)	24	24	24
Strengthening HBCU Master's Program			
Number of new awards	0	0	18
Average new award	0	0	\$1,164
Total new awards	0	0	\$20,956
Number of continuation awards	18	18	0
Average continuation award	\$609	\$609	0
Total continuation awards	\$10,956	\$10,956	0
Total award funding	\$10,956	\$10,956	\$20,956
Total number of awards (Section 723)	18	18	18

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Strengthening PBIs			
Discretionary funding:			
Number of new development awards	40	0	0
Average new development award	\$355	0	0
Total new development award funding	\$14,218	0	0
Number of continuation development awards	0	40	40
Average continuation development award	0	\$355	\$580
Total continuation development award funding	0	\$14,218	\$23,218
Mandatory funding (Section 371 competitive):			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$28,260	\$28,290	\$29,145
Number of new development awards	25	0	0
Average of new development award	\$503	0	0
Total new development award funding	\$12,565	0	0
Number of continuation development awards	0	25	25
Average continuation development award	0	\$566	\$566
Total continuation development award funding	0	\$14,145	\$14,145
Peer review of new award applications	\$66	0	0
Unobligated funding	\$1,484	0	0
Total award funding	\$28,333	\$28,363	\$37,363
Discretionary (Section 318)	\$14,218	\$14,218	\$23,218
Mandatory (Section 371)	\$14,115	\$14,145	\$14,145
Mandatory (Section 371) estimated (funds remaining at the end of the fiscal year)	\$14,145 ¹	\$14,145 ¹	\$15,000 ¹
Total number of awards (discretionary and mandatory)	65	65	65

¹ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Strengthening AANAPISs			
Discretionary funding:			
Number of new development awards	3	0	50
Average new development award	\$290	0	\$304
Total new development award funding	\$871	0	\$15,189
Number of continuation development awards	14	17	17
Average continuation development award	\$298	\$301	\$278
Total continuation development award funding	\$4,168	\$5,120	\$4,730
Unobligated funding	\$81	0	0
Peer review of new award applications	0	0	\$201
Mandatory funding (Section 371):			
Total mandatory (Section 371) funds available for obligation at the start of the year	\$9,420	\$9,430	\$9,715
Number of new development awards	15	0	0
Average new development award	\$307	0	0
Total new development award funding	\$4,591	0	0
Number of continuation development awards	0	15	15
Average continuation development award	0	\$306	\$306
Total continuation development award funding	0	\$4,715	\$4,715
Peer review of new award applications	\$39	0	0
Unobligated funding	\$10	0	0
Total award funding	\$9,759	\$9,835	\$24,835
Discretionary (Section 320)	\$5,120	\$5,120	\$20,120
Mandatory (Section 371)	\$4,639	\$4,715	\$4,715
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	\$4,715 ¹	\$4,715 ¹	\$5,000 ¹
Total number of awards (discretionary and mandatory)	32	32	82

¹ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Strengthening NASNTIs			
Discretionary funding:			
Number of new development awards	0	0	22
Average new development award	0	0	\$344
Total new development award funding	0	0	\$7,568
Number of continuation development awards	14	14	14
Average continuation development award	\$325	\$366	\$316
Total continuation development award funding	\$4,549	\$5,120	\$4,431
Supplemental awards	\$571	0	0
Peer review of new award applications	0	0	\$121
Mandatory funding (Section 371):			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$9,420	\$9,430	\$9,715
Number of new development awards	8	3	0
Average new development award	\$424	\$405	0
Total new development award funding	\$3,393	\$1,215	0
Number of continuation development awards	0	8	11
Average continuation development award	0	\$434	\$429
Total continuation development award funding	0	\$3,475	\$4,715
Peer review of new award applications	\$19	\$25	0
Unobligated funding	\$1,293	0	0
Total award funding (discretionary and mandatory)	\$9,825	\$9,835	\$16,835
Discretionary (Section 319)	\$5,120	\$5,120	\$12,120
Mandatory (Section 371)	\$4,705	\$4,715	\$4,715
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	\$4,715 ¹	\$4,715 ¹	\$5,000 ¹
Total number of awards (discretionary and mandatory)	22	25	47

¹ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Minority Science and Engineering Improvement			
Number of new awards	13	25	38
Average new award	\$239	\$236	\$241
Total new award funding	\$3,105	\$5,912 ¹	\$9,168
Number of continuation awards	43	30	38
Average continuation award	\$238	\$244	\$237
Total continuation award funding	\$10,223	\$7,325	\$9,018
Peer review of new awards applications	\$42	\$133	\$183
Total award funding	\$13,370	\$13,370	\$18,370
Total number of awards	56	55	76

PROGRAM PERFORMANCE INFORMATION

Performance Measures

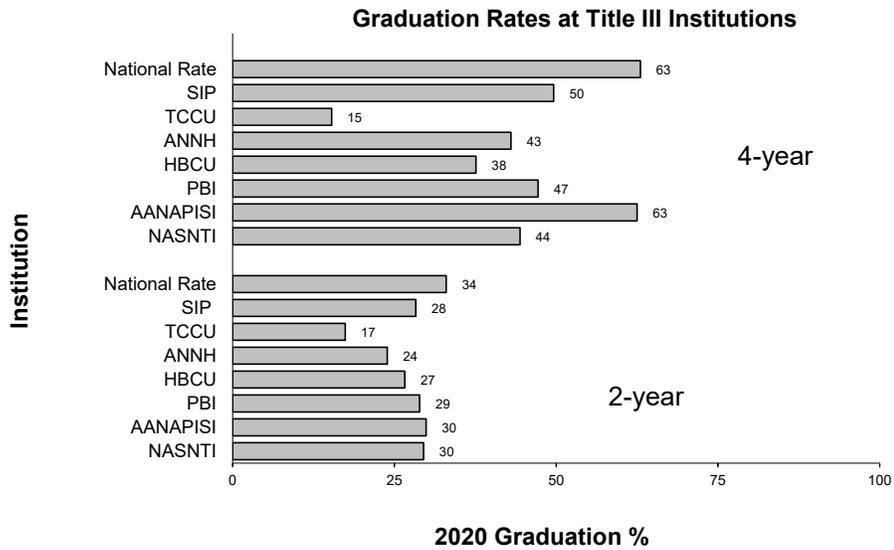
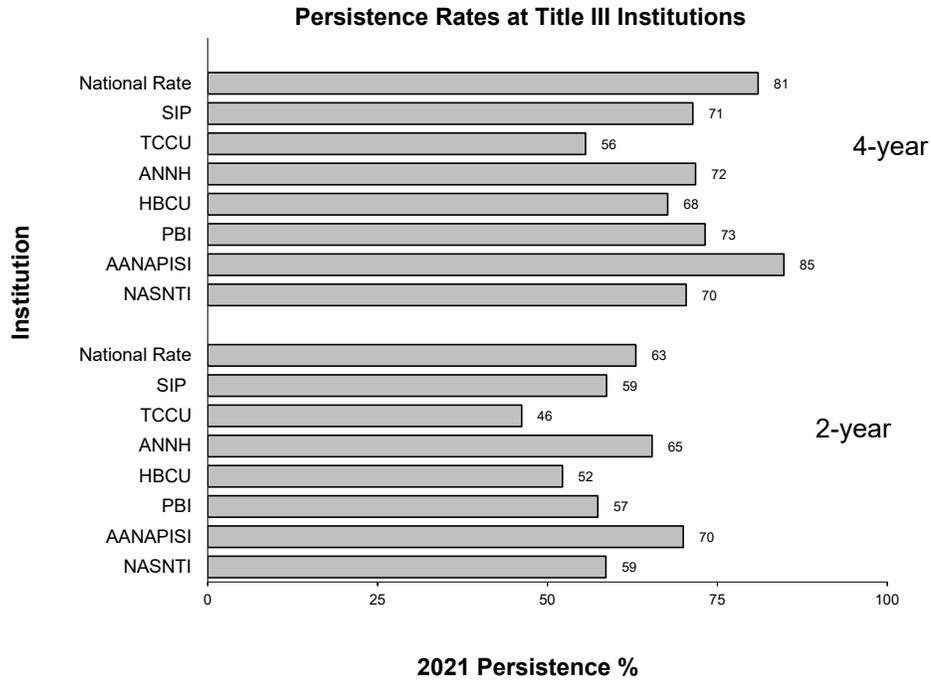
This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2023 and future years, as well as the resources and efforts invested by those served by the program.

The Department identified a handful of critical indicators for which annualized data are available across all Title III institutions, including grantees. Such indicators include enrollment, persistence, and graduation outcomes. All national persistence and graduation rates shown below are estimates based on data from NCES/Integrated Postsecondary Education Data Systems (IPEDS) and subject to minor changes.

¹ The Department plans to fund down the fiscal year 2021 grant slate to make new awards in fiscal year 2022.

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Additional information: AANAPISI grantee institutions had the highest persistence rates in 2021 for 4-year and 2-year Title III institutions (85 percent and 70 percent, respectively), exceeding the national rate of 81 percent and 63 percent, respectively. In addition, AANAPISI-grantee institutions had the highest graduation rates for 4-year grantee institutions—63 percent, the same as the national rate of 63 percent in 2020.

Goal: To improve the capacity of minority-serving institutions, which traditionally have limited resources and serve large numbers of low-income and minority students, to improve student success, and to provide high-quality educational opportunities for their students.

Objective: Maintain or increase the enrollment, persistence, and graduation rates at minority-serving institutions.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at Strengthening Institutions Program (SIP) institutions.

Year	Target	Actual
2008		+5.1% (4-year change)
2013	+6.4%	+11.3 (5-year change)
2018	+1.3	-10.0 (5-year change)

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target of 6.4 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 which, at the time, was 5.1 percent.

Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year SIP institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same SIP institution.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	75.0%	72.0%	63.0%	60.0%
2019	75.5	71.0	63.5	59.0
2020	75.5	73.0	63.5	60.0
2021	75.5	71.5	63.5	59.0
2022	75.5		63.5	
2023	76.0		64.0	

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Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year SIP institutions graduating within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	53.5%	48.0%	25.0%	24.0%
2019	53.5	50.0	25.0	25.5
2020	53.5	50.0	25.0	28.0
2021	53.5		25.0	
2022	54.0		25.5	
2023	54.0		25.5	

Additional information: Persistence at 4-year SIP institutions is 8 percentage points lower than persistence rates at all 4-year public and private institutions (81 percent), while the 2-year SIP persistence rate is 3 percentage points lower than the rate for all 2-year public and private schools nationally (63 percent).

The 4-year graduation rate targets are intended to gradually narrow the gap with the national rate of 63 percent. The 2-year SIP-grantee graduation rate is well short of the national rate of 34 percent. Persistence data for 2022 and graduation data for 2020-2021 will be available in December 2022.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduate students enrolled at TCCUs.

Year	Target	Actual
2008		+24.3% (5-year change)
2013	+24.0%	+15.3 (5-year change)
2018	+1.3	-20.4 (5-year change)

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target of 24 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 (30 institutions).

While overall enrollment increased at TCCUs and at degree-granting postsecondary institutions between 2004 and 2014, during the most recent part of this period, enrollment has been on the decline. Thus, the Department set the target for 2018 based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018.

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Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year TCCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same TCCU.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	51.0%	65.0%	53.0%	53.0%
2019	51.5	59.5	53.5	52.5
2020	51.5	57.0	54.5	48.0
2021	51.5	56.0	54.5	46.0
2022	52.0		55.0	
2023	52.0		55.0	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year TCCUs graduating within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	18.0%	9.5%	28.5%	15.0%
2019	18.5	18.5	28.5	14.0
2020	18.5	15.0	28.5	17.0
2021	18.5		28.5	
2022	19.0		30.0	
2023	19.0		30.0	

Additional information: The 4-year persistence rate at TCCUs exceeded the target set for 2021. Graduation rates at 4-year and 2-year TCCUs did not meet the targets set for 2020. Persistence data for 2022 and graduation data for 2020-2021 will be available in December 2022.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduate students enrolled at ANNH institutions.

Year	Target	Actual
2008		-1.7% (5-year change)
2013	0%	+13.4 (5-year change)
2018	+1.3	-14.8 (5-year change)

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target set for 2013 reflects the anticipated percentage increase in enrollment over the performance period of fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 (11 institutions), i.e., grantees from the fiscal years 2004-2007 competitions. The target of “0” for 2013 reflects the fact that the Department did not anticipate an increase in enrollment over the performance period. The Department set a target for 2018 based on NCES’ projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018.

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Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year ANNH institutions who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same ANNH institution.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	78.0%	76.0%	71.5%	62.0%
2019	78.0	76.0	71.5	61.0
2020	78.0	78.5	71.5	64.0
2021	78.0	72.0	71.5	65.0
2022	78.5		72.0	
2023	78.5		72.0	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year ANNH institutions who graduate within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	48.0%	52.0%	16.5%	21.0%
2019	48.5	53.0	17.0	23.0
2020	48.5	43.0	17.0	24.0
2021	49.0		17.5	
2022	49.0		17.5	
2023	49.5		18.0	

Additional information: Persistence rates at 2-year ANNH-grantee institutions fell short of the target set for 2021; yet exceeded the national rate of 63 percent. Graduation rates at 2-year grantee institutions exceeded the targets set for 2020; yet both rates fell short of the national graduation rates at 4-year and 2-year institutions. Persistence data for 2022 and graduation data for 2020-2021 will be available in December 2022.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at HBCUs.

Year	Target	Actual
2008		+8.0% (5-year change)
2013	+8.0%	-0.3 (5-year change)
2018	+1.3	-7.1 (5-year change)

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target of 8 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013 based on actual enrollment data from HBCUs receiving funding in fiscal year 2008 (96 institutions).

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Aid for institutional development

Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year HBCUs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HBCU.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	70.0%	66.0%	58.0	55.0%
2019	70.5	66.5	58.5	55.0
2020	70.5	67.0	58.5	57.5
2021	70.5	68.0	58.5	52.0
2022	71.0		60.0	
2023	71.0		60.0	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year HBCUs graduating within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	41.0%	36.0%	18.5%	22.5%
2019	41.5	37.0	19.0	26.0
2020	41.5	37.5	19.0	27.5
2021	41.5		19.0	
2022	41.5		19.5	
2023	42.0		19.5	

Additional information: The 2021 HBCU persistence rates lag behind the national rates for both 4-year (81 percent) and 2-year institutions (63 percent). Graduation rates at 2-year institutions exceeded the target set for 2020 by 8.5 percentage points. Persistence data for 2022 and graduation data for 2020-2021 will be available December 2022.

Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time graduate students enrolled at HBGIs.

Year	Target	Actual
2008		+13.0% (5-year change)
2013	+13.0%	+22.0 (5-year change)
2018	+3.2	-4.8 (5-year change)

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Aid for institutional development

Degree Completion Measure: The number of PhDs, first professional, and Master's degrees awarded at HBGIs.

Year	Target	Actual
2018	7,000	7,601
2019	7,100	6,927
2020	7,000	7,093
2021	7,100	
2022	7,200	
2023	7,200	

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. Student enrollment at the original 18 HBGIs in 2008 (11,144) was used to calculate the percentage change against student enrollment at those HBGIs in the base year 2003 (9,860). Student enrollment for 2013 is for the 5-year grant period 2009-2013 and includes 6 additional HBGIs added in 2008 when the HEA was reauthorized. Student enrollment at the 24 HBGIs grew by nearly 23 percent, from 12,744 in 2008 to 15,632 in 2014, exceeding the target set for 2013 for student enrollment by 8 percentage points. The next enrollment period, fiscal years 2013-2018, was based on NCES' projection for the change in total graduate enrollment at degree-granting institutions during this time.

The program's performance exceeded the target set for 2020 for degree completion. Data for 2021 will be available in December 2022.

Enrollment Measure: The percentage change of the number of full-time degree-seeking undergraduate students enrolled at PBIs.

Year	Target	Actual
2011		+15.6% (1-year change)
2016		-28.1 (5-year change)
2021	+7.1%	

Additional information: This program received its first year of funding in 2008. Data for the 2013 persistence rate and the 2012 graduation rate are from PBI grantees who received a new award in 2010 and 2011 in the discretionary and mandatory PBI programs. For enrollment, the percentage change is calculated against the base year. Future progress will be assessed against targets every 5 years. Student enrollment at PBI-grantee institutions in 2011 (59,908) was used to calculate the percentage change against student enrollment at PBIs in the base year 2008 (56,629). However, enrollment at grantee institutions decreased by 28 percent between 2011 and 2016; student enrollment at 19 grantee institutions decreased by 750 or more students during this time and one institution closed its doors. Program targets will be based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 is NCES' projection for the change in total undergraduate enrollment at all degree-granting institutions from 2016-2021.

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Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year PBIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same PBI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	73.5%	75.5%	55.5%	55.0%
2019	74.0	75.5	56.0	56.0
2020	74.0	75.5	56.0	56.0
2021	75.0	73.0	56.0	57.5
2022	75.0		56.5	
2023	75.0		56.5	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year PBIs who graduate within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	30.5%	42.0%	14.5%	21.5%
2019	31.0	45.0	15.0	25.0
2020	31.0	47.0	15.0	29.0
2021	31.5		16.0	
2022	31.5		16.0	
2023	31.5		16.0	

Additional information: Data are for both the discretionary and mandatory PBI programs. The persistence rate at 4-year PBIs fell short of the target set for 2021 by 2 percentage points and lags behind the national 2021 persistence rate by 8 percentage points. Persistence data for 2022 and graduation data for 2020-2021 will be available in December 2022.

Enrollment Measure: The percentage change of the number of full-time degree-seeking undergraduate students enrolled at AANAPISIs.

Year	Target	Actual
2011		+3.4% (1-year change)
2016		+5.5 (5-year change)
2021	+7.1%	

Additional information: This program received its first year of funding in 2008. Recent data are from 17 grantees who received discretionary and mandatory funding from the AANAPISI programs—eight 2-year institutions and nine 4-year institutions. For enrollment, the percentage change is calculated against the base year. There are no intermediate annual targets. Future progress will be assessed against targets periodically (about every 5 years). Student enrollment at AANAPISI-grantee institutions in 2011 (68,687) was used to calculate the percentage change against student enrollment at AANAPISIs in the base year 2008 (63,000). The change in enrollment for fiscal years 2011-2015 was 5.5 percent.

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Targets will be based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 projects the change in total undergraduate enrollment at degree-granting institutions from 2016-2021.

Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year AANAPISIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same AANAPISI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	81.5%	85.0%	71.5%	70.5%
2019	81.5	85.0	71.5	70.0
2020	82.0	85.0	72.0	71.0
2021	82.0	85.0	72.0	70.0
2022	82.5		72.5	
2023	82.5		72.5	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year AANAPISIs who graduate within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	50.0%	63.0%	23.5%	29.0%
2019	50.0	65.0	24.0	26.5
2020	50.5	62.5	24.0	30.0
2021	50.5		24.5	
2022	60.0		24.5	
2023	60.0		25.0	

Additional information: The performance rate of AANAPISI-grantee institutions not only exceeded the 2021 target set for persistence at 4-year grantee institutions, but also exceeded the national persistence rate for 4-year public and private schools (81 percent). In addition, 2-year AANAPISI-grantee institutions exceeded the target set for AANAPISI-grantee institutions by 6 percentage points.

Enrollment Measure: The percentage change of the number of full-time degree-seeking undergraduate students enrolled at NASNTIs.

Year	Target	Actual
2011		+16.7% (1-year change)
2016		+0.5 (5-year change)
2021	7.1%	

Additional information: This program received its first year of funding in 2008. Recent data in the NASNTI program are from 13 grantees who received funding in the discretionary NASNTI program in 2010—ten 2-year institutions and three 4-year institutions. For enrollment, the percentage change is calculated against the base year. There are no intermediate annual targets. Future progress will be assessed against targets periodically (about every 5 years).

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Student enrollment at NASNTI-grantee institutions in 2013 (20,637) was used to calculate the percentage change against student enrollment at NASNTIs in the base year 2011 (20,844). The change in enrollment for fiscal years 2011-2016 was 0.5 percent. Enrollment rates at current grantee institutions are on the decline.

Targets will be based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 projects the change in total undergraduate enrollment at degree-granting institutions from 2016-2021.

Persistence Measures: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year NASNTIs who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same NASNTI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	73.0%	66.0%	53.5%	56.0%
2019	73.5	69.5	54.0	53.0
2020	73.5	69.5	54.0	54.5
2021	73.5	70.5	54.0	58.5
2022	74.0		54.5	
2023	74.0		54.5	

Graduation Measures: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year NASNTIs who graduate within 6 years and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	35.0%	44.0%	21.5%	31.0%
2019	35.5	45.0	22.0	28.5
2020	35.5	44.5	22.0	29.5
2021	40.0		22.5	
2022	40.0		22.5	
2023	40.0		22.5	

Additional information: The 2-year persistence rate at NASNTI-grantee institutions exceeded the target set for 2021. The graduation rates at both 4-year and 2-year institutions exceeded the targets set for 2020. Persistence data for 2022 and graduation data for 2020-2021 will be available in December 2022.

MSEIP Performance Measures

The Department believes that the current measures of enrollment and graduation for the MSEIP program may be unreliable or inconsistent due to the challenges of collecting data by field of study. As an alternative, the Department used IPEDS data to determine whether the percentage of bachelor's degrees conferred that were in STEM fields increased between 2005 and 2015. Specifically, data examined were:

- The percentage of bachelor's degrees conferred by the 2005 cohort of MSEIP grantees in 2005 and 2015 that were in STEM fields.

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- The percentage of bachelor's degrees conferred by all Title IV eligible institutions in 2005 and 2015 that were in STEM fields.

In addition, the same percentages for the two largest underrepresented racial/ethnic groups were examined.

The intent is to examine whether an increasing percentage of students in MSEIP institutions earn degrees in STEM fields, given that one of the main purposes of the MSEIP program is to increase the participation of underrepresented minorities in scientific and technological careers. STEM fields can include a wide range of disciplines. However, for purposes of this data analysis, STEM fields include computer and information sciences; engineering; engineering technologies and engineering-related fields; biological and biomedical sciences; mathematics and statistics; physical sciences; science technology/technicians; and agriculture, agriculture operations, and related sciences.

Measure: Number and percentage of bachelor's degrees conferred that are in STEM fields, 2005, 2010, and 2015.

	2005 MSEIP Grantees	2010 MSEIP Grantees	2015 MSEIP Grantees	2005 All Title IV IHEs	2010 All Title IV IHEs	2015 All Title IV IHEs
All Students: Number of STEM degrees	4,430	4,896	4,970	227,131	253,431	337,430
All Students: Number of degrees	23,866	32,663	27,888	1,411,002	1,620,629	1,840,490
All Students: Percent of degrees that are in STEM fields	15.7%	15.0%	17.8%	16.1%	15.6%	18.3%
Black or African American Students: Number of STEM degrees	915	847	1,792	16,405	16,196	35,805
Black or African American Students: Number of degrees	7,193	6,956	10,380	127,978	152,404	226,900
Black or African American Students: Percent of degrees that are in STEM fields	12.7%	12.2%	17.3%	12.8%	10.6%	15.8%
Hispanic Students: Number of STEM degrees	1,237	1,713	1,808	15,596	19,607	21,138
Hispanic Students: Number of degrees	9,407	12,688	11,610	111,616	147,205	182,778
Hispanic Students: Percent of degrees that are in STEM fields	13.1%	13.5%	15.6%	14.0%	13.3%	11.6%

In 2005, approximately 15.7 percent of all bachelor's degrees conferred by the 2005 cohort of MSEIP grantees were in STEM fields, a figure that was slightly higher than the 2010 and 2015 percentages. These percentages are comparable to that of those at all Title IV institutions in 2005, 2010, and 2015. Overall, the percentages of STEM degrees awarded to "all students" in 2005, 2010, and 2015 were higher than the comparable percentages of STEM degrees awarded to both Black or Hispanic students, and the percentages did not change appreciably

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between 2005 and 2015. In 2019, the number and percentage of bachelor's degrees conferred in STEM fields at all Title IV institutions and among Hispanic and Black students continued to increase at 20.9 percent, 18.1 percent, and 13.7 percent, respectively.

Efficiency Measures

The Department developed a common efficiency measure for the AID programs. These calculations do not take into account Federal student financial aid received by these institutions. Both discretionary and mandatory funding are included in the calculation of the measures and targets for TCCUs, ANNH-serving institutions, HBCUs, PBIs, AANAPISIs, and NASNTIs programs.

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at SIP institutions.

Year	Target	Actual
2018	405	\$447
2019	400	412
2020	395	423
2021	395	
2022	395	
2023	395	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at TCCUs.

Year	Target	Actual
2018	28,500	\$22,907
2019	28,500	24,293
2020	28,000	36,367
2021	27,500	
2022	27,000	
2023	26,500	

Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at ANNH-serving Institutions.

Year	Target	Actual
2018	2,400	\$1,609
2019	2,225	1,283
2020	2,200	3,827
2021	2,075	
2022	1,950	
2023		

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Measure: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HBCUs.

Year	Target	Actual
2018	7,000	\$7,601
2019	6,900	8,448
2020	6,800	7,002
2021	6,800	
2022	6,800	
2023	6,800	

Measure: Cost per successful outcome: Federal cost per graduate degree at HBGIs.

Year	Target	Actual
2018	8,900	\$10,179
2019	8,825	12,126
2020	8,750	12,310
2021	8,750	
2022	8,750	
2023	8,750	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at PBIs.

Year	Target	Actual
2018	990	\$1,162
2019	900	1,217
2020	875	952
2021	875	
2022	875	
2023	875	

Measure: Cost per successful outcome: Federal cost per undergraduate degree at AANAPISIs.

Year	Target	Actual
2018	175	\$125
2019	125	151
2020	100	122
2021	100	
2022	100	
2023	100	

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Measure: Cost per successful outcome: Federal cost per undergraduate degree at NASNTIs.

Year	Target	Actual
2018	550	\$476
2019	500	562
2020	450	580
2021	450	
2022	450	
2023	450	

Additional information: These measures are calculated as the appropriation for the program divided by the number of undergraduate and graduate degrees awarded. A similar efficiency measure has been established for the Developing HSIs program and for Howard University. This metric may enable the Department to assess program performance across institutions with similar types of missions. Performance on efficiency measures exceeded the targets set for 2019 in two Title III programs (TCCUs and ANNHs).

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(Higher Education Act of 1965, Title V, Parts A and B; Title III, Part F, Section 371(b)(2)(B))

(dollars in thousands)

FY 2023 Authorization: To be determined (discretionary)¹; \$100,000 (mandatory)²

Budget Authority:

	2022 Estimate	2023 Request	Change
<u>Discretionary Funding</u>			
Developing Hispanic-serving Institutions (HSIs) (discretionary) (HEA V-A)	\$148,732	\$236,732	+\$88,000
Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) (discretionary) (HEA V-B)	13,845	28,845	+15,000
Subtotal	162,577	265,577	+103,000
<u>Mandatory Funding</u>			
Developing Hispanic-serving Institutions Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation (mandatory) (HEA III-F) ³	94,300	100,000	+5,700
Subtotal	94,300	100,000	+5,700
Total	256,877	365,577	+108,700

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations action.

² The Fostering Undergraduate Talent by Unlocking Resources for Education Act (P.L. 116-91) provides permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

³ The 2022 level for mandatory programs has been reduced by 5.7 percent which became effective on October 1, 2021, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2023 level for mandatory programs are expected to be reduced by 5.7 percent, the amount in the table does not include the sequester reduction.

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PROGRAM DESCRIPTION

Developing Hispanic-serving Institutions

The Developing HSIs program, authorized under Title V of the Higher Education Act (HEA), provides competitive grants to HSIs to expand educational opportunities for, and improve the academic attainment of, Hispanic students. The program supports efforts to expand and enhance academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other individuals from low-income backgrounds complete postsecondary degrees. HSIs are defined as “eligible institutions” if they: (1) have below-average educational and general expenditures per full-time equivalent undergraduate student; (2) enroll a significant percentage of students with a high financial need, as measured by Pell Grant status or receipt of other Title IV need-based aid; and (3) have an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic.

The program makes (1) individual development grants to help institutions address unique challenges to building capacity and improving performance and (2) cooperative arrangement development grants that promote joint efforts between two or more IHEs to resolve common challenges to institutional effectiveness. In addition, the Department may award 1-year planning grants for the preparation of plans and grant applications under this program.

Grants are awarded for a period of up to 5 years. Grantees may use their funds to plan, develop, and implement a wide range of authorized activities, including activities that encourage: faculty and academic program development; better management of funds and administration; construction and maintenance of instructional facilities; student services designed to improve college completion; establishment of a program of teacher education; establishment of community outreach programs that encourage elementary and secondary school students to develop an interest in pursuing postsecondary education; and creation or improvement of facilities for Internet-based or other distance learning academic instruction, including purchase or rental of telecommunications technology equipment and services. Also, HSIs may use up to 20 percent of the grant funds to establish or increase an institution’s endowment fund so long as the Federal contribution is matched dollar-for-dollar by non-Federal funds. HSI grantees are not eligible to receive funding under Part A or Part B of Title III.

Promoting Postbaccalaureate Opportunities for Hispanic Americans

The PPOHA program, authorized under Title V of the HEA, seeks to expand the number of Hispanic students entering postbaccalaureate education and attaining advanced degrees. The program is designed to help institutions of higher education that are educating large numbers of Hispanic and students from low-income backgrounds increase their postbaccalaureate academic offerings and enhance program quality. To be eligible for a grant under this program, an institution of higher education must be an HSI that offers a program that leads to a postbaccalaureate certificate or degree. Grants are awarded for up to 5 years, and participating institutions also may receive funds under Title V, Part A.

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Authorized activities include: purchasing, renting, or leasing scientific or laboratory equipment used for educational purposes; construction, maintenance, renovation and facilities improvement, including telecommunications; purchasing library books, periodicals, journals, and other educational materials, including telecommunications program materials; supporting postbaccalaureate students from low-income backgrounds through outreach programs, academic support services, mentoring, and student financial assistance; supporting faculty development, exchanges, and research, as well as curricular development and academic instruction; the creation or improvement of facilities for Internet-based or other distance education technologies; and collaboration with other IHEs to expand postbaccalaureate offerings.

Developing Hispanic-serving Institutions Science, Technology, Engineering, or Mathematics and Articulation

The HSI STEM and Articulation Program, authorized under Title III, Part F of the HEA and funded through mandatory appropriations, is designed to increase the number of Hispanic and other students from low-income backgrounds attaining degrees in STEM fields and to support the development of model transfer and articulation agreements between 2-year HSIs and 4-year IHEs in such fields.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	\$227,635 ¹
2019	229,378 ²
2020	250,019 ³
2020 CARES Act	214,810
2021	256,877 ⁴
2021 CRRSA Act	349,440
2021 Mandatory ARP Act	609,435
2022 Estimate	256,877 ⁵

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$265.6 million in discretionary funding for the two programs under Aid for Hispanic-serving Institutions, \$103 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. In addition to these requested discretionary levels, \$100 million is available in mandatory funding in fiscal year 2023 for the HSI STEM and Articulation program. Including discretionary and mandatory funding, \$365.6 million would be available if the 2023 request put forth by the Administration is enacted.

¹ Includes \$93,400 thousand in mandatory funds provided under the HEA.

² Includes \$93,800 thousand in mandatory funds provided under the HEA.

³ Includes \$94,100 thousand in mandatory funds provided under the HEA.

⁴ Includes \$94,300 thousand in mandatory funds provided under the HEA.

⁵ Includes \$94,300 thousand in mandatory funds provided under the HEA.

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The fiscal year 2023 request for discretionary and mandatory funding would support institutional capacity and student support at HSIs. A significant number of postsecondary education institutions serving high percentages of students of color and students from low-income backgrounds face challenges that threaten their continued operation and ability to provide a high-quality education. The Administration is committed to assisting these institutions by providing funds to support, among other activities, improvements in academic quality, institutional management, administrative capacity and fiscal stability, infrastructure, and student support services.

These investments will empower HSIs to tackle longstanding inequities in postsecondary education and make the U.S. more competitive on the global stage by largely maintaining the number of awards under the HSI programs in fiscal year 2023.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Developing HSIs			
Number of new awards	38	18	182
Average new award	\$589	\$585	\$585
Total new award funding	\$22,398	\$10,436	\$106,250
Number of continuation awards	216	234	219
Average continuation award	\$585	\$585	\$585
Total continuation award funding	\$126,327	\$136,809	\$128,115
Peer review of new award applications	0	\$1,487	\$2,367
Returned to Treasury	\$7	0	0
Total program funding	\$148,732	\$148,732	\$236,732
Total number of awards	254	252	401
PPOHA			
Number of new awards	2	0	26
Average new award	\$469	0	\$570
Total new award funding	\$938	0	\$14,868
Number of continuation awards	22	24	24
Average continuation award	\$575	\$570	\$570
Total continuation award funding	\$12,646	\$13,689	\$13,689
Peer review of new award applications	0	0	\$288
Returned to Treasury	\$262	\$156	0
Total program funding	\$13,845	\$13,845	\$28,845
Total number of awards	24	24	50

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
HSI STEM and Articulation			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$188,400	\$188,600	\$194,300
Number of new awards	100	0	0
Average new award	\$933	0	0
Total new award funding	\$93,343	0	0
Number of continuation awards	0	100	100
Average continuation award	0	\$943	\$943
Total continuation award funding	0	\$94,300	\$94,300
Peer review of new award applications	\$322	0	0
Mandatory (Section 371) estimated carryover (mandatory funds remaining at the end of the fiscal year)	\$94,300	\$94,300	\$100,000

NOTE: Total mandatory funding shown for each year includes carryover funds from prior year. Actual appropriations used in any given year are shown in the "Total obligated funding" line; this is often the exact amount appropriated for the program the prior year.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

The COVID-19 pandemic was likely a confounding variable in a number of the areas measured.

Goal: To improve the capacity of minority-serving institutions, which traditionally have limited resources and serve large numbers of low-income and minority students, to improve student success, and to provide high-quality educational opportunities for their students.

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Objective: Increase the enrollment, persistence, and graduation rates at HSI grantees.

HSI Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolling at HSIs receiving grants under this program.

Year	Target	Actual
2018	+1.3%	-4.9%
2023	+1.1	

Additional Information: This measure uses fall enrollment data from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data Systems (IPEDS) and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. In this case, 2018 enrollment was compared to 2013 enrollment. The 2023 target is based on NCES projections for the change in total undergraduate enrollment at degree-granting institutions between 2018 and 2023.

HSI Persistence Measure: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year HSI grantees who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	79.0%	80.0%	66.5%	67.1%
2019	79.0	79.5	66.5	65.6
2020	79.0	80.9	66.5	73.9
2021	80.0	79.1	70.0	63.5
2022	80.0		70.0	
2023	80.0		70.0	

HSI Graduation Measure: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year HSI grantees graduating within 6 years of enrollment and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	47.0%	54.4%	23.0%	26.4%
2019	47.5	56.8	23.5	26.5
2020	47.5	58.2	23.5	28.3
2021	50.0		24.0	
2022	50.0		24.0	
2023	50.0		24.0	

Additional Information: The data are derived from grantees' electronic annual performance reports and the NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

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Aid for Hispanic-serving institutions

Objective: *Improve the year-to-year increase in enrollment and graduation rates in postbaccalaureate programs at Hispanic-serving institutions.*

PPOHA Enrollment Measure: The percentage change, over the 5-year grant period, of the number of graduate and professional students enrolled at grantee institutions.

Year	Target	Actual
2018	+0.9%	-3.8%
2023	+2.8	

Additional Information: This measure uses NCES/IPEDS fall enrollment data and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. In this case, 2018 enrollment was compared to 2013 enrollment. The 2023 target is based on NCES projections for the change in total post baccalaureate enrollment at degree-granting institutions between 2018 and 2023.

PPOHA Degree Completion Measure: The percentage change, over the 5-year grant period, of the number of master's, doctoral and first-professional degrees and post baccalaureate certificates awarded at HSI grantee institutions.

Year	Target	Actual
2018	+3.2%	+3.3%
2023	+3.0	

Additional Information: This measure uses NCES/IPEDS data to track graduate degree and certificate completion. In this case, 2018 completion rates were compared to rates at the same institutions in 2013. The 2023 target is based on NCES projections for the growth in graduate degrees and certificates conferred between 2018 and 2023.

Objective: *Increase enrollment, persistence, and graduation rates at HSI STEM grantees.*

HSI STEM Enrollment Measure: The percentage change, over the 5-year grant period, of the number of full-time degree-seeking undergraduates enrolled at HSI grantee institutions.

Year	Target	Actual
2016		-0.8%
2021	+4.5%	-2.7%
2026		

Additional Information: This measure uses NCES/IPEDS fall enrollment data and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. In this case, 2016 enrollment was compared to 2011 enrollment. When established, the 2026 target will be based on NCES projections for the change in total undergraduate enrollment at degree-granting institutions between 2021 and 2026.

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HSI STEM Persistence Measure: The percentage of first-time, full-time degree-seeking undergraduate students at 4-year and 2-year HSI grantees who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same HSI.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	79.0%	79.7%	66.5%	66.8%
2019	79.5	80.3	66.5	65.3
2020	79.5	80.8	67.0	66.5
2021	80.0	79.5	67.0	64.9
2022	80.0		67.0	
2023	80.0		67.0	

HSI STEM Graduation Measure: The percentage of first-time, full-time degree-seeking undergraduate students enrolled at 4-year and 2-year HSI grantee institutions graduating within 6 years of enrollment and 3 years of enrollment, respectively.

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	47.0%	55.2%	23.0%	27.4%
2019	47.5	55.5	23.5	28.6
2020	48.0	59.2	24.0	29.2
2021	48.5		24.5	
2022	49.0		25.0	
2023	49.5		25.5	

Additional Information: The data are derived from grantees' electronic annual performance reports and the NCES/IPEDS. IPEDS data are reported by all institutions participating in these programs and are subject to NCES' consistency and validity checks.

Efficiency Measures

Developing HSIs: Cost per successful outcome: Federal cost per undergraduate and graduate degree at HSI grantee institutions.

Year	Target	Actual
2018	\$500	\$344
2019	500	358
2020	475	348
2021	425	
2022	400	
2023	400	

Additional Information: The Developing Hispanic-serving Institutions efficiency measure is calculated by dividing the amount awarded under the Developing HSIs program by the number of undergraduate and graduate degrees awarded. The Department notes that it is difficult to attribute increases or decreases under this measure to the Federal share of funds due to the limited amount of the Federal contribution. Given that the average cost per successful outcome

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for 2012-2017 was significantly lower than the established targets, the Department revised its targets, beginning in 2018, to more accurately reflect actual performance.

PPOHA: Cost per successful outcome: Federal cost per master’s, doctoral and first-professional degree and postbaccalaureate certificate at HSI grantee institutions.

Year	Target	Actual
2018	\$600	\$689
2019	575	732
2020	550	897
2021	525	
2022	525	
2023	525	

Additional Information: The PPOHA efficiency measure is calculated by dividing the amount awarded under the PPOHA program by the number of graduate degrees and certificates awarded at grantee institutions.

HSI STEM: Cost per successful outcome: Federal cost for undergraduate and graduate degrees at institutions in the Hispanic-serving Institutions STEM and Articulation Programs.

Year	Target	Actual
2018	\$590	\$427
2019	580	412
2020	570	375
2021	560	
2022	550	
2023	540	

Additional Information: The HSI STEM efficiency measure is calculated by dividing the amount awarded under the HSI STEM program by the number of undergraduate and graduate degrees awarded at grantee institutions.

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(Higher Education Act of 1965, Title VI, Parts A and B)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

2022 Estimate	2023 Request	Change
\$69,353	\$69,353	0

PROGRAM DESCRIPTION

The International Education and Foreign Language Studies (IEFLS) Domestic Programs are designed to strengthen the capability and performance of American education in foreign languages and in area and international studies. The IEFLS programs originated in the National Defense Education Act of 1958, as a response to the need to strengthen instruction in the areas of international studies and foreign languages that were insufficiently taught in the United States.

Funds are used to support a broad range of activities under 10 Domestic Programs, including primary and secondary education through a variety of K-12 outreach and teacher training collaborations. Grants are awarded to institutions of higher education (IHEs) to support centers, programs, and fellowships to increase the number of experts in foreign languages and international studies, meet national needs, and strengthen the teaching of foreign languages and international education at all levels. Prior to each grant cycle, the Department must consult with and receive recommendations from other relevant Federal Agencies to determine the “areas of national need” for expertise in foreign languages and world areas.

When awarding grants, the Department is required to take into account a variety of factors, including: the degree to which applicants’ proposed activities address national needs and inform the public; the applicants’ record placing students into postgraduate employment, education, or training in areas of national need; and the applicants’ proposed plans and strategies to increase this number. Emphasis is placed on less commonly taught languages and the regions where those languages are used. The program authorization requires that institutions receiving funding under Title VI provide the following information to the Department, in accordance with the requirements of Section 117 of the HEA: (1) the amount of the contribution (including cash and the fair market value of any property) received from any

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations language.

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foreign government or from a foreign private sector corporation or foundation during any fiscal year in which the contribution exceeds \$250,000 in the aggregate; and (2) the aggregate contribution, or a significant part of the aggregate contribution, that is to be used by a center or program receiving funds under Title VI.

The Domestic Programs include the following program investment areas:

The National Resource Centers (NRCs) Program supports IHEs or consortia of such institutions in establishing, operating, and strengthening comprehensive or undergraduate centers of excellence to train students, specialists, and other scholars. Activities may include: supporting instructors of less commonly taught languages; bringing visiting scholars and faculty to the Center to teach, conduct research, or participate in conferences or workshops; maintaining important library collections and related training and research facilities; conducting advanced research on issues in world affairs that concern one or more countries; establishing linkages between IHEs and other academic, governmental, and media entities; operating summer institutes in the U.S. or abroad; and providing outreach and consultative services at the national, regional, and local levels. Funds also support faculty, staff, and student travel in foreign areas, regions, or countries; the development and implementation of educational programs abroad for students; and projects that help students in science, technology, engineering, and mathematics fields achieve foreign language proficiency. NRCs are funded for up to 4 years, with funds awarded on an annual basis pending satisfactory performance by the Centers and availability of funds.

The Foreign Language and Area Studies Fellowships (FLAS) Program supports academic year and summer fellowships for graduate- and undergraduate-level training at IHEs offering high-quality, performance-based modern language programs in combination with area studies, international studies, or the international aspects of professional studies. Students apply to IHEs that receive fellowship allocations from the Department. To be eligible for fellowships, students must be:

- In an instructional program with stated performance goals for functional foreign language use or in a program developing such performance goals, in combination with area studies, international studies, or the international aspects of a professional studies program;
- In the case of an undergraduate student, in the intermediate or advanced study of a less commonly taught language; or
- In the case of a graduate student, in graduate study in connection with a program described above, including pre-dissertation level study, preparation for dissertation research, dissertation research abroad, or dissertation writing.

Before awarding a fellowship for use outside the U.S., an institution must obtain approval from the Department. A fellowship may be approved for use outside the U.S. if: (1) the student is enrolled in an overseas modern foreign language program approved by the institution where the student is enrolled in the U.S.; or (2) the student is engaged in research that cannot be effectively done in the U.S. and is affiliated with an IHE or other appropriate organization in the

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host country. Institutions are funded for up to 4 years and, in turn, award fellowships annually to individual students on a competitive basis.

Applications for awards must include an explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and a description of how the applicant will encourage government service in areas of national need, as well as in areas of need in the education, business, and nonprofit sectors.

The Undergraduate International Studies and Foreign Language (UISFL) Program supports IHEs or consortia of IHEs in establishing, operating, and strengthening instructional programs in international studies and foreign languages at the undergraduate level. Eligible activities may include, but are not limited to: development of a global or international studies program that is interdisciplinary in design; development of a program that focuses on specific issues or topics, such as international business or international health; development of an area studies program and programs in corresponding foreign languages; creation of innovative curricula that combine the teaching of international studies with professional and pre-professional studies, such as engineering; research for and development of specialized teaching materials, including language instruction; establishment of internship opportunities for faculty and students in domestic and overseas settings; and development of study abroad programs.

All grantees must provide matching funds in either of the following ways: (1) cash contributions from the private sector equal to one-third of the total project costs; or (2) a combination of institutional and non-institutional cash or in-kind contributions equal to one-half of the total project costs. Applications for awards must describe: how the applicant will provide information to students regarding federally funded scholarship programs in related areas; how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, where applicable; and how the applicant will encourage service in “areas of national need,” as identified by the Department.

The International Research and Studies (IRS) Program provides grants to institutions, public and private agencies, organizations, and individuals to conduct research and studies to improve and strengthen instruction in modern foreign languages, area studies, and other international fields. An applicant may apply for IRS funds to conduct research and studies, including the following activities: (1) studies and surveys to determine the need for increased or improved instruction in modern foreign languages and area studies and other international fields; (2) research and studies on more effective methods of instruction and achieving competency in modern foreign languages, area studies, or other international fields; and (3) development and publication of specialized materials.

Business and International Education (BIE) Projects supports IHEs in designing 2-year projects both to enhance international academic programs and to promote linkages between the IHEs and the international business community engaged in international economic activity. Eligible activities include, but are not limited to: improving the business and international education curriculum of institutions to serve the needs of the business community, including the development of new programs for mid-career or part-time students; developing programs to

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inform the public of increasing international economic interdependence and the role of U.S. businesses within the international economic system; internationalizing curricula at the junior and community college level and at undergraduate and graduate schools of business; developing area studies and interdisciplinary international programs; establishing export education programs; conducting research and developing specialized teaching materials appropriate to business-oriented students; establishing student and faculty fellowships and internships or other training or research opportunities; creating opportunities for business and professional faculty to strengthen international skills; developing research programs on issues of common interest to IHEs and private sector organizations and associations engaged in or promoting international economic activity; establishing internships overseas to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies; establishing links overseas with IHEs and organizations that contribute to the education objectives of the BIE program; and establishing summer institutes in international business, foreign areas, and other international studies designed to carry out the purposes of the BIE program. The Federal share of the projects cannot exceed 50 percent of the total cost.

The Centers for International Business Education (CIBE) Program supports IHEs or consortia of IHEs by paying the Federal share of the cost of planning, establishing, and operating centers that provide a comprehensive university approach to improving international business education by bringing together faculty from numerous disciplines. The Centers serve as national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize international business contexts; provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of U.S. trading partners; provide research and training in the international aspects of trade, commerce, and other fields of study; provide training to students enrolled in the institution or institutions in which a Center is located; serve as resources to local businesses and chambers of commerce by offering programs and providing research designed to meet the international training needs of such businesses; and serve other faculty, students, and IHEs and K-12 schools with additional teacher and student outreach programs located within their respective regions.

CIBEs are eligible for 4 years of support. The Federal share of the cost of planning, establishing, and operating the Centers cannot exceed 90 percent, 70 percent, or 50 percent in the first, second, third and following years, respectively.

The Language Resource Centers (LRC) Program supports IHEs or consortia of IHEs in improving the teaching and learning of foreign languages. The activities carried out by the Centers must support effective dissemination, whenever appropriate, and may include: conducting and disseminating research on new and improved teaching methods (including the use of advanced educational technology) to the education community; development, application, and dissemination of performance testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages; training of teachers in the administration and interpretation of the performance tests; a significant focus on the teaching and learning needs of the less commonly taught languages and the publication and dissemination of instructional materials in those languages; development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and

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secondary school levels; and operation of intensive summer language institutes. LRCs are eligible for up to 4 years of support.

The American Overseas Research Centers (AORC) Program makes grants to consortia of U.S. IHEs that operate overseas, facilitating research and scholarship in a particular region of the world. They promote postgraduate research, faculty and student exchanges, and area studies. Funds may be used to pay for all or a portion of the cost of establishing or operating a Center or program. Costs may include faculty and staff stipends and salaries; faculty, staff, and student travel; operation and maintenance of overseas facilities; teaching and research materials; the acquisition, maintenance, and preservation of library collections; travel for visiting scholars and faculty members who are teaching or conducting research; preparation for and management of conferences; and the publication and dissemination of material for the scholars and general public. Centers are eligible for 4 years of support.

The Technological Innovation and Cooperation for Foreign Information Access (TICFIA) supports IHEs, public or nonprofit private libraries, or a partnership of an IHE and one or more IHEs, libraries, or nonprofit educational organizations in developing innovative techniques or programs using electronic technologies to collect, organize, preserve, and widely disseminate information from foreign sources on world regions that address our Nation's teaching and research needs in international education and foreign languages.

Grants may be used to acquire, facilitate access to, or preserve foreign information resources in print or electronic forms; develop new means of immediate, full-text document delivery for information and scholarship from abroad; develop new means of or standards for shared electronic access to international data; support collaborative projects for indexing, cataloging, and providing other means of bibliographic access for scholars to important research materials published or distributed outside the United States; develop methods for the wide dissemination of resources written in non-Roman language alphabets; assist teachers of less commonly taught languages in acquiring, via electronic and other means, materials suitable for classroom use; promote collaborative technology-based projects in foreign languages, area studies, and international studies among grant recipients under Title VI; and creation of linkages to facilitate carrying out activities between the institutions receiving grants and other institutions of higher education, nonprofit educational organizations, and libraries overseas. The Federal share of the projects cannot exceed two-thirds of the total cost. Awards are made for 4 years.

Funding levels for the past 5 fiscal years were:

<u>Fiscal Year</u>	<u>(dollars in thousands)</u>
2018	\$65,103
2019	65,103
2020	68,103
2021	69,353
2022 Estimate	69,353

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FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests a total of \$69.4 million for the Domestic Programs, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The fiscal year 2023 request for the Title VI Domestic Programs will, among other priorities, provide continued support for activities that help to make world language and area studies education accessible to more Americans and help ensure high levels of proficiency in the languages key to the Nation’s economic and national security. Virtually all of the funds requested in fiscal year 2023 would support continuation awards.

Historically, the Domestic Programs have helped to develop and maintain American expertise in world cultures and economies, and foreign languages. It is critical for our Nation to have a readily available pool of international area and language experts for economic, foreign affairs, and defense purposes. The Title VI programs are key to the teaching and learning of languages vital to national interests and serve as a national resource.

The Administration also believes our Nation needs citizens with global competence. The ability to compete and collaborate on the world stage requires an awareness and understanding of the world, the ability to communicate and collaborate with others from different cultures, and exposure to foreign languages. The Administration believes that a world-class education must integrate global competencies and is committed to increasing the skills and knowledge of all United States students. Effective global engagement will involve American students and equip them with the knowledge, skills and awareness of other countries, cultures, languages, and perspectives. Boosting the number of students with global competencies supports U.S. economic competitiveness, increases access to a wider range of jobs, enables young people to work with their counterparts all over the world in meeting global challenges, and fosters national security and diplomacy. The Administration believes that American students and teachers of all ages would benefit significantly from partnering with students and faculty abroad—especially in priority countries—through connected classrooms, joint research projects, and exchanges.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
National Resource Centers Program:			
Number of new awards	0	96	0
Average new award	0	\$237	0
Total new award funding	0	\$22,743	0
Number of continuation awards	100	4	100
Average continuation award	\$237	\$242	\$237
Total continuation award funding	\$23,709	\$966	\$23,709
Total award funding	\$23,709	\$23,709	\$23,709
Total number of awards	100	100	100

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Foreign Language and Area Studies Fellowships Program:			
Academic year graduate fellowships	677	677	677
Average academic year fellowship	\$33	\$33	\$33
Academic year undergraduate fellowships	298	298	298
Average academic year fellowship	\$15	\$15	\$15
Summer fellowships	534	534	534
Average summer year fellowship	\$8	\$8	\$8
Number of new awards	0	106	0
Average new award	0	\$295	0
Total new award funding	0	\$31,236	0
Number of continuation awards	106	0	106
Average continuation award	\$295	0	\$295
Total continuation award funding	\$31,236	0	\$31,236
Total award funding	\$31,236	\$31,236	\$31,236
Total number of awards	106	106	106
Undergraduate International Studies and Foreign Language Program:			
Number of new awards	0	30	0
Average new award	0	\$98	0
Total new award funding	0	\$2,937	0
Number of continuation awards	32	0	30
Average continuation award	\$92	0	\$95
Total continuation award funding	\$2,937	0	\$2,838
Total award funding	\$2,937	\$2,937	\$2,838
Total number of awards	32	30	30

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
International Research and Studies Program:			
Number of new awards	3	0	15
Average new award	\$59	0	\$59
Total new award funding	\$176	0	\$891
Number of continuation awards	15	18	3
Average continuation award	\$32	\$48	\$59
Total continuation award funding	\$473 ¹	\$862	\$176
IRS Study of National Resource Centers	\$279 ²	\$198	\$148
Total award funding	\$928	\$1,060	\$1,215
Total number of awards	19	15	18
Business and International Education Projects:			
Number of new awards	20	0	0
Average new award	\$80	0	0
Total new award funding	\$1,608	0	0
Number of continuation awards	0	20	20
Average continuation award	0	\$76	\$76
Total continuation award funding	0	\$1,518	\$1,520
Total award funding	\$1,608	\$1,518	\$1,520
Total number of awards	20	20	20
Centers for International Business Education Program:			
Number of new awards	0	15	0
Average new award	0	\$305	0
Total new award funding	0	\$4,571	0
Number of continuation awards	15	0	15
Average continuation award	\$305	0	\$305
Total continuation award funding	\$4,571	0	\$4,571
Total award funding	\$4,571	\$4,571	\$4,571
Total number of awards	15	15	15

¹ Frontloaded 2021 continuation costs from 2020 grantees.

² Study to conduct research on the effectiveness of the Department's Title VI National Resource Centers program. Specifically, the extent to which activities at NRC grantee institutions reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs, as required by Section 602(e) of Title VI of the Higher Education Act of 1965, as amended.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Language Resource Centers Program:			
Number of new awards	0	16	0
Average new award	0	\$172	0
Total new award funding	0	\$2,747	0
Number of continuation awards	16	0	16
Average continuation award	\$172	0	\$172
Total continuation award funding	\$2,747	0	\$2,747
Total award funding	\$2,747	\$2,747	\$2,747
Total number of awards	16	16	16
American Overseas Research Centers Program:			
Number of new awards	0	0	0
Average new award	0	0	0
Total new award funding	0	0	0
Number of continuation awards	15	15	15
Average continuation award	\$67	\$67	\$67
Total continuation award funding	\$1,007	\$1,008	\$1,008
Total award funding	\$1,007	\$1,008	\$1,008
Total number of awards	15	15	15
Total award funding:			
Total new award funding	\$2,063	\$64,234	\$891
Total continuation award funding	\$66,680	\$4,552	\$67,953
Program evaluation, national outreach, and information dissemination			
	\$598	\$267	\$489
Peer review of new award applications			
	\$12	\$300	\$20
Total Domestic funding	\$69,353	\$69,353	\$69,353
Total Domestic awards	323	317	320

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years.

Goal: To meet the Nation's security and economic needs through the development of a national capacity in foreign languages, and area and international studies.

Objective: Provide grants to institutions of higher education or consortia of institutions of higher education to establish, strengthen, and operate comprehensive and undergraduate language and area/international studies centers.

Measure: Percentage of priority languages defined by the Department taught at NRCs.

Year	Target	Actual
2018		81.0%
2019	85%	83.0
2020	85	82.0
2021	85	
2022	85	
2023	85	

Additional information: Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Data for this measure is obtained through NRC grantee language course uploads. The percentage of priority languages defined by the Department taught at NRCs is calculated by taking the total number of distinct priority language courses uploaded by institutions and dividing that number by the total number of priority languages defined by the Department. Currently, 64 languages of 78 critical languages are being taught in Title VI institutions.

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Measure: Percentage of NRC grants teaching intermediate or advanced courses in priority languages as defined by the Department.

Year	Target	Actual
2018		63.0%
2019		62.0
2020	65%	67.0
2021	65	
2022	65	
2023	65	

Additional information: Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Data for the measure is obtained from grantee NRC language course uploads. The percentage of NRC grants teaching intermediate or advanced courses in priority languages is calculated by taking the total number of level 3 priority language courses uploaded by institutions and dividing that figure by the total number of priority languages defined by the Department. In 2020, NRC grantees taught intermediate or advanced courses in 52 of the 78 priority languages.

Measure: Percentage of less and least commonly taught languages as defined by the Department of Education taught at NRCs

Year	Target	Actual
2018		33.0%
2019		37.0
2020	38%	37.0
2021	38	
2022	38	
2023	38	

Additional information: Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Data for this measure is obtained from grantee NRC language course uploads. The percentage of less and least commonly taught languages is calculated by taking the total distinct least commonly taught language courses uploaded by institutions and dividing that figure by the total of least commonly taught languages defined by the Department. During fiscal year 2020, 105 languages of 287 were taught in Title VI institutions.

Objective: Provides Foreign Language and Area Studies (FLAS) academic year and summer fellowships to institutions of higher education to assist graduate students in foreign language and either area or international studies.

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Measure: Percentage of FLAS masters and doctoral graduates who studied priority languages as defined by the Department.

Year	Target	Actual
2018		77.0%
2019		80.0
2020	85%	80.0
2021	85	
2022	85	
2023	85	

Additional information: The measure is created by taking the total masters and doctorate fellows who are studying a priority language and dividing that number by the total masters and doctoral fellows. In fiscal year 2020, 999 out of 1,256 FLAS masters and doctoral fellows were studying a priority language.

Measure: Percentage of FLAS graduated fellows who secured employment that utilizes their foreign language and area studies skills within 8 years after graduation based on FLAS tracking survey (long-term measure).

Year	Target	Actual
2012		77.0%
2014		80.0
2018		79.0
2022		

Additional information: Data are obtained from the Survey of Post-Graduates for International Education Fellowship Recipients. Grantees must administer this survey once every 2 years and report their survey results to the Department. The most recent data are based on a survey that tracked FLAS fellowship recipients from 2015 to 2018 who have since graduated. The 79 percent reported for 2018 includes respondents reported that their principal jobs were “closely related” (48 percent) or “somewhat related” (30 percent) to the fields in which they received their degrees. Four percent of fellows reported they were unemployed.

Other Performance Information

In February 2019, the Department released an International and Foreign Language Education Annual Report for 2017 that highlights the results of the IEFLS programs and provides a snapshot of the ways in which funded programs have benefited the nation’s students, educators, institutions, and the nation at large. The Report provides a brief update on each program and summarizes the results of the most recent (fiscal year 2017) program competitions. More information is available at the following link:

<https://www2.ed.gov/about/offices/list/ope/iegps/2017ifleannualreport.pdf>.

HIGHER EDUCATION

International education and foreign language studies: Domestic programs

In addition, when Congress reauthorized the HEA, by way of the Higher Education Opportunity Act of 2008 (HEOA), it directed the Department to assist grantees in developing a survey to administer to students who have completed programs authorized by Title VI of the HEA to determine postgraduate employment, education, or training. The most recent report is based on a survey that tracked FLAS fellowship recipients from 2015 to 2018 who have since graduated. This report follows on the first and second reports, published in 2015 and 2017, respectively. Subsequent surveys will continue to track these cohorts in addition to new FLAS graduates, (i.e., FLAS fellows graduating after 2018). The survey data for this cohort demonstrate that graduated FLAS fellows tend to use their training in their jobs.

Key findings of this report were as follows:

- FLAS fellows studied 104 languages during their first fellowship; 57 percent of the languages studied were considered priority languages.
- Approximately 30 percent of fellows used their fellowship to study at overseas institutions.
- Seventy-nine percent of respondents reported that their principal jobs were “closely related” (48 percent) or “somewhat related” (30 percent) to the fields in which they received their degrees. Less than 5 percent of fellows reported that they were unemployed.
- Fifty-four percent indicated that knowledge of a foreign language is a requirement or a key asset to their current job, and 62 percent reported that knowledge of area/international studies is a requirement or a key asset to their current job.
- Approximately 64 percent reported using their area/international studies training in their current work on a regular basis with 37 percent reporting daily use.
- Sixty-five percent reported that they were “unlikely to achieve advanced language proficiency” without the FLAS fellowship.

In addition, when Congress reauthorized the HEA, by way of the Higher Education Opportunity Act of 2008 (HEOA), it directed the Department to assist grantees in developing a survey to administer to students who have completed programs authorized by Title VI of the HEA to determine postgraduate employment, education, or training. The most recent report is based on a survey that tracked FLAS fellowship recipients from 2015 to 2018 who have since graduated. This report follows on the first and second reports, published in 2015 and 2017, respectively. Subsequent surveys will continue to track these cohorts in addition to new FLAS graduates, (i.e., FLAS fellows graduating after 2018). The survey data for this cohort demonstrate that graduated FLAS fellows tend to use their training in their jobs.

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HIGHER EDUCATION

International education and foreign language studies: Domestic programs

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HIGHER EDUCATION

International education and foreign language studies: Overseas programs

(Mutual Educational and Cultural Exchange Act of 1961, Section 102(b)(6))

(dollars in thousands)

FY 2023 Authorization: Indefinite

Budget Authority:

2022 Estimate	2023 Request	Change
\$8,811	\$8,811	0

PROGRAM DESCRIPTION

The International Education and Foreign Language Studies (IEFLS) Overseas Programs provide participants with first-hand experience overseas that is designed to improve elementary, secondary, and postsecondary teaching and research concerning other cultures and languages, the training of language and area studies specialists, and the American public's general understanding of current international issues.

Four major Overseas Programs in foreign languages and in area and international studies are authorized under the Mutual Educational and Cultural Exchange Act of 1961 (commonly known as the Fulbright-Hays Act). Grants are provided on an annual basis to eligible institutions that, in turn, support projects of varying duration under the following programs:

The Group Projects Abroad (GPA) Program supports short-term projects, group training, research, and curriculum development in modern foreign languages and area studies for American teachers, college students, and faculty for periods from 1 to 12 months. In addition, the GPA program supports Advanced Overseas projects designed to provide advanced language training to students in foreign countries for a period of up to 12 months. Projects can focus on all major world areas outside of Western Europe.

The Faculty Research Abroad (FRA) Program supports opportunities for faculty members of institutions of higher education to study and conduct advanced research overseas. Fellowships are generally reserved for scholars whose academic specializations focus on the less commonly taught languages and all major world areas apart from Western Europe. Fellowships are 3 to 12 months in length.

The Doctoral Dissertation Research Abroad (DDRA) Program supports opportunities for doctoral candidates to engage in full-time dissertation research overseas. Fellowships are generally reserved for junior scholars whose academic specializations focus on the less commonly taught languages and all major world areas except for Western Europe. Fellowships are 6 to 12 months in length.

HIGHER EDUCATION

International education and foreign language studies programs: Overseas programs

Seminars Abroad (SA)-Special Bilateral Projects support training and curriculum development opportunities for American teachers and faculty through short-term overseas seminars conducted in all major world areas except for Western Europe.

IEFLS Overseas Programs are administered through discretionary grants and interagency agreements. Federal program staff, panels of non-Federal academic specialists, bi-national commissions, U.S. embassies, and the J. William Fulbright Foreign Scholarship Board are involved in the merit-based selection of the Overseas Programs grantees and/or project participants.

The Overseas Programs specifically improve the supply of specialists in area, international, and language studies. There is a focus on less commonly taught foreign languages, and areas of the world in which those languages are spoken. Current participants and graduates of the Overseas Programs are important sources of information and expertise on many issues that dominate the international environment. The Overseas Programs additionally improve public access to knowledge of other countries and languages by providing to individuals and institutions of higher education measurable opportunities in the field of international education for: research; area, language, and international studies training; professional growth including faculty development and teacher-training; networking with counterparts in the U.S. and abroad; curriculum and instructional materials development; and overseas experience.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	\$7,061
2019	7,061
2020	8,061
2021	8,811
2022 Estimate	8,811

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$8.8 million for the Overseas Programs, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. All of the funds would be used to support programs designed to develop expertise in strategic languages and area studies.

The Overseas Programs use “competitive preference priorities” in many of its grant competitions to broaden access to international education content and opportunities. These priorities have focused on community colleges, Minority-Serving Institutions (e.g., Hispanic-Serving Institutions and Historically Black Colleges and Universities), teacher education programs, less commonly taught languages, and new applicants.

HIGHER EDUCATION

International education and foreign language studies programs: Overseas programs

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Group Projects Abroad:			
Short-Term Projects:			
Number of new projects	17	27	27
Average new project	\$93	\$92	\$92
Total new project funding	\$1,575	\$2,477	\$2,477
Advanced Overseas Projects:			
Number of new projects	4	4	4
Average new project	\$230	\$230	\$230
Total new project funding	\$918	\$918	\$918
Total project funding	\$2,493	\$3,395	\$3,395
Total number of GPA projects	21	31	31
Total number of GPA participants	340	435	435
Doctoral Dissertation Research Abroad:			
Number of new fellows	142	91	91
Average new fellowship	\$39	\$39	\$39
Number of new awards	60	39	39
Average new award	\$92	\$91	\$91
Total new award funding	\$5,513	\$3,562	\$3,562
Faculty Research Abroad:			
Number of new awards	0	15	15
Average new award	0	\$39	\$39
Total new award funding	0	\$583	\$583
Seminars Abroad—Special Bilateral Projects:			
Number of new awards	3	4	4
Average new award	\$159	\$221	\$221
Total new award funding	\$478	\$885	\$885
Total number of participants	48	63	63
Department of State administrative costs	\$200	\$200	\$200
Program evaluation, national outreach, and information dissemination	\$50	\$98	\$98
Peer review of new award applications	\$77	\$88	\$88
Total Overseas funding	\$8,811	\$8,811	\$8,811
Total Overseas participants	530	589	589

HIGHER EDUCATION

International education and foreign language studies programs: Overseas programs

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department established new program performance measures for the Overseas Programs to improve the quality of program-level outcome data and increase transparency and accountability for the programs. Planned measures include the following:

- Percentage of DDRA fellows who increased their foreign language scores in speaking, reading, and/or writing by at least one proficiency level (annual measure).
- Percentage of GPA participants in the Advanced Language Program who increased their reading, writing, and/or listening/speaking foreign language scores by one proficiency level (Long-Term Projects).

Data will be based on pre- and post-grant scores on standardized instructor-led examinations. Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. The Department plans to report on the new performance measures starting with fiscal year 2021 data, with initial data to be provided in a future budget justification.

Efficiency Measures

The Department also developed the following efficiency measures for the Overseas Programs. Data will be collected from grantee institutions via their performance reports. The Department plans to report on the new performance measures starting with fiscal year 2021 data, with initial data to be provided in a future budget justification.

- Cost per DDRA fellow who found employment that utilized their language and area studies skills within 8 years.
- Cost per GPA participant who increased his/her foreign language score in reading, writing, and/or listening/speaking by at least one proficiency level.

Other Performance Information

In February 2019, the Department released an International and Foreign Language Education Annual Report for 2017 that highlights the results of the IEFLS programs and provides a snapshot of the ways in which funded programs have benefited the nation's students, educators, institutions, and the nation at large. The report provides a brief update on each program and summarizes the results of the most recent (fiscal year 2017) program competitions. More information is available at the following link:
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HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

(Higher Education Act of 1965, Title VII, Part D, Subpart 2)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

	2022 Estimate	2023 Request	Change
	\$13,800	\$15,180	+\$1,380

PROGRAM DESCRIPTION

The Model Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID) support competitive grants to institutions of higher education (IHEs) (as defined under section 101(a) of the Higher Education Act of 1965, as amended (HEA)), or consortia of IHEs, to create or expand high-quality, inclusive, model comprehensive transition and postsecondary programs for students with intellectual disabilities. Funds from this program also support a national Coordinating Center (Center), which develops evaluation standards for TPSID grantees and provides technical assistance, information, and opportunities for communication among institutions with postsecondary programs for students with intellectual disabilities aimed at supporting continuous improvement of such programs.

Grants under this program are awarded for 5 years. All grant recipients must partner with one or more local educational agencies (LEAs) to support students with intellectual disabilities who are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA), and must provide a non-Federal match of at least 25 percent of the award amount. Authorized activities include student support services; academic enrichment, socialization, or living skills programs; integrated work experiences; development of individualized instruction plans; evaluation of the model program, in cooperation with the Center; program sustainability; and development of a program credential.

Beginning in 2021, the Department established a postsecondary programs for students with intellectual disabilities (PPSID) center under this program to translate and disseminate research and best practices for all IHEs for improving inclusive postsecondary education for students with intellectual disabilities. This center will help ensure that knowledge and products gained through research will reach more IHEs and students and improve PPSID.

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations action.

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	11,800
2019	11,800
2020	11,800
2021	13,800
2022 Estimate	13,800

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$15.2 million for TPSID, \$1.4 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Funds appropriated in fiscal year 2023 would support approximately \$1.3 million in new awards and \$13.8 million in continuation awards to IHEs, the Coordinating Center, and the PPSID Center.

Among all students with disabilities, students with intellectual disabilities are the least likely to have college enrollment listed as a goal on their Individualized Education Program (IEP) in high school, and are among the least likely (along with students with multiple disabilities) to enroll in postsecondary education within 4 years after high school. According to the 2011 report, “Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School” from the National Longitudinal Transition Study-2, only 29 percent of students with intellectual disabilities enrolled in postsecondary education settings, the lowest rate of all disability categories, and of these students, only 7 percent enrolled in 4-year colleges. Among those youth with disabilities who do attend college, students with intellectual disabilities are less likely than others to successfully find employment, live independently, or see friends at least weekly.

TPSID programs identify, promote, and demonstrate innovative strategies to serve students with intellectual disabilities in areas such as access to academically inclusive college courses, participation in internships and integrated competitive employment, and engagement in social and personal development activities.

The current TPSID Coordinating Center is Think College, a project of the Institute for Community Inclusion at the University of Massachusetts Boston. In the most recent annual report for the 2015-2020 grantee cohort, released in 2020, Think College reported that TPSID served a total of 981 students on 57 campuses across 19 states in the fourth year of data collection (i.e., fiscal year 2019). TPSID reported successes in a number of areas, including continued growth in enrollments in inclusive courses, the number and percentage of students completing programs, and the percentage of students who held paid jobs when they exited the TPSID program. Additionally, Think College reported that 64 percent of students who completed a program during years 1 through 3 had a paid job one year after program completion.

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Number of new awards	0	0	4
Average new award	0	0	\$335
Total new award funding	0	0	\$1,340
Number of continuation awards	25	25	25
Average continuation award	\$392	\$392	\$392
Total continuation award funding	\$9,800	\$9,800	\$9,800
Coordinating Center	\$2,000	\$2,000	\$2,000
TPSID Center	\$2,000	\$2,000	\$2,000
Peer review of new award applications	0	0	\$40
Total	\$13,800	\$13,800	\$15,180

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Goal: To promote the successful transition of students with intellectual disabilities into higher education.

Objective: *Increase the percentage of students with intellectual disabilities who are enrolled in programs funded under TPSID who complete the programs and obtain a meaningful credential, as defined by the Center and approved by the Department.*

HIGHER EDUCATION

Model transition programs for students with intellectual disabilities into higher education

Measure: The percentage of students with intellectual disabilities enrolled in programs funded under TPSID who complete the programs and obtain a meaningful credential, as defined by the Center and approved by the Department.

Year	Target	Actual
2018	85%	77%
2019	85	78
2020	85	77
2021	85	
2022	85	
2023	85	

Additional Information: Possible credentials include certificates specifically for TPSID students granted by an IHE, specialized certificates granted by a program, certificates available to all students, specialized certificates issued from a local educational agency, and Bachelor or Associate degrees available to all students. In fiscal year 2020, of the 342 students who exited a TPSID program, 262 students (77 percent) received a meaningful credential.

Objective: *Increase the percentage of TPSID grant recipients that meet Department-approved, Center-developed standards for necessary program components.*

Measure: The percentage of TPSID grant recipients that meet Department-approved, Center-developed standards for necessary program components, including Academic Access, Career Development, Campus Membership, Self-Determination, Alignment with College Systems and Practices, Coordination and Collaboration, Sustainability, and Ongoing Evaluation.

Year	Target	Actual
2018	90%	75%
2019	90	88
2020	90	72
2021	90	
2022	90	
2023	90	

Additional Information: The Center developed the Think College Standards for Inclusive Higher Education in 2012. These eight standards include 18 quality indicators and 87 benchmarks and provide an evaluation framework for TPSID performance in areas of academic, vocational, social, and independent living skills; evaluation of student progress; program administration and evaluation; student eligibility; and program credit equivalency.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

(Carl D. Perkins Career and Technical Education Act of 2006, Section 117)

(dollars in thousands)

FY 2023 Authorization: \$10,321

Budget Authority:

	<u>2022 Estimate</u>	<u>2023 Request</u>	<u>Change</u>
	\$10,634	\$10,634	0

PROGRAM DESCRIPTION

This program makes grants to tribally controlled postsecondary career and technical institutions to provide career and technical education to Indian students. In order to be eligible for a grant, a tribally controlled postsecondary career and technical institution must:

- Be formally controlled (or have been formally sanctioned or chartered) by a governing body of an Indian Tribe or Tribes;
- Offer a technical degree- or certificate-granting program;
- Demonstrate that it adheres to a philosophy or plan of operation that fosters individual Indian economic opportunity and self-sufficiency by providing, among other things, programs that relate to stated Tribal goals of developing individual entrepreneurship and self-sustaining economic infrastructures on reservations;
- Have been operational for at least 3 years;
- Be accredited, or be a candidate for accreditation, by a nationally recognized accrediting authority for postsecondary career and technical education;
- Enroll at least 100 full-time equivalent students, the majority of whom are Indians; and
- Receive no funds under Title I of the Tribally Controlled Colleges and Universities Assistance Act of 1978 or the Navajo Community College Act.

Only two institutions currently meet these eligibility requirements: Navajo Technical University in Crownpoint, New Mexico, and United Tribes Technical College in Bismarck, North Dakota.

Funds may be used by a grantee to train faculty; purchase equipment; provide instructional services, child-care and other family support services, and student stipends; and for institutional support.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	\$9,469
2019	9,564
2020	10,000
2021	10,634
2022 Estimate	10,634

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$10.6 million for the Tribally Controlled Postsecondary Career and Technical Institutions (TCPCTI) program, level with a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Funds would be used to improve eligible institutions' academic and career and technical education offerings consistent with the purposes of the Carl D. Perkins Career and Technical Education Act of 2006, as amended, and for institutional support and capital expenditures.

This program currently makes awards to two institutions: Navajo Technical University (Navajo Tech) and United Tribes Technical College (UTTC). While UTTC is located in an urban setting and serves a diverse Indian student population, and Navajo Tech is a rural institution that serves an almost entirely Navajo population, they struggle with similar institutional and academic challenges. Both institutions serve an especially economically underserved population and have difficulty providing sufficient financial aid to students. In addition, each school serves a number of students who have been underprepared for postsecondary education and need academic and support services to help them develop the skills needed to succeed in a postsecondary setting.

Typical sources of institutional support, such as student tuition, endowments, and State assistance are not sufficient to meet student needs. Furthermore, according to Navajo Tech and UTTC officials, these institutions receive limited support from the tribes they serve because they are not the primary postsecondary institutions for those tribes. Consequently, these institutions rely on Federal assistance to help them provide postsecondary career and technical education services to their students. Both institutions received considerable support in fiscal years 2020 and 2021 from emergency funding available through the Higher Education Emergency Relief Fund (HEERF) under the Coronavirus Aid, Relief, and Economic Security Act, the Coronavirus Response and Relief Supplemental Appropriations Act, and the American Rescue Plan Act. Both TCPCTI grantees received HEERF awards that were almost triple the fiscal year 2021 awards under the TCPCTI program, providing each recipient additional resources to address the needs of the institutions and their students arising from the effects of the COVID pandemic.

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Range of awards	\$2,605-\$8,029	\$2,605-\$8,029	\$2,605-\$8,029
Number of awards	2	2	2

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by this program.

In 2019, the Department adopted new performance measures focused on persistence and graduation. The first set of targets is for 2022, and the Department first reported data for the new measures in calendar year 2020.

Goal: To increase access and support workforce preparation, through career and technical education programs, for high-skill, high-wage, or in-demand occupations that will strengthen employment opportunities and lifelong learning in the community.

Objective: *Ensure that CTE students in the Tribally Controlled Postsecondary Career and Technical Institutions are provided career and technical education opportunities through employment, continuing education to attain industry credentials, and/or completing postsecondary career and technical education programs.*

Measure: The percentage of full-time, first-time degree or certificate-seeking Navajo Technical University and United Tribes Technical College undergraduates who graduated within 150 percent of the normal time to program completion.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2018	Baseline	14%	Baseline	20%
2019	Baseline	16	Baseline	15
2020	N/A	9	N/A	9
2021	N/A		N/A	
2022	17%		14%	
2023	17		14	

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Measure: Number of associate degrees and certificates awarded in Career and Technical Education fields during the preceding school year at Navajo Technical University and United Tribes Technical College.

Year	Target Number, Navajo Tech	Actual Number, Navajo Tech	Target Number, UTTC	Actual Number, UTTC
2018	Baseline	222	Baseline	76
2019	Baseline	166	Baseline	84
2020	N/A	143	N/A	73
2021	N/A		N/A	
2022	213		76	
2023	213		76	

Measure: The percentage of full-time, first-time degree or certificate-seeking undergraduates who, within eight years of first enrolling, received a degree or certificate from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2018	Baseline	44%	Baseline	28%
2019	Baseline	25	Baseline	14
2020	N/A	31	N/A	29
2021	N/A		N/A	
2022	44%		22%	
2023	44		22	

Measure: Percent of part-time, first-time degree or certificate-seeking undergraduates who, within eight years of first enrolling, received a degree or certificate from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2018	Baseline	35%	Baseline	19%
2019	Baseline	17	Baseline	50
2020	N/A	31	N/A	6
2021	N/A		N/A	
2022	39%		36%	
2023	39		36	

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Measure: Percent of full-time, non-first-time degree or certificate-seeking undergraduates who, within eight years of first enrolling, received a degree or certificate from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2018	Baseline	56%	Baseline	55%
2019	Baseline	32	Baseline	33
2020	N/A	40	N/A	33
2021	N/A		N/A	
2022	51%		41%	
2023	51		41	

Measure: Percent of part-time, non-first-time degree or certificate-seeking undergraduates who, within eight years of first enrolling, received a degree or certificate from the institution, remain enrolled at the institution, or who subsequently enrolled at another institution.

Year	Target Percentage, Navajo Tech	Actual Percentage, Navajo Tech	Target Percentage, UTTC	Actual Percentage, UTTC
2018	Baseline	36%	Baseline	64%
2019	Baseline	26	Baseline	6
2020	N/A	25	N/A	17
2021	N/A		N/A	
2022	31%		32%	
2023	31		32	

Additional information: The source of data is the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data Systems (IPEDS). IPEDS data are subject to NCES' consistency and validity checks. Data for 2021 will be available in fall of 2022.

Efficiency Measures

The Department adopted cost per participant as the efficiency measure for this program. there continue to be reliability concerns about these data due to challenges in obtaining an accurate student count.

Measure: Annual cost per participant (whole dollars).

Year	Cost per participant, Navajo Tech	Cost per participant, UTTC
2018	\$4,897	\$4,365
2019	5,059	4,561
2020	4,070	4,252
2021	4,070	4,252
2022		
2023		

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

Additional information: The statutory definition of Indian student count is an aggregate of the enrollment counts for each term: summer school, fall, spring, and continuing education; this means that an individual student may be included more than once in the total count. Since funding is distributed on an annual basis, the Department calculates the cost per participant by dividing the reported Indian student count by two to adjust for students who are counted multiple times. Data for fiscal year 2022 will be available by the fall of 2023. Note that the validity of the student count data provided by the recipients is uncertain.

HIGHER EDUCATION

Federal TRIO programs

(Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 1)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

	2022 Estimate	2023 Request	Change
	\$1,097,000	\$1,297,761	\$200,761

PROGRAM DESCRIPTION

The Federal TRIO Programs consist primarily of five discretionary grant programs—Talent Search, Upward Bound, Student Support Services, Educational Opportunity Centers, and McNair Postbaccalaureate Achievement—that provide services to encourage underserved individuals to enter and complete college and postgraduate education. Competitive grants are awarded for 5 years to eligible applicants, which include institutions of higher education; public and private agencies, including community-based organizations with experience in supporting underserved youth; and, as appropriate to the purposes of the program, secondary schools. At least two-thirds of the program participants must be low-income, first-generation college students (or individuals with disabilities for the Student Support Services program).

Talent Search identifies and assists individuals from underserved backgrounds who are between 11 and 27 years of age by providing them with academic, career, and financial counseling and encouraging them to graduate from high school (or return to school, for those who have dropped out) and enroll in a postsecondary education program. Projects must provide a variety of supports and services, including: advice on and assistance in selecting secondary and college courses; assistance in preparing for college entrance exams and in completing college applications; information on student financial aid and assistance in completing financial aid applications; connections to academic tutoring services; connections to services designed to improve financial and economic literacy; and guidance and assistance in re-entering and completing secondary school. Projects also may provide academic tutoring; personal and career counseling; information on career options; exposure to college campuses; and services specially designed for students with disabilities or limited English proficiency, homeless children and youth, and students in foster care.

Upward Bound provides services to high school students that are designed to generate the skills and motivation needed to pursue and complete a postsecondary education. Projects provide the same services as Talent Search projects, except that Upward Bound projects may provide an on-campus residential summer component and work-study positions that expose

¹ The GEPA extension expired September 30, 2015; authorization for FY 2023 is expected through appropriations language.

HIGHER EDUCATION

Federal TRIO programs

students to careers requiring a postsecondary degree. In addition to regular projects, the *Upward Bound Math and Science* program establishes mathematics and science centers that encourage students to pursue postsecondary degrees specifically in those fields, and *Veterans Upward Bound* projects assist veterans in preparing for a program of postsecondary education.

Educational Opportunity Centers provide counseling and information on college admissions to adults who are at least 19 years old and who are seeking a postsecondary education degree. Services include disseminating information on higher education opportunities in the community; academic advice, personal counseling, and career workshops; help in completing applications for college admissions, testing, and financial aid; tutoring; mentoring; and services to improve financial and economic literacy.

The Student Support Services program offers a broad range of support services to postsecondary students to increase their retention, graduation, and transfer rates from 2-year to 4-year institutions. All projects must provide a range of supports and services, including academic tutoring; advice on postsecondary course selection; financial aid counseling; services to improve financial and economic literacy; assistance in applying for graduate and professional programs; and activities to help students in 2-year institutions enroll in 4-year programs. Projects may also provide personal and career counseling; exposure to cultural events; mentoring; services to secure temporary housing during academic breaks for students who are experiencing financial hardship; activities for students with disabilities, limited English proficiency (English learner) students, student experiencing homelessness, and students in foster care; and grant aid (not to exceed 20 percent of a project's funds). Projects providing grant aid also must provide a match equal to 33 percent of the total funds used for that purpose, unless they are eligible to receive funds under Title III, Part A or B, or Title V of the Higher Education Act.

The McNair Postbaccalaureate Achievement program prepares underserved undergraduate students for doctoral study to help them succeed in obtaining doctoral degrees. Projects must provide opportunities for research and other scholarly activities at the recipient institution or graduate center, summer internships, seminars, tutoring, academic counseling, and activities to help students enroll in graduate programs. Projects may also provide services to improve financial and economic literacy, mentoring, and exposure to cultural events.

The two largest programs, in terms of funding, are Upward Bound (which includes Upward Bound Math and Science and Veterans Upward Bound) and Student Support Services, which together accounted for approximately 74 percent of all TRIO funding in 2021, while Talent Search serves the largest number of students. TRIO programs vary greatly in service intensity, with annual per-student costs ranging from a high of \$9,878 for the McNair program to a low of \$285 for the Educational Opportunity Centers. Most projects are located at 2- and 4-year postsecondary institutions, although nonprofit organizations operate a substantial number of Talent Search and Educational Opportunity Center projects.

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Federal TRIO programs

Number of Participants, Participants per Project, and Cost per Participant (FY 2020)

Award Type	Number of Participants	Average number of participants per project	Federal cost per participant
Talent Search	309,905	655	\$543
Upward Bound	70,711	73	4,979
Upward Bound Math and Science	13,184	62	4,964
Veterans Upward Bound	7,898	132	2,435
Educational Opportunity Centers	192,530	1,385	285
Student Support Services	208,746	181	1,752
McNair	5,242	28	9,878

NOTE: Data reflects number of participants projects were funded to serve in FY 2020, not the number of participants actually served by projects in that year.

Percentage of Funds by Institution Type (FY 2021)

Institution Type	Talent Search	Upward Bound ¹	Educational Opportunity Centers	Student Support Services	McNair
Postsecondary Institutions					
Public, 4-year	46.3%	49.9%	44.0%	47.8%	74.7%
Public, 2-year	24.5	23.9	26.6	39.9	0.0
Private, 4-year	9.0	14.9	4.1	11.2	24.8
Private, 2-year	<u>0.0</u>	<u>0.1</u>	<u>0.0</u>	<u>0.3</u>	<u>0.0</u>
Total, Postsecondary	79.8	88.8	74.7	99.2	99.5
Other organizations ²	<u>20.2</u>	<u>11.2</u>	<u>25.3</u>	<u>0.8</u>	<u>0.5</u>
Total	100.0	100.0	100.0	100.0	100.0

¹ Includes regular Upward Bound, Upward Bound Math and Science, and Veterans Upward Bound.

² Other includes nonprofit organizations, State agencies, local educational agencies, county and city governments, private profit-making organizations, Indian Tribes, and private elementary and secondary schools.

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TRIO funding also supports Staff Training grants, which provide professional development activities and opportunities to improve the practice of project directors and staff members. Training is offered on such topics as: legislative and regulatory requirements for operating funded projects; assisting students in receiving adequate financial aid; the design and operation of model programs; the use of appropriate educational technology in the operations of funded projects; and strategies for recruiting and serving students with limited-English proficiency or with disabilities, children and youth experiencing homelessness, foster care youth, or out-of-school youth.

The statute requires Evaluation of TRIO programs and projects, but stipulates that the primary purpose of such evaluations must be the identification of successful practices and places limitations on the Department's ability to use experimental design methodologies in conducting rigorous evaluations of overall program effectiveness.

Finally, up to 0.5 percent of the funds appropriated for TRIO may be used by the Department to support administrative activities that include obtaining additional qualified readers to review applications; increasing the level of oversight monitoring; supporting impact studies, program assessments, and reviews; and providing technical assistance to applicants and grantees.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	\$1,010,000
2019	1,060,000
2020	1,090,000
2021	1,097,000
2022 Estimate	1,097,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Department requests \$1.298 billion for the Federal TRIO programs, \$200.8 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Specifically, the amount available for Student Support Services in fiscal year 2023 would increase by approximately \$200 million to \$563.8 million. This increase would support \$200 million in new awards that would serve an estimated 106,000 additional students over the next five years. Focusing the entire increase on Student Support Services would support the Administration's priority on improved retention and completion outcomes for eligible students enrolled in two-year and four-year postsecondary education.

The request also would provide approximately \$1.092 billion to support continuation awards for all TRIO programs, as well as \$6.2 million to maintain administrative support for these programs, including the costs of collecting and analyzing grantee performance data.

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Federal TRIO programs

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021 Funding	2022 Funding	2023 Funding	2021 Awards	2022 Awards	2023 Awards
Talent Search:						
New Awards	\$169,261	\$0	\$0	435	0	0
Continuation Awards	15,726	183,789	183,789	38	473	473
Total	184,987	183,789	183,789	473	473	473
Upward Bound:						
New Awards	0	329,030	0	0	966	0
Continuation Awards	335,875	26,668	344,838	813	57	1,023
Total	335,875	355,698	344,838	813	1,023	1,023
Upward Bound Math and Science:						
New Awards	0	59,966	0	0	285	0
Continuation Awards	64,844	5,962	65,928	162	19	304
Total	64,844	71,890		162	304	304
Veterans Upward Bound						
New Awards	0	17,097	0	0	85	0
Continuation Awards	18,815	2,192	18,883	49	7	92
Total	18,815	19,289	18,883	49	92	92
Educational Opportunity Centers						
New Awards	50,746	0	0	116	0	0
Continuation Awards	10,667	60,406	59,870	24	140	140
Total	61,413	60,406	59,870	140	140	140
Student Support Services:						
New Awards	0	0	200,000	0	0	585
Continuation Awards	389,768	351,408	363,829	1,060	1,060	1,160
Total	389,768	351,408	563,829	1,060	1,060	1,160
McNair Postbaccalaureate						
New Awards	0	46,563	0	0	187	0
Continuation Awards	36,069	5,214	51,158	156	20	207
Total	36,069	51,777	51,158	156	207	207

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Federal TRIO programs

Output Measures	2021 Funding	2022 Funding	2023 Funding	2021 Awards	2022 Awards	2023 Awards
Staff Training						
New Awards	0	3,219	0	0	10	0
Continuation Awards	2,824	0	3,219	12	0	10
Total	2,824	3,219	3,219	12	10	10
Total awards						
New Awards	220,007	455,875	200,000	551	1,533	585
Continuation Awards	874,588	635,639	1,091,514	2,314	1,776	3,409
Evaluation						
	0	0	0			
Administrative expenses:						
Peer review of new award applications	1,012	343	0			
Other expenses	1,393	5,143	6,247			
Total	2,405	5,486	6,247			
Total	1,097,000	1,097,000	1,297,761			

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Goal: Increase the percentage of first-generation college students from low-income backgrounds who successfully pursue postsecondary educational opportunities.

Objective: *Increase postsecondary enrollment rates for first-generation college students from low-income backgrounds in the academic pipeline.*

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Federal TRIO programs

Measure: The percentage of participants enrolling in college.

Year	Talent Search Target	Talent Search Actual	Upward Bound Target	Upward Bound Actual	Educational Opportunity Centers Target	Educational Opportunity Centers Actual
2017	81.0%	77.3	82.0%	84.6	62.0%	56.7
2018	81.0	75.9	82.0	83.9	62.0	57.0
2019	81.0	75.6	82.5	83.2	62.0	58.6
2020	81.0	71.0	84.0	79.0	62.0	56.6
2021	81.0		84.0		62.0	
2022	81.0		84.0		62.0	
2023	81.0		84.0		62.0	

Additional information: This measure looks at the percentage of participants who enroll in college. Targets are set and data are calculated independently for each of the three programs for which this measure is relevant. Data are provided by the grantees in their Annual Performance Reports.

- For Talent Search, the measure looks at the percentage of “college ready” participants who enrolled in programs of postsecondary education during the reporting period or the next fall term. “College ready” participants are those who have received a regular secondary school diploma or an alternative award such as a high school equivalency certificate.
- For the Upward Bound program, including the Math and Science projects, this measure tracks the percentage of Upward Bound participants with a regular secondary school diploma who subsequently enroll in postsecondary education.
- For Educational Opportunity Centers, the Department defines the cohort of participants comprising the denominator in the postsecondary enrollment calculation in the following way: participants who received a secondary school diploma or its equivalent during the reporting year, high school graduates or high school equivalency graduates not already enrolled in postsecondary education, postsecondary dropouts, or potential postsecondary transfers.
- **Objective:** Increase postsecondary persistence and completion rates of first-generation college students from low-income backgrounds in the academic pipeline.

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Federal TRIO programs

Measure: The percentage of Student Support Services participants completing an Associate's degree at their original institution or transferring to a 4-year institution within 3 years.

Year	Target	Actual
2017	38.0%	43.6%
2018	38.5	45.1
2019	39.0	46.2
2020	39.5	48.2
2021	41.5	
2022	45.0	
2023		

Measure: The percentage of Student Support Services first-year students completing a Bachelor's degree at their original institution within 6 years.

Year	Target	Actual
2017	49.0%	56.9%
2018	50.0	58.3
2019	51.0	59.1
2020	52.0	59.1
2021	54.0	
2022	58.0	
2023		

Additional information: Grantees provide data on college completion in their Annual Performance Reports (APR). Bachelor's degree completion was calculated as the percentage of full-time, first-time freshman participants at 4-year grantee institutions who received a bachelor's degree (or an equivalent degree) from the same grantee institution within 6 years.

Measure: The percentages of TRIO McNair participants enrolling and persisting in graduate school.

Year	Enrolling Target	Enrolling Actual	Persisting Target	Persisting Actual
2017	71.0%	68.1%	85.0%	80.6%
2018	71.0	67.3	85.0	83.9
2019	71.0	67.1	85.0	81.3
2020	71.0	64.7	85.0	86.8
2021	71.0		85.0	
2022	71.0		85.0	
2023	71.0		85.0	

Additional information: Successful outcomes for this enrollment measure counts the McNair participants who enroll in graduate school within 3 years of postsecondary graduation. The reporting year in the table above represents the 3-year point of measurement. The persistence measure tracks the percentage of McNair participants who enrolled in graduate school and were still enrolled at the beginning of their second year.

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Federal TRIO programs

Efficiency Measures

Measure: The cost per successful outcome.

Year	Talent Search Target	Talent Search Actual	Upward Bound Target	Upward Bound Actual	Student Support Services Target	Student Support Services Actual
2017	\$465	\$524	\$4,555	\$4,422	\$1,660	\$1,694
2018	465	522	4,540	4,543	1,650	1,734
2019	460	546	4,525	5,087	1,640	1,824
2020	460	660	4,525	5,150	1,630	1,971
2021	460		4,510		1,640	
2022						
2023						

Additional Information: The efficiency measure for the TRIO programs is the average annual cost per successful outcome, which is calculated by dividing the program’s funding by the number of successful outcomes in each program in a given year. The definition of “successful outcome” varies by program; as a result, it is difficult to make valid comparisons across TRIO programs based on these data. For Talent Search and Upward Bound, participants are considered successful if they persist to the next grade level, graduate high school, or enroll in postsecondary school. For Student Support Services, participants are counted as successful if they graduate, transfer, or persist to the following academic year.

Measure: The Federal cost of each McNair program baccalaureate recipient who enrolls in graduate school within 3 years.

Year	Target	Actual
2017	\$30,000	\$26,301
2018	30,000	26,332
2019	30,000	27,294
2020	30,000	29,726
2021	30,000	
2022	30,000	
2023	30,000	

Additional information: This measure is calculated by dividing the McNair funding allocation from the year in which participants graduated college by the number of college graduates from that cohort that enrolled in graduate school within 3 years.

Other Performance Information

The Department has invested significant resources in evaluations and studies of the Federal TRIO Programs. Each TRIO evaluation and study was conducted independently by outside contractors that reported to the Department’s evaluation offices.

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Federal TRIO programs

Descriptions of past studies are available at the following link: <http://www2.ed.gov/about/offices/list/opepd/ppss/reports.html#postsecondary>. Summaries of current TRIO evaluations are provided below:

Upward Bound: The Institute of Education Sciences began a new evaluation of Upward Bound promising practices, as required by section 402H(b)(1) of the Higher Education Act, that tested the use of practices aimed at reducing undermatching by evaluating the effectiveness of advising practices collectively named the Find the Fit program that combined college information, text message reminders, and specialized training for Upward Bound project staff.

In November 2021, the Department published the report (available at this link: <https://ies.ed.gov/ncee/pubs/2022002/pdf/2022002.pdf>), which found that (1) Increasing the number and selectivity of the colleges to which students applied did not change whether students undermatched, (2) Participation in the Find the Fit program shifted some students' enrollment choices to more selective colleges, and (3) There was no significant effect on college persistence through the third year after high school.

Educational Opportunity Centers: In the spring of 2017, the Institute of Education Sciences announced a new evaluation to examine the effectiveness of a low-cost approach to providing information designed to overcome key barriers to college enrollment to participants through a systematic set of timely and personalized text messages. The study's report, which is currently scheduled to be released in the fall of 2022, will assess the impact of the intervention on EOC participants' FAFSA completion and college enrollment rates. More information is available at the following link: https://ies.ed.gov/ncee/projects/evaluation/pathways_postsec.asp.

HIGHER EDUCATION

Gaining early awareness and readiness for undergraduate programs

(Higher Education Act of 1965, Title IV, Part A, Subpart 2, Chapter 2)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

	2022 Estimate	2023 Request	Change
	\$368,000	\$408,000	+\$40,000

PROGRAM DESCRIPTION

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provides grants to States and partnerships that support early college preparation and awareness activities at the State and local levels to ensure middle and secondary school students from low-income backgrounds are prepared to succeed in postsecondary education. Grants are awarded for six years. Applicants may also apply for an optional seventh year of funding to provide services at an institution of higher education to follow students through their first year of college attendance.

GEAR UP supports two types of grants:

State Grants— States receiving funds are required to provide both an early intervention and a scholarship component targeted to students from low-income backgrounds, with services starting no later than the 7th grade. At least 50 percent, but not more than 75 percent, of the grant funds must be used to provide scholarships to participating students. Conversely, at least 25 percent, but not more than 50 percent, of the funds must be used for early intervention services. State grantees generally must hold in reserve funds for scholarships equivalent to the effective minimum Pell Grant amount multiplied by the number of students the project is serving that the State estimates will enroll in an eligible institution of higher education. The State must make these funds available to eligible students who meet certain requirements, such as GEAR UP project participation and postsecondary enrollment. These scholarships are portable and may be used outside the State in which the GEAR UP program is located. States must provide all students served by the program with a personalized 21st Century Scholar Certificate to indicate the amount of Federal financial aid that they may be eligible to receive for college. Other authorized activities include providing technical assistance to GEAR UP partnership grantees located in the State, providing professional development opportunities to individuals working with GEAR UP students, capacity-building strategies for partnership applicants to apply

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations action.

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for a GEAR UP grant, and dissemination of best practices to improve services for eligible students.

Partnership Grants—Partnerships must include one or more degree granting institutions of higher education, one or more local educational agencies, and may include at least two community organizations or entities such as businesses, professional associations, State agencies, or other public or private organizations. Partnerships receiving funds are required to provide an early intervention component to: (1) at least one cohort or grade level of students beginning no later than the 7th grade, in a school that has a 7th grade and at least 50 percent of its enrolled students are eligible for free or reduced-price lunch; or (2) to an entire grade level of students, not later than the 7th grade, who reside in public housing. Partnerships must ensure that services will continue to be provided through the 12th grade. Partnerships may also provide scholarships. Partnerships must provide all students served by the program with a personalized 21st Century Scholar Certificate to indicate the amount of Federal financial aid that they may be eligible to receive for college.

Both types of GEAR UP grants have two major components. First, GEAR UP projects provide a comprehensive set of early intervention services including mentoring, tutoring, academic and career counseling, and other college preparation activities such as exposure to college campuses and financial aid information and assistance. Funds also may support rigorous curricula and coursework, such as Advanced Placement, International Baccalaureate, and dual or concurrent enrollment programs in order to reduce the need for remedial coursework at the postsecondary level. Second, GEAR UP projects provide scholarships to participating students, which in the case of State Grants described above must equal at least the minimum Pell Grant amount. In making awards to State applicants, the Department must give priority to entities that carried out successful GEAR UP programs prior to enactment in 2008 of the Higher Education Opportunity Act; have a prior, demonstrated commitment to early intervention programs; and ensure that students previously served by GEAR UP programs receive services through the completion of secondary school. States and partnerships must provide matching funds of at least 50 percent of the total project costs with cash or in-kind contributions from nonfederal sources accrued over the full duration of the grant award. The Department may authorize a reduction in the required match for partnerships under certain circumstances.

Of the amount appropriated for GEAR UP, not less than 33 percent must be used to fund State grants and not less than 33 percent must be used to fund Partnership grants, with the remainder being allocated between States and Partnerships at the Department's discretion. The Department may meet these percentage requirements for a given fiscal year through a combination of new and non-competing continuation awards. Additionally, the statute allows the Department to use up to 0.75 percent of the funds appropriated to evaluate and improve the impact of GEAR UP activities.

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	350,000
2019	360,000
2020	365,000
2021	368,000
2022 Estimate	368,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$408 million for the GEAR UP program, \$40 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The Administration's request for GEAR UP is based on the demonstrated promise and data supporting the program's approach. For example, a 2008 evaluation indicated that GEAR UP increased students' and parents' knowledge of postsecondary opportunities and increased rigorous course-taking. GEAR UP supports State efforts and builds partnerships within communities, targets entire cohorts of students in high-poverty middle schools, provides students with a full range of services through the 12th grade (in some cases through the first year of college), and offers scholarships to attend college. By targeting entire grades of students no later than the 7th grade, serving them throughout middle and high school, and providing them with scholarship funding, GEAR UP offers a unique approach to ensuring that students from low-income backgrounds have the skills and resources to attend college. Furthermore, the considerable State and local investments GEAR UP requires (both through the creation of partnerships and matching contributions) help ensure that the program will have a sustainable impact on the educational outcomes of middle and high school students from low-income backgrounds.

This investment also is aligned with President Biden's Executive Order on *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government*, which calls for "a comprehensive approach to advancing equity for all, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality." In 2021, 37 percent of students served under the program were Hispanic or Latino and 17 percent were Black or African American.

Most of the requested funds will be used to support continuation awards for State and Partnership grantees that were successful in the fiscal year 2017 through 2021 competitions, including grantees funded in fiscal year 2022 from the 2021 competition slates. The Department would use approximately \$65.2 million to fund additional new State and Partnership awards from the fiscal year 2021 competition slate. The Department would use the remaining funds to support a web data collection contract, which enables the Department to collect and analyze performance data, and to support continuation costs for an evaluation of strategies to improve access to dual enrollment programs.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
State Grants:			
Number of new awards	4	1	7
Average new award	\$3,539	\$4,251	\$3,929
Total new award funding	\$14,156	\$4,251	\$27,505
Number of continuation awards	31	34	30
Average continuation award	\$3,746	\$3,705	\$3,858
Total continuation award funding	\$116,119	\$125,971	\$115,735
Total award funding	\$130,275	\$130,222	\$143,240
Total number of awards	35	35	37
Partnership Grants:			
Number of new awards	27	1	20
Average new award	\$2,108	\$3,497 ¹	\$1,886
Total new award funding	\$56,917	\$4,251	\$37,720
Number of continuation awards	93	117	113
Average continuation award	\$1,939	\$1,988	\$1,986
Total continuation award funding	\$180,305	\$232,561	\$224,374
Total award funding	\$237,222	\$236,812	\$262,094
Total number of awards	120	118	133
Total award funding:			
Total new award funding	\$71,073	\$8,501	\$65,225
Total continuation award funding	\$296,424	\$358,533	\$340,109
Evaluation	\$250	\$800	\$2,500
Peer review of new award applications	\$121	0	0
Web data collection	\$132	\$166	\$166
Data Collection Supplements	0	0	0
Total program funding	\$368,000	\$368,000	\$408,000
Total number of awards	155	153	170

¹ \$753,965 will support first year costs for a grant that was partially funded in FY 2021.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Goal: To significantly increase the number of students from low-income backgrounds who are prepared to enter and succeed in postsecondary education.

Objective: *Increase the rate of high school graduation and enrollment in postsecondary education of GEAR UP students.*

Measure: The percentage of GEAR UP high school seniors who graduated from high school.

Year	Target	Actual
2018	89.0%	86.5%
2019	89.0	86.0
2020	89.0	87.2
2021	89.0	
2022	89.0	
2023	89.0	

Additional Information: This measure indicates the percentage of GEAR UP high school seniors who graduated from high school. That is, the denominator used in the calculation includes only GEAR UP participants who persisted until the 12th grade while the numerator includes participants who both persisted until the 12th grade and graduated. The figures are based on data submitted by grantees in their Final Performance Reports. As a result, each year of data captures a different subset of grantees serving a fluctuating number of students, which could account for some of the annual variation in performance. The Department is exploring potential changes to the methodology to be inclusive of a larger set of grantees and students.

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Measure: The percentage of former GEAR UP high school graduates who immediately enrolled in college.

Year	Target	Actual
2018	63.0%	64.9%
2019	63.0	58.3
2020	64.0	87.8
2021	65.0	
2022	66.0	
2023	66.0	

Additional Information: This measure indicates the percent of GEAR UP students who graduated from high school and enrolled in postsecondary education the following September. The figures are based on data submitted by grantees in their Final Performance Reports.

Objective: Increase the academic performance and preparation for postsecondary education of GEAR UP students.

Measure: The percentage of GEAR UP students who enrolled in pre-algebra by the end of the 8th grade who passed the course and the percentage of GEAR UP students enrolled in Algebra I by the end of the 9th grade who passed the course.

Year	Pre-algebra Target	Pre-algebra Actual	Algebra I Target	Algebra I Actual
2018	56%	71.2%	55%	71.2%
2019	60	60.6	60	74.1
2020	65	49.7	65	64.6
2021	65		70	
2022	65		75	
2023	65		75	

Additional Information: This measure tracks completion rates for two mathematics classes that research has shown are key indicators of college readiness. Data for this measure, collected through Annual Performance Reports, reflect student completion levels from the prior year. It should be noted that, as the measure tracks only the percentage of those students who are enrolled that pass the class, the percentage of the entire cohort who are on the path to college-readiness is likely to be lower. The Department increased the 2019 and 2020 targets to be more ambitious.

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as enrollment in postsecondary education by GEAR UP students immediately following high school graduation. The Department calculates this measure by dividing the annual funding supporting closeout grantees (grantees serving cohorts of 12th graders) by the total number of postsecondary enrollees they produce. Using this methodology, the annual cost per successful outcome for the GEAR UP cohort that submitted Final Performance Reports in 2020 was \$1,401. The Department provided approximately \$2.6 million per year to the grantees in this

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cohort, which produced 13,435 postsecondary enrollees in the final year of their grants. It is important to note that this measure uses the strictest possible definition of “successful outcome.” For instance, students from this cohort who graduate high school with the help of GEAR UP programs but do not enroll in postsecondary education are not considered “successes” under this methodology. The Department is exploring alternative methodologies to measuring efficiency in this program.

Other Performance Information

Early Outcomes Study

In 2001, the Department began an evaluation on the early effects of the GEAR UP program. This study, which was released in 2008, reported on the program’s impact on participants attending middle schools and their parents, and the effects of GEAR UP on middle schools and on the sustainability of the program’s activities after Federal funds are no longer available. The study did not report on two key outcomes of interest—secondary school graduation and postsecondary enrollment—because the data were not yet available. Overall, the study found that GEAR UP had significant impacts on students’ and parents’ knowledge and behavior and academic offerings at GEAR UP schools. The study is available at the following link: <http://www2.ed.gov/rschstat/eval/highered/gearup/early-outcomes.pdf>.

Study of College Transition Messaging in GEAR UP

The Department recently completed a rigorous study of college access strategies designed to improve GEAR UP students’ college enrollment and persistence. The evaluation report, published in February 2021, indicated that while certain interventions increased awareness of the need for students to take rigorous coursework, it often did not result in desired outcomes. This may indicate that messaging may not be a sufficient intervention or may only be effective in specific situations. Specifically, participating students were no more likely to enroll or persist in college than were other students. The messages also did not affect whether students completed the FAFSA. While the messaging went as planned, providing college-specific information to many students dispersed over multiple colleges may have been challenging for advisors. This study adds to building evidence that the Department is using to improve the program.

For this study, the Department used approximately \$5.5 million of fiscal year 2014 and 2015 funds to test a low-cost advising strategy that provided GEAR UP high school seniors intending to enroll in college with a series of text messages and emails throughout the summer and into the fall of their first expected year of college. The messages reminded students about key college-related tasks they need to complete, customized to the specific activities and deadlines of the colleges or universities in which they intend to enroll. The reminders focused on matriculation-related tasks such as award letters, fees, orientation and registration timelines and requirements, and early steps in college, such as meeting with advisors, connecting with campus support services, and FAFSA renewal. Most importantly, the messaging was two-way – allowing GEAR UP students an ongoing connection to an advisor as they left high school and throughout the first year of college. For more information on this study, see <https://ies.ed.gov/ncee/pubs/2021005/>.

HIGHER EDUCATION

Gaining early awareness and readiness for undergraduate programs

Current evaluation

In 2019, the Department began a study of the scholarship component of GEAR UP, to fulfill an evaluation mandate in the Higher Education Act (HEA) and to provide information for its reauthorization. Scholarships to support college enrollment and persistence can be critical for low-income students, including those in GEAR UP's high need schools. The HEA changed some requirements for administering GEAR UP scholarships, restricting it in certain ways but giving states more flexibility in other ways. Providing scholarships distinguishes GEAR UP from other federal college access programs, but little is known about how and to whom state grantees distribute the aid.

The evaluation will use approximately \$1 million to collect and analyze data from the directors of all 42 state grants that could have been affected by the HEA scholarship changes – those awarded after FY 2011. A report describing State grantees' policies and practices, expenditures, and challenges related to administering scholarships is expected to be published in early 2023. For more about this evaluation, see https://ies.ed.gov/ncee/projects/evaluation/pathways_gearupscholarship.asp.

Planned Evaluation

The Department is planning to begin a study in 2022 that would examine strategies designed to improve access to dual enrollment programs. Despite the promise dual enrollment programs hold for improving college enrollment and degree attainment, there remain equity gaps in access to them. For some students, entrance criteria such as a minimum GPA score or the need to cover the costs of tuition, fees, and books are significant barriers. For others, the main barrier is informational; students and their parents need to be aware of dual enrollment options, their requirements, and their potential benefits. They may also need supports to complete key admission activities. For rural students, there are additional challenges related to the need to travel long distances to get to schools and inconsistent access to technology. The study will examine whether targeted information provided to GEAR UP high school students and their parents, or information plus support workshops, increases awareness and participation in dual enrollment opportunities. It will also look at the effectiveness of these strategies to improve college enrollment and persistence after high school.

HIGHER EDUCATION

Graduate assistance in areas of national need

(Higher Education Act of 1965, Title VII, Part A, Subpart 2)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

2022 Estimate	2023 Request	Change
\$23,547	\$23,547	0

PROGRAM DESCRIPTION

Graduate Assistance in Areas of National Need (GAANN) provides fellowships, through 3-year grants to degree-granting postsecondary institutions, to graduate students of exceptional promise and high financial need studying in areas of national need. The Department also may award grants to non-degree-granting institutions that have formal arrangements for the support of doctoral dissertation research with degree-granting institutions. Applicants must set forth policies and procedures identifying the specific strategies they will use to identify and support talented students from traditionally underrepresented backgrounds. To be eligible for a fellowship, students must be pursuing a doctoral degree or the highest degree in the academic field at the institution of higher education (IHE) they are attending, have excellent academic records, and demonstrate financial need.

After consultation with appropriate agencies and organizations, such as the National Science Foundation, the Department of Defense, and the Department of Homeland Security, the Department designates those fields of study that are considered “areas of national need.” This is done by considering the extent to which studies in such areas fulfill a compelling national interest, whether post-baccalaureate studies in such areas are supported by other Federal programs, and the potential impact of the Federal investment.

Institutions use program funds to award fellowships for up to 5 years of study. Each fellowship consists of a student stipend to cover living costs and an institutional payment to cover each fellow's tuition and other expenses. The stipend is the lesser of demonstrated need or the level of support provided by the National Science Foundation's Graduate Research Fellowships. Institutions must match 25 percent of the Federal grant amount. The institutional match may be used for the following: to provide additional fellowships to graduate students not already receiving institutional or GAANN fellowships; to meet the cost of tuition, fees, and other instructional costs that are not covered by the institutional payment; and to supplement the

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations language.

HIGHER EDUCATION

Graduate assistance in areas of national need

stipend received by a fellow in an amount not to exceed the fellow's financial need. Institutions must also provide fellows with at least 1 year of supervised training in classroom instruction.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	\$23,047
2019	23,047
2020	23,047
2021	23,547
2022 Estimate	23,547

FY 2023 BUDGET REQUEST

The Administration requests \$23.5 million for the Graduate Assistance in Areas of National Need (GAANN) program for fiscal year 2023, level with the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation.

Through its support of graduate study in key disciplines, GAANN helps address the problem of insufficient numbers of students pursuing graduate degrees in critical scientific and technical fields and other areas of national need. GAANN provides students with exceptional promise and financial need with the resources that they need to pursue graduate studies. The request recognizes the role that graduate education plays in the advancement of national prosperity, demonstrates the Administration's commitment to educational achievement at the graduate level, and provides greater postsecondary access to students in financial need and those from traditionally underrepresented backgrounds.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Number of new awards	79	11	0
Number of new fellowships	409	62	0
Average new award	\$260	\$253	0
Total new award funding	\$20,511	\$3,036 ¹	0
Number of continuation awards	14	79	90
Number of continuation fellowships	58	409	471
Average continuation award	\$206	\$260	\$262
Total continuation funding	\$2,882	\$20,511	\$23,547

¹ The Department expects to fund down the fiscal year 2021 slate to make new awards in fiscal year 2022.

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Graduate assistance in areas of national need

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Average institution payment	\$17	\$17	\$17
Average stipend	\$34	\$34	\$34
Total average fellowship	\$51	\$51	\$51
Total number of awards	93	90	90
Total number of fellowships	466	471	471
Peer review of new award applications	\$154	0	0
Total program funding	\$23,547	\$23,547	\$23,547

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2023 and future years, as well as the resources and efforts invested by those served by this program.

Goal: To increase the number of persons trained at the highest academic level.

Objective: *To increase the number of students with exceptional promise completing the terminal degree in designated areas of national need in order to alleviate that need.*

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Graduate assistance in areas of national need

Measure: The percentage of GAANN fellows completing the terminal degree in the designated areas of national need.

Year	Target	Actual
2018	60%	63%
2019	65	68
2020	65	66
2021	65	
2022	65	
2023	65	

Additional Information: The data used to calculate performance for this measure comes from the program’s final performance reports, the Department’s Grants and Payments database, and the GAANN program database. The data is calculated by dividing the number of GAANN fellows in the last year of their fellowships who have successfully completed their doctoral studies by the total number of GAANN fellows who are in the last year of their fellowships.

Because a fellow can receive no more than 5 years of funding and most doctoral students take 6–7 years to complete their doctoral programs, advancing to candidacy is used as a proxy for degree completion where appropriate. Use of such proxy data may inflate outcomes on this measure, as not all doctoral candidates who advance to candidacy actually complete their doctoral degrees.

Measure: Median time to degree completion (years).

Year	Target	Actual
2018	5.0	5.1
2019	5.0	4.9
2020	5.0	4.9
2021	5.0	
2022	5.0	
2023	5.0	

Additional Information: Data collected through annual performance reports show that program participants had a median time to completion of 4.9 years in 2019. According to the 2020 data provided by the National Science Foundation’s annual “Survey of Earned Doctorates,” the median time to doctoral degree completion, measured from initial enrollment in graduate school, was 6.3 years for the physical sciences, 6.8 years for engineering, and 6.9 years for life sciences. It is important to note that these figures are not directly comparable to those of GAANN because the GAANN completion rate includes students in non-doctoral programs who are likely to complete their degrees in fewer years than doctoral students.

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Graduate assistance in areas of national need

Efficiency Measure

The efficiency measure for this program is the cost of a successful outcome, where success is defined as terminal graduate program completion. This measure is directly tied in with the program's performance measures.

Measure: Cost per PhDs and those who pass preliminary exams.

Year	Target	Actual
2018	\$68,500	\$69,702
2019	68,000	71,930
2020	68,000	
2021	68,000	
2022	68,000	
2023	68,000	

The data used to calculate the efficiency measure come from the program's final performance reports, the Department's Grants and Payments database, and the GAANN program database. The data are calculated by dividing the total amount of Federal funds provided to support a cohort of fellows for the 3 years of the grant period by the number of GAANN fellows who complete their degree or successfully advance to candidacy during the 5-year fellowship period. As the efficiency measure is based on data from a relatively small number of students, significant year-to-year fluctuations may be expected. This may reduce the usefulness of the measure at the program level. Data for 2020 (2016 cohort of grantees) will be available in fall 2022.

HIGHER EDUCATION

Child care access means parents in school

(Higher Education Act of 1965, Title IV, Part A, Subpart 7)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

2022 Estimate	2023 Request	Change
\$55,000	\$95,000	\$40,000

PROGRAM DESCRIPTION

The Child Care Access Means Parents in School (CCAMPIS) program is designed to support the participation of parents from low-income backgrounds in postsecondary education through the provision of campus-based child care services. The program makes competitive grants of up to 4 years in duration to institutions of higher education, with a priority for child care programs that (1) leverage significant local or institutional resources and (2) utilize a sliding fee scale.

Institutions may use the funding to establish or support a campus-based child care program primarily serving the needs of students from low-income backgrounds enrolled at the institution. Grants may also be used to provide before- and after-school services. Grants may not be used to supplant funds for existing child care services. The authorizing statute defines a “low-income student” as a student eligible to receive a Pell Grant during the year of enrollment at the institution or who would otherwise be eligible to receive a Pell Grant because the student is enrolled in a graduate or first professional course of study or is in the United States for a temporary purpose.

An institution is eligible to receive a grant if the total amount of Pell Grant funds awarded to students at the institution for the preceding fiscal year equals or exceeds \$250,000. The minimum grant amount is \$30,000, and the maximum grant award cannot exceed 1 percent of the total amount of all Pell Grant funds awarded to students enrolled at the institution during the preceding fiscal year.

Grantees must submit annual reports to the Department regarding their activities, including data and information on the population served by the grant; campus and community resources and funding used to help students from low-income backgrounds access child care services; progress made toward accreditation of any child care facility; and the impact of the grant on the quality, availability, and affordability of campus-based child care services.

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations language.

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An institution receives a continuation award only if the Department determines, on the basis of the annual reports, that the institution is making a good faith effort to ensure that students from low-income backgrounds have access to affordable, quality child care services.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	\$50,000
2019	50,000
2020	53,000
2021	55,000
2022 Estimate	55,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$95 million for the Child Care Access Means Parents in School program, \$40 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Approximately \$50 million would support a competition for new awards in fiscal year 2023 and \$45 million would be used to support continuation awards to grantees that were successful in the fiscal year 2022 competition. The CCAMPIS program helps to ensure that student parents from low-income backgrounds enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care. The request reflects the Administration's strong commitment to closing equity gaps that limit access to and success in postsecondary education, including the extra challenges faced by underserved college student parents in finding high-quality, low-cost child care.

The Administration intends to continue this emphasis in its fiscal year 2023 competition in order to serve more students and maximize the potential impact of this investment in our Nation's colleges. The request also proposes to improve program outcomes and support expanded services by increasing the current cap on award sizes, which currently is set at 1 percent of total Pell Grant funding received by an eligible institution. Lifting the 1-percent award-size cap will allow the program to serve more student parents and increase funding to smaller institutions. On average, across all institution types, this limitation caps the sizes of these awards at approximately \$55,000, with some larger four-year institutions having the highest caps at just under \$200,000. Such small awards make it challenging for institutions to consider longer-term expansions of their capacity through the hiring of additional staff. The 1 percent cap limits the impact of the program at individual institutions and in some cases may serve as a disincentive to apply for the program.

According to the Institute for Women's Policy Research (IWPR)'s analysis of data from the National Postsecondary Student Aid Study, more than one in five college students—or 22 percent of all undergraduates—are parents.¹ The largest share of student parents is

¹ Institute for Women's Policy Research (IWPR) analysis of data from the U.S. Department of Education (September 2017), National Center for Education Statistics. National Postsecondary Student Aid Study and the Integrated Postsecondary Aid Survey (IPEDS). Retrieved from <https://iwpr.org/iwpr-issues/student-parent-success-initiative/single-mothers-in-college-growing-enrollment-financial-challenges-and-the-benefits-of-attainment/>.

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Child care access means parents in school

enrolled in community colleges (40 percent of all student parents are community college students). Significant shares of student parents also attend private for-profit and public four-year institutions (18 percent and 17 percent, respectively), with the remainder enrolled in private nonprofit four-year (13 percent) and other/more than one institution (10 percent). Half of all 4-year public institutions offer daycare services for the children of student-parents.¹

Based on the IWPR's data analysis, there are nearly 2.1 million single mothers in college today, many of whom are women of color and face significant challenges in postsecondary persistence and completion. Only eight percent of single mothers who start college earn an associate or bachelor's degree within six years, compared with about half of women who are not mothers. According to the IWPR, offering child care to a single mother pursuing a bachelor's degree improves success rates for community college students. Child care may allow many student parents to finish school more quickly, reducing college costs and allowing them to secure higher paying jobs. Studies show that students who utilize a campus childcare center had more than triple the rate of on-time completion than that of parents who did not use the center.¹

Additionally, data from the 2015-2016 National Postsecondary Student Aid Survey indicate that 29 percent of Pell Grant recipients have children. Of the Pell Grant recipients with children, 45 percent rely on child care while enrolled in higher education. Data also show that only 38 percent of Pell Grant recipients with dependent children are at an institution that offers on-campus childcare. The fiscal year 2023 request would take significant steps to address this demonstrated need by significantly increasing the number of institutions that establish or expand campus-based child care programs; offer emergency back-up care and provide summer child care and before and after school services; subsidize the costs of child care for students from low-income backgrounds; and enhance other supports for student parents.

In addition to the statutory priorities on leveraging significant local or institutional resources and utilizing a sliding fee scale, the fiscal year 2022 competition is expected to encourage applicants to propose projects that strengthen cross-agency coordination and community engagement to advance systemic change. More specifically, projects that are designed to take a systemic approach to improving outcomes for underserved students through coordination of efforts across Federal, State, and local agencies, or community-based organizations to support the childcare needs of student parents. The Department will review the impact of this priority to help inform a competition for new awards in fiscal year 2023.

¹ Stewart, P. (2018). Campus Child Care Critical in Raising Single Mothers' Graduation Rates. Diverse. <https://diverseeducation.com/article/117704/>.

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Child care access means parents in school

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Number of new awards	99	300	150
Average new award	\$156	\$150	\$332
Total new award funding	\$15,412	\$45,000	\$49,750
Number of continuation awards	229	0	150
Average continuation award	\$33	0	\$300
Total continuation award funding	\$7,443 ¹	0	\$45,000
Number of frontload awards	215	99	0
Average frontload award	\$149	\$98	0
Total frontload award funding	32,095 ²	\$9,700 ²	0
Peer review of new award applications	\$50	\$300	\$250
Total award funding	\$55,000	\$55,000	\$95,000
Total number of awards	543	399	450

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2023 and future years, as well as the resources and efforts invested by those served by this program.

Goal: To support the participation of parents from low-income backgrounds in the postsecondary education system through the provision of campus-based child care services.

Objective: *Increase access for parents from low-income backgrounds to postsecondary institutions.*

¹ The average continuation award funding is low because a significant number of grantees received grants totaling \$1 as the remaining amount was previously awarded to them as frontloading in fiscal year 2020. The remaining grantees received partial awards because a portion of their grant was frontloaded in fiscal year 2020.

² The Department received significantly fewer applications than expected in the fiscal year 2021 competition, and as a result, used the funding to frontload prior-year grantees.

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Child care access means parents in school

Measure: Percentage of CCAMPIS program participants enrolled at CCAMPIS grantee institutions receiving child care services who remain in postsecondary education at the end of the academic year, as reported in the annual performance report.

Year	4-year/2-year Target	4-year/2-year Actual	4-year Target	4-year Actual	2-year Target	2-year Actual
2018	74%	78%	81%	82%	61%	75%
2019	75		81		61	
2020	75		81		61	
2021	75		81		62	
2022	75		81			
2023	75		81			

Additional information: To obtain the universe of participants for the persistence rate, records reporting blank enrollment/participation data, coded as not eligible, coded as enrolled declined participation in CCAMPIS, and any records that were duplicates were removed from the calculation. For the remaining participants, those that were enrolled and participating in CCAMPIS in fall or winter and whose academic status in fall or winter was either enrolled, graduated, or transferred were included in the calculation. As were the participants that were enrolled in postsecondary education in spring or graduated or transferred at any point of the year. The 2018 CCAMPIS performance data have been updated to improve its accuracy and reliability. Grantees submitting determined to be incomplete data were excluded from the analysis. Performance data for 2019 and 2020 will be available in December 2022.

Measure: Percentage of CCAMPIS program participants enrolled at 2-year CCAMPIS grantee institutions receiving child care services who graduate from postsecondary education within 3 years of enrollment in the CCAMPIS program.

Year	2-year Target	2-year Actual
2019	22.0%	
2020	22.0	
2021	22.5	
2022	22.5	
2023	22.5	

Additional information: For the purposes of this performance measure, the term “within 3 years of enrollment” means within 3 years of enrolling in the CCAMPIS program. Grantees submitting incomplete data were excluded from the analysis. Performance data for 2019 and 2020 will be available in December 2022.

The Department dropped a performance measure that focused on completion rates at 4-year grantee institutions. The methodology used for this measure was problematic because the denominator included students who had not been in school long enough to graduate even if they persisted without interruption. CCAMPIS grantees at 4-year institutions will continue to be

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Child care access means parents in school

required to submit completion rate data for students served by their projects, however, the data will not be aggregated to obtain completion rates at 4-year CCAMPIS grantee institutions.

Efficiency Measure

The efficiency measure tracks student cost per successful outcome.

Measure: Federal cost per CCAMPIS student enrolled at CCAMPIS-grantee institutions receiving child care services who remain in postsecondary education at the end of the academic year, as reported in the annual performance report.

Year	Target	Actual
2018	\$4,500	\$6,656
2019	4,500	
2020	4,500	
2021	4,500	
2022	6,000	
2023	6,000	

Additional information: For 2018, the cost per successful outcome is calculated by dividing the program allocation by the total number of students receiving child care services who remain in postsecondary education at the end of the academic year at 4-year and 2-year CCAMPIS-grantee institutions (includes 78 grantees from 2014 and 2017 cohorts). Program performance data for 2019 and 2020 will be available in December 2022.

Other Performance Information

In September 2019, the Government Accountability Office (GAO) released a report entitled, "Higher Education: More Information Could Help Student Parents Access Additional Federal Student Aid." The GAO report included a review of the Department's performance data for the CCAMPIS program, identification of errors in the accuracy of calculations for two measures and recommended that the Department correct these errors. In response, the Department acknowledged an error in its persistence rate calculation that affected the accuracy of both the persistence rate and cost per persistent student measures that were reported in the fiscal year 2020 Budget Justifications to Congress. These rates have been corrected and are reflected in the tables above.

The Department also clarified that, for graduation rate data published for fiscal year 2020 and prior years, the term "within 3 years of enrollment" means within 3 years of enrolling in the CCAMPIS program.

HIGHER EDUCATION

Fund for the Improvement of Postsecondary Education

(Higher Education Act of 1965, Title VII, Part B)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

	2022 Estimate	2023 Request	Change
	\$41,000	\$560,000	+\$519,000

PROGRAM DESCRIPTION

The Fund for the Improvement of Postsecondary Education (FIPSE) supports a wide range of activities to promote institutional reforms and innovative programs with the potential to transform postsecondary education. Under FIPSE, all discretionary grants and contracts are awarded to institutions of higher education and other public and private nonprofit institutions and agencies. Grants typically are frontloaded to pay full multi-year project costs from a single appropriation.

The following activities were funded with fiscal year 2021 appropriations. Activities for 2022 remain undetermined until enactment of a fiscal year 2022 appropriation.

The Centers of Excellence for Veterans Student Success (CEVSS) program, authorized under section 777(a) of the Higher Education Act (HEA), funds model programs to support veteran student success in postsecondary education by coordinating services to address the academic, financial, physical, and social needs of veteran students. CEVSS grantees establish on their campuses a single point of contact to coordinate, through a veteran student support team, comprehensive support services, including counseling, tutoring, assistance with special admissions, and transfer of credits from previous postsecondary education or experience, assistance with applying for financial aid and veterans' benefits, and admission into college.

The National Center for Information and Technical Support for Postsecondary Students with Disabilities (NCITSPSD) provides technical assistance and information on best and promising practices for students with disabilities as they transition to, or attend, postsecondary education.

The Open Textbook Pilot (OTP) supports projects at institutions of higher education to create new open textbooks or expand their use while maintaining or improving instruction and student learning outcomes. This pilot program emphasizes the development of projects that demonstrate the greatest potential to achieve the highest level of savings for students through

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations action.

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Fund for the Improvement of Postsecondary Education

sustainable, expanded use of open textbooks in high-enrollment courses or in programs that prepare individuals for in-demand fields.

The Basic Needs Grants program helps address the basic needs of students, including housing, food, transportation, childcare, dependent care, technology, and access to physical and mental health services.

The Center of Educational Excellence for Black Teachers Program (CEEET) at Historically Black Colleges and Universities (HBCU) supports a model center of educational excellence at one or more HBCUs with a demonstrable record in graduating highly skilled and well-prepared Black teachers.

The Modeling and Simulation program promotes the study of modeling and simulation at institutions of higher education, through collaboration with new and existing programs to promote the use of technology in such study through the creation of accurate models that can simulate processes or recreate real life. This program is authorized under section 891 of the HEA.

The Rural Postsecondary and Economic Development (RPED) program promotes innovative approaches to improve rates of postsecondary enrollment and completion among rural students through development of career pathways aligned to high-skill, high-wage, or in-demand industry sectors and occupations.

The Transitioning Gang-Involved Youth to Higher Education program supports community colleges, in partnership with other organizations that are best prepared to provide the supports and services necessary, that will enable these youth, including youth with disabilities, to transition to postsecondary programs that will allow them to pursue a certificate, degree, or other credential.

Funding levels for the past 5 fiscal years were:

<u>Fiscal Year</u>	<u>(dollars in thousands)</u>
2018	\$6,000
2019	5,000
2020	24,500
2021	41,000
2022 Estimate	41,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$560 million for FIPSE, \$519 million more than the fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request includes \$110 million to support a new Retention and Completion Grants program and \$450 million for a new Research and Development (R&D) Infrastructure Investments for Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCCUs), and Minority-Serving Institutions (MSIs) program.

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Fund for the Improvement of Postsecondary Education

Retention and Completion Grants

This program would provide competitive grants to States, TCCUs, and systems of institutions of higher education (IHEs) to implement or expand evidence-based, statewide, and institutional level retention and completion reforms that improve student outcomes, including retention, transfer (including successful transfer of completed credits), completion rates, and labor market outcomes, with priority given to underserved student populations.

Funds would support separate competitions for grants to TCCUs and grants to non-TCCUs. The new competition would use a multi-tiered approach, similar to that employed by the Education Innovation and Research program (described in detail in the Innovation and Improvement account), by providing differing levels of funding based on the level of prior evidence associated with the intervention. The funded projects would rely on differing levels of evidence and information, which would be evaluated on a program level to determine the efficacy and success of the interventions. Dedicated funding would support this program-level evaluation.

Eligible entities receiving a grant could use funds directly or in collaboration with nonprofit organizations and/or other IHEs for one or more of the following activities:

- Providing comprehensive academic, career, and student support services, including mentoring, advising, case management services, or career pathway navigation;
- Providing students with advising services from faculty and staff, including setting benchmarks with students to help them stay on track toward meeting college and career goals, using real-time data to track student progress toward these benchmarks, and leveraging the data to help students get back on track when they do not meet particular benchmarks;
- Providing assistance in applying for and accessing direct support services, means-tested Federal benefit programs, or similar State, tribal, or local benefit programs;
- Providing emergency financial aid grants to students for unexpected expenses and to meet basic needs;
- Providing accelerated learning opportunities, including dual or concurrent enrollment programs and early college high school programs, pathways to graduate and professional degree programs, and reforming course scheduling and credit awarding policies, including credit for prior learning and/or noncredit to credit articulation;
- Reforming remedial and developmental education including implementation of corequisite remediation or the implementation of multiple measures for placement;
- Utilizing career pathways, including through building capacity for career and technical education; and
- Improving transfer pathways between community colleges and four-year institutions of higher education.

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Fund for the Improvement of Postsecondary Education

Eligible entities that are not TCCUs would be required to match funds in the second and all subsequent years of the grant. Funds under this program would be used to supplement, and not supplant, other Federal, State, local, Tribal, and institutional funds that would otherwise be expended to carry out the activities of the program.

Research and Development (R&D) Infrastructure Investments for HBCUs, TCCUs, and MSIs

While the ratio of total U.S. R&D to GDP (“research intensity”) has been maintained at just under 3 percent since the 1960s, the Federal government’s investments have declined from approximately 1.9 percent in 1964 to 0.6 percent in 2017.¹ Moreover, three decades ago, the U.S. was first in the world for overall R&D spending as a share of GDP. Now, the U.S. is ninth.² Furthermore, Federal R&D funding has disproportionately supported large, well-resourced public and private nonprofit institutions, where 25 institutions—none of which are HBCUs, TCCUs, and MSIs—account for nearly three-quarters of the total non-defense Science and Technology R&D budget in the country. Despite these inequitable funding levels, HBCUs continue to provide the undergraduate education for approximately 25 percent of Black doctoral recipients in science and engineering (S&E) fields, and High-Hispanic Enrollment institutions provide the undergraduate education for more than one third of Hispanic S&E doctoral recipients.³ Research suggests that racial and gender inequities harm American capabilities in research and innovation.⁴ For example, one study found that innovation in the U.S. would quadruple if women, people of color, and individuals who grew up in low-income families engaged in innovation at the same rate as other demographic groups who are not held back by discrimination and structural barriers.⁵ Persistent inequitable access to R&D dollars and careers in innovative industries prevent the U.S. economy and individuals from reaching their full potential.

The Administration is committed to making transformative investments in the research capacity of IHEs and expanding opportunities for groups that have historically been underrepresented in the R&D enterprise. President Biden has emphasized the need to upgrade America’s research infrastructure while eliminating racial and gender inequities in R&D and STEM. Across the Federal government, the President has proposed historic investments in upgrading R&D infrastructure at IHEs across the country, with significant funds reserved for or directed to HBCUs, TCCUs, and MSIs. The goals of these investments are to increase the capacity of HBCUs, TCCUs, and MSIs to conduct innovative research in emerging technology and industries by:

(1) bringing needed resources to under-resourced institutions that have a proven track record of training students from underrepresented groups who go on to graduate school in STEM fields and the workforce as doctors, STEM educators, engineers, and scientists;

¹ <https://nces.nsf.gov/pubs/nsb20203/recent-trends-in-u-s-r-d-performance#u-s-total-r-d-and-r-d-intensity>

² <http://uis.unesco.org/apps/visualisations/research-and-development-spending/>

³ <https://nces.nsf.gov/pubs/nsb20223/assets/nsb20223.pdf>

⁴ https://lisadcook.net/wp-content/uploads/2014/02/pats_paper17_1013_final_web.pdf

⁵ http://www.equality-of-opportunity.org/assets/documents/inventors_summary.pdf

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(2) generating greater innovation, connectivity and positive spillovers across academic communities, other postsecondary institutions, and with other organizations within regional economies; and

(3) increasing and sustaining research excellence across institutions at every level of research capacity, especially cutting-edge research, as well as providing opportunities for institutions to increase their research intensity.

In alignment with these goals, the Administration’s Research and Development Infrastructure Investment proposal would make awards to four-year HBCUs, TCCUs, or MSIs, either alone or as the lead entity in consortia including other academic partners such as community colleges, industry, and philanthropic partners.

Funds would support both planning and implementation grants designed to promote transformational investments in research infrastructure, including physical infrastructure and human capital development:

- Planning grants of up to two-years would provide HBCUs, TCCUs, and MSIs with funding for the development of strategic plans for transforming institutional research capacity, defined as advancing research capacity/status to the next tier of the Carnegie Classification system. Upfront investment in planning grants would support institutions to clarify how R&D funding will be used as part of a broader upward movement in research capacity, thereby promoting effective targeting of funds. In addition, the planning process will allow institutions to explore third-party funding opportunities that could complement Federal research infrastructure grants. Institutions that complete planning grants and produce high-quality strategic plans that include implementation, evaluation, and assessment action plans would be given priority in the funding of implementation grants.
- Implementation grants of one to five years would support high-quality implementation of transformative research capacity initiatives at participating HBCUs, TCCUs, and MSIs.

In order to provide a greater opportunity for planning grant recipients to apply for implementation grants, the Administration requests to make funding available for two years.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Retention and Completion Grants			
Number of new awards	0	0	20
Average new award	0	0	\$5,195
Total award funding	0	0	\$103,900

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Output Measures	2021	2022	2023
Research and Development Infrastructure Investments			
Planning Grants			
Number of new awards	0	0	100
Average new award	0	0	\$495
Total Planning funding	0	0	\$49,500
Implementation Grants			
Number of new awards			40
Average new award			\$9,900
Total implementation funding			\$396,000
Total award funding			\$445,500
Career Pathways			
Number of new awards	0	0	0
Average new award	0	0	0
Total award funding	0	0	0
CEVSS			
Number of new awards	17	0	0
Average new award	\$412	0	0
Total award funding	\$7,000	0	0
NCITSPSD			
Number of new awards	1	0	0
Average new award	\$1,980	0	0
Total award funding	\$1,980	0	0
Number of supplements	0	0	0
Average supplement	0	0	0
Total supplement funding	0	0	0
OTP			
Number of new awards	9	0	0
Average new award	\$659	0	0
Total award funding	\$7,000	\$8,263 ¹	0
Basic Needs Grants			
Number of new awards	6	0	0
Average new award	\$824	0	0
Total award funding	\$4,942	\$447 ²	0

¹ OTP will use \$8.3 million from the fiscal year 2022 appropriation to complete funding second year and third year costs associated with the OTP cohort first funded in fiscal year 2021.

² Basic Needs will use approximately \$0.5 million from the fiscal year 2022 appropriation to complete funding second year and third year costs associated with a Basic Needs grant that was partially funded in fiscal year 2021.

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Output Measures	2021	2022	2023
CEEBT			
Number of new awards	2	0	0
Average new award	\$1,814	0	0
Total award funding	\$3,628	\$328 ¹	0
Modeling and Simulation			
Number of new awards	5	0	0
Average new award	\$1,054	0	0
Total award funding	\$5,269	0	0
RPED			
Number of new awards	9	0	0
Average new award	\$1,105	0	0
Total award funding	\$9,942	\$571 ²	0
Transitioning Gang-Involved Youth to Higher Education			
Number of new awards	1	0	0
Average new award	\$990	0	0
Total award funding	\$990	0	0
Undistributed	0	\$31,077 ³	0
Contracts			
Peer review	\$248	\$314	\$5,600
Evaluation	0	0	\$5,000
Total FIPSE funding	\$41,000	\$41,000	\$560,000
Total number of new awards	50	TBD	160

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data, and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

¹ CEEBT will use approximately \$0.3 million from the fiscal year 2022 appropriation to complete funding third year costs associated with two CEEBT grants funded in fiscal year 2021.

² RPED will use approximately \$0.6 million from the fiscal year 2022 appropriation to complete funding second year and third year costs associated with an RPED grant that was partially funded in fiscal year 2021.

³ Activities for fiscal year 2022 remain undetermined until the enactment of a fiscal year 2022 appropriation.

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The following performance measures are reflective of those established for the Open Textbook Pilot. The Department will set performance measures for all remaining programs funded under the fiscal year 2020 and 2021 appropriations and will begin collecting data for these measures in fiscal years 2021 and 2022, respectively.

While the Department established a new set of performance measures for the Open Textbook Pilot in the 2018 notice inviting applications, most of these measures are final measures (i.e., data will not be reported until after the completion of the project, which is anticipated by late 2022). The partial data reported below is for annual measures. Data currently are limited due to the impact of the COVID-19 pandemic on the development, testing, and adoption of open educational resources. The Department anticipates that updated fiscal year 2020 data will be available in Spring of 2022. The Department will set targets for future years when complete baseline data becomes available.

Measure: The number of students who enrolled in courses that use open textbooks developed through the grant.

Year	Target	Actual
2020	Baseline	1,364
2021		
2022		
2023		

Additional Information: The number of students who enrolled in Nursing Pharmacology course sections that used open textbooks was gathered via client reporting from Chippewa Valley Technical college, Madison Area Technical College, Waukesha County Technical College, Northeast Wisconsin Technical College, and Nicolet Area Technical college for the spring, summer, and fall of 2020.

Measure: The number of students who completed courses which used the open textbooks developed through the grant.

Year	Target	Actual
2020	Baseline	705
2021		
2022		
2023		

Additional Information: The Wisconsin Technical College System (WTCS) reported that 705 out of 764 students enrolled in Nursing Pharmacology courses that utilized OER completed their courses. This 92 percent completion rate is comparable to a pre-OER WTCS average completion rate of 91 percent for this course. The COVID-19 pandemic and its effect on course delivery and attendance during 2020 was likely a confounding variable in this area.

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Measure: Student and faculty evaluations of the quality of the open textbooks compared with other kinds of textbooks they have used, the ease of use of these materials, and the cost savings associated with the use of open textbooks.

Additional Information: A Qualtrics survey link was provided to WTCS Nursing deans and faculty and was also included in the Preface section of the Nursing Pharmacology textbook. The spring 2020 survey addressed the pilot version of the Nursing Pharmacology textbook. The survey had a response rate of 65, with 59 students and six faculty participating from three WTCS colleges. Revisions were made to the Nursing Pharmacology book based on the survey feedback. These revisions included providing an Answer Key at the back of the e-book for critical thinking questions and the addition of “Patient Teaching” sections to each chapter.

The summer/fall 2020 survey addressed the first edition of the published Nursing Pharmacology textbook. The survey had a response rate of 40, including 33 students and seven faculty from five WTCS colleges and two IHEs outside of Wisconsin. In this survey, all criteria were ranked “as good as” or “better” by 90 percent or more of respondents on a 5-point Likert scale: Quality (92 percent); Cost (100 percent); Ease of Use (90 percent); Helpfulness of Learning Activities (95 percent); Incorporation of Evidence-based Practices (95 percent); Navigation to Other Reliable Sources (100 percent); and Assisting in Application to Patient Care (97 percent).

Measure: The average cost savings per student.

Year	Target	Actual
2020	Baseline	\$154
2021		
2022		
2023		

Measure: The total cost savings for students who used open textbooks compared to students in the same course of study who used traditional textbooks.

Year	Target	Actual
2020	Baseline	\$117,656
2021		
2022		
2023		

Additional Information: The Nursing Pharmacology textbook was adopted by 42 WTCS course sections that included 764 students. With an average cost savings of \$154 per student, total student cost savings comes to \$117,656. This adoption contributed to a 15 percent decrease in total textbook cost for students in these participating course sections.

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Measure: The number and percentage of courses among consortium members that adopted the use of open textbooks, where appropriate, as opposed to those that continued to use paper or electronic textbooks.

Year	Target	Actual
2020	Baseline	49 / N/A%
2021		
2022		
2023		

Measure: The number of institutions outside of the consortium that adopted the use of the open textbooks produced through the grant.

Year	Target	Actual
2020	Baseline	3
2021		
2022		
2023		

HIGHER EDUCATION

Teacher quality partnership

(Higher Education Act of 1965, Title II, Part A)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

2022 Estimate	2023 Request	Change
\$52,092	\$132,092	+\$80,000

PROGRAM DESCRIPTION

The Teacher Quality Partnership (TQP) program is intended to help support a variety of effective pathways into teaching and support our Nation's educator workforce in improving student opportunities and outcomes. More specifically, TQP seeks to improve student educational opportunity and achievement and the effectiveness of teachers working in high-need schools and early childhood education (ECE) programs by improving the preparation of teachers and enhancing professional development activities for teachers; recruiting and graduating diverse and highly qualified individuals; attracting and preparing talented professionals from outside the teaching profession into the classroom; and holding teacher preparation programs accountable for preparing effective teachers. Projects may also include a component to prepare school leaders in high-need or rural local educational agencies (LEAs) or a component to partner with a public broadcast television station or another entity that develops digital education content to improve the quality of teacher preparation programs.

Only partnerships may apply for funding under this program. Partnerships must include a high-need LEA; a high-need school or high-need ECE program (or a consortium of high-need schools or ECE programs served by the partner LEA); a partner institution of higher education (IHE); a school, department, or program of education within the partner IHE; and a school or department of arts and sciences within the partner IHE. A partnership may also include, among others, the Governor of the State, the State educational agency, the State board of education, the State agency for higher education, or a business. In order to maximize resources and avoid duplication, applicants are required to explain how they plan to coordinate activities under the TQP program with other federally funded programs aimed at improving teacher effectiveness (e.g., Supporting Effective Instruction State Grants under Title II of the Elementary and Secondary Education Act (ESEA) and the Teacher and School Leader Incentive Grants program).

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations action.

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Teacher quality partnership

The following three types of grants are eligible for funding through the program:

Pre-Baccalaureate Preparation of Teachers program (Pre-Baccalaureate)—Grants are provided to implement a wide range of reforms in teacher preparation programs and, as applicable, preparation programs for early childhood educators. These reforms may include, among other things, using teaching and learning research so that teachers implement research-based instructional practices and use data to improve classroom instruction; implementing curriculum changes that improve and assess how well prospective teachers develop teaching skills; developing a high-quality and sustained preservice clinical education program that includes high-quality mentoring or coaching; creating a high-quality induction program for new teachers; implementing initiatives that increase compensation for qualified early childhood educators who attain 2-year and 4-year degrees; developing and implementing high-quality professional development for teachers in partnership with high-need LEAs; developing effective mechanisms to recruit qualified individuals into the teaching profession, which may include alternative routes to certification such as Grow Your Own programs,; and strengthening literacy instruction skills of prospective and new elementary and secondary school teachers.

Teaching Residency program—Grants are provided to develop and implement teacher residency programs that are based on effective models that prepare teachers for success in high-need schools and academic subjects. Grant funds must be used to support programs that provide rigorous graduate-level course work to earn a master's degree while undertaking a guided teaching apprenticeship; learning opportunities alongside a trained and experienced mentor teacher; and clear criteria for selecting mentor teachers based on measures of teacher effectiveness. Programs must place graduates in targeted schools as a cohort in order to facilitate professional collaboration. Programs must also provide a 1-year living stipend or salary to members of the cohort, which must be repaid by any recipient who fails to teach full time for at least 3 years in a high-need school and subject or area.

School Leadership program—Grants are provided to develop and implement effective school leadership programs to prepare individuals for careers as principals, early childhood education program directors, superintendents, or other school leaders. Such programs must promote strong leadership skills and techniques so that school leaders are able to:

- Create a school climate conducive to professional development for teachers;
- Understand the teaching and assessment skills needed to support successful classroom instruction;
- Use data to evaluate teacher instruction and drive teacher and student learning;
- Manage resources and time to improve academic achievement;
- Engage and involve parents and other community stakeholders; and
- Understand how students learn and develop to increase academic achievement.

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Grant funds must also be used to develop a yearlong clinical education program, a mentoring and induction program, and programs to recruit qualified individuals to become school leaders.

Partnerships may apply for funding under the Pre-Baccalaureate program, the Teaching Residency program, or both, and may also seek separate funding under the School Leadership program. In addition, grant funds are available to develop digital education content to carry out the activities for Pre-baccalaureate or Teaching Residency programs, but not for School Leadership programs. Partnerships are eligible to receive grants for up to 5 years and must provide matching funds from non-Federal sources equal to at least 100 percent of the grant amount.

Program funds also can be used to support evaluations of program activities; the Department last used funds for this purpose in 2010 when it awarded a contract for an evaluation of teacher residency programs supported through grants awarded in 2009 and 2010. Results from that evaluation are discussed in the “Other Performance Information” section below.

The Higher Education Act of 1965, as amended, also allows the Department to use program funds to support the State teacher quality accountability reporting system, as authorized by sections 205–207. This reporting system gathers data from all 50 States, the District of Columbia, Puerto Rico, the outlying areas, and the Freely Associated States on such topics as the completion rates for traditional and alternative route teacher preparation programs, as well as State teacher assessments and certifications. These data are reported to Congress and the Nation through the Secretary’s annual report on teacher quality, and they provide critical information on both the progress toward the goal of an effective teacher in every classroom and the areas needing further improvement (<http://title2.ed.gov>).

Funding levels for the past 5 fiscal years were as follows:

Fiscal Year	(dollars in thousands)
2018	\$43,092
2019	43,092
2020	50,092
2021	52,092
2022 Estimate	52,092

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$132 million for the TQP program, \$80 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. Of the funds requested, approximately \$80 million would support new awards and \$52 million would support continuation awards to successful applicants from prior competitions. Approximately \$356,000 would be used to prepare the State teacher quality reports required under Title II of the HEA.

As described further in the Program Performance Information section below, research on the TQP program shows that high-quality residency models can expand the pool of well-prepared applicants entering the teaching profession, promote diversity in the teacher workforce, increase

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Teacher quality partnership

teacher retention and effectiveness, and bring a wide range of experiences into the classroom to support students. In addition, the close partnership between school districts and IHEs required by the TQP program ensures that training programs are closely aligned with practice and teacher candidates gain clinical experience in the types of schools they are likely to work in upon graduation. In a 2014 study, 83 percent of residents reported that their work as a resident teacher reinforced what they learned in their coursework, and residents were more likely than non-residents in the same districts to report receiving support from their preparation programs. Residents also are more likely than nonresidents to report feeling prepared to enter the classroom, and after program completion, more than 90 percent of residents stayed in their school district for three years. The Administration believes that support for high-quality residency programs is a critical part of ensuring that all students have access to diverse, well-prepared, and qualified educators.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Partnership Grants:			
New	\$0	\$11,444	79,850
Continuations	<u>51,736</u>	<u>40,242</u>	<u>\$51,736</u>
Subtotal	51,736	51,686	131,586
State teacher quality accountability reports	356	356	356
Peer review of new award applications	0	50	150
Total	52,092	52,092	132,092

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Goal: To increase the quality of teachers in high-need schools and early childhood education programs.

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Teacher quality partnership

Objective: *To increase the number of new teachers graduating from high-quality teacher preparation programs.*

Measure: The percentage of program completers who: (1) attain initial certification/licensure by passing all necessary licensure/certification assessments and attain a bachelor's degree (pre-baccalaureate program) within 6 years or a master's degree (residency program) within 2 years, or (2) attain highly competent early childhood educator status with a bachelor's degree within 6 years or an associate's degree within 3 years.

Interim Measure: The percentage of program participants who did not graduate in the previous reporting period and who persisted in the postsecondary program in the current reporting period.

Year	Pre-Baccalaureate Target	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2018	85%	72%	95%	75%
2019	85	90	95	93
2020	85	90	95	93
2021	85		95	
2022	85		95	
2023	85		95	

Additional information: In general, data from grantees under the TQP program has demonstrated a high level of persistence among program participants. Data for this measure was derived from annual performance reports for cohorts in at least their second year of operation.

Objective: *To increase the retention rate of new teachers in high-need school districts.*

Measure: The percentage of beginning teachers who are retained in teaching in the partner high-need local educational agency or early childhood education program 3 years after initial employment.

Year	Pre-Baccalaureate Target	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2018	80%	70%	90%	77%
2019	80		90	
2020	80		90	
2021	80		90	
2022	80		90	
2023	80		90	

Additional information: Performance on this measure increased significantly in 2018 and the Department is continuing its efforts to ensure that grantees provide the necessary supports to beginning teachers in partner LEAs. Data on this measure for 2019 and 2020 are not available

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because an insufficient number of grants had teachers in at least their third year of employment in those years.

Other Performance Information

In 2014, the Institute of Education Sciences (IES) published an implementation study of TQP teacher residency projects that addressed the following research questions:

- How do teachers who complete teacher residency projects compare to other novice teachers and to all teachers in their district?
- What is the retention rate of the residency project teachers compared to their novice colleagues who weren't prepared through a teacher residency project?
- What are the characteristics of the teacher residency projects (e.g., length of overall program, nature of required coursework and apprenticeship activities, characteristics of their assigned mentor teacher, criteria for selecting program participants)?
- What are the characteristics of the teacher applicants and participants in the teacher residency projects?

The study (<http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20154002>) determined that TQP projects provided residents with an average of 450 hours of coursework (the equivalent of 10 college courses) focusing on content, pedagogy, classroom management, and student assessment. Sixty-eight percent of residents reported spending 4 or 5 full days per week in their mentor's classroom during the first half of their residency, during which time residents averaged 21 days fully in charge of instruction. During the second semester, 78 percent of residents reported spending 4 or 5 days in their mentor's classroom. During that same semester, residents averaged 37 days fully in charge of instruction. Eighty-three percent of residents reported that their fieldwork reinforced what they learned in their coursework and 68 percent reported that their coursework was well integrated with their classroom experiences. Additionally, novice residency program teachers reported feeling more prepared than other novice teachers in the same district.

Individuals completing residency programs were more likely than other teachers to have made a distinct career change when they joined their programs but were otherwise demographically similar to non-residency teachers. Residency teachers also had similar retention rates as non-residency teachers in the same district from spring 2012 to fall 2012 (92 percent versus 90 percent).

The study also found that mentors had significant prior teaching experience (10 years, on average) and significant prior mentoring experience (3.5 semesters, on average). Mentors also received extensive training—averaging 37 hours—from residency programs prior to beginning their role as mentors.

A follow-up report published in 2015 (<https://ies.ed.gov/ncee/pubs/20154015/>) found that residency teachers were no more likely than non-residency teachers to remain in their school

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Teacher quality partnership

from spring 2012 to fall 2013 (62 percent versus 60 percent). However, residency teachers in their first year of teaching in spring 2012 were more likely than non-residency teachers in their first year in spring 2012 to remain in the same district through fall 2013 (81 percent versus 66 percent). These residency teachers, while remaining in the same district, tended to move to schools that were higher achieving and less diverse.

HIGHER EDUCATION

Hawkins Centers of Excellence

(Higher Education Act of 1965, Title II, Part B, Subpart 2)

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

<u>2022 Estimate</u>	<u>2023 Request</u>	<u>Change</u>
0	\$20,000	+\$20,000

PROGRAM DESCRIPTION

The Hawkins Centers of Excellence program is designed to support a diverse and well-prepared pool of effective educators by expanding and reforming teacher education programs at Minority-Serving Institutions (MSIs), Historically Black Colleges or Universities (HBCUs), Historically Black Graduate Institutions, Hispanic-serving Institutions, Tribally Controlled Colleges or Universities, Alaska Native-serving Institutions, Native Hawaiian-serving Institutions, Predominantly Black Institutions, Asian American and Native American Pacific Islander-serving Institutions, and Native American-serving Nontribal Institutions. The program authorizes competitive awards of up to 5 years in length to eligible institutions of higher education to strengthen and expand their teacher preparation programs by establishing centers of excellence. The minimum grant amount is \$500,000.

Grants must be used for one or more of the following activities:

- Implementing reforms within teacher preparation programs to ensure that such programs are preparing teachers who meet applicable State certification and licensure requirements, which may include qualifications related to meeting the needs of students with disabilities, through retraining or recruiting faculty and designing evidence-based programs that promote effective teaching skills and prepare teachers to serve in under resourced schools and close student opportunity and academic achievement gaps.
- Providing extensive, sustained, and high-quality preservice clinical experience, including the mentoring of prospective teachers by exemplary teachers.

¹ The GEPA extension expired September 30, 2015; reauthorization for FY 2023 is expected through appropriations language.

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- Developing and implementing initiatives to promote retention of teachers and principals of color, such as programs that provide teacher or principal mentoring or induction and support for teachers and principals during their first 3 years of employment.
- Awarding scholarships based on financial need to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program, not to exceed the cost of attendance.
- Disseminating information on effective practices for teacher preparation and successful teacher certification and licensure assessment preparation strategies.

Eligible institutions are defined by statute as Historically Black Colleges or Universities (HBCUs), Historically Black Graduate Institutions, Hispanic-serving Institutions, Tribally Controlled Colleges or Universities, Alaska Native-serving Institutions, Native Hawaiian-serving Institutions, Predominantly Black Institutions, Asian American and Native American Pacific Islander-serving Institutions, and Native American-serving Nontribal Institutions with a qualified teacher preparation program. Consortia of MSIs are also eligible to apply. Grantees may use up to 2 percent of their awards for administrative costs.

FY 2023 BUDGET REQUEST

The request includes \$20 million in first-time funding for the Hawkins Centers of Excellence program to support diversifying the educator workforce by increasing the number of high-quality teacher preparation programs at Historically Black Colleges and Universities (HBCUs), Tribally Controlled Colleges and Universities (TCCUs), and Minority-Serving Institutions (MSIs).

Increasing the number of educators of color is a key strategy in the Administration's equity agenda aimed at improving educational opportunities and outcomes for students of color. Research shows that teachers of color benefit all students and can have a significant impact on students of color,¹ yet only one in five teachers are people of color, compared to more than half of K-12 public school students.² HBCUs, TCCUs, and MSIs are ideally positioned to help prepare a new generation of effective teachers of color for high-need schools

Funding the Hawkins Centers of Excellence program, which emphasizes preparing teachers who meet applicable certification requirements, also would help address longstanding evidence that students of color have less access to qualified educators. For example, a 2012 analysis

¹ Dee, T. (2004). Teachers, race and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86(1), 195–210; and Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papageorge, N. W. (2017). The long-run impacts of same race teachers. Bonn, Germany: IZA Institute of Labor Economics. Discussion Paper Series.

² Taie, S., & Goldring, R. (2017). Characteristics of public elementary and secondary school teachers in the United States: Results From the 2015–16 National Teacher and Principal Survey. Washington, DC: National Center for Education Statistics; and U.S. Department of Education, National Center for Education Statistics. (2016). Table 203.50: Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2026. In U.S. Department of Education, National Center for Education Statistics (Ed.), *Digest of Education Statistics* (2016 ed.). Retrieved from https://nces.ed.gov/programs/digest/d16/tables/dt16_203.50.asp.

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found that schools with high enrollments of students of color were four times as likely to employ uncertified teachers as were schools with low enrollments of students of color.¹ Students in schools with high enrollments of students of color also have less access to experienced teachers. In these schools, nearly one in every six teachers is just beginning his or her career, compared to one in every 10 teachers in schools with low enrollments of students of color.² These data highlight the importance of the high-quality mentoring and induction programs for new teachers that are integral to the Hawkins Centers of Excellence program.

Effective teachers can make a dramatic difference in the achievement of their students. Research suggests that the impact of being assigned effective teachers year after year can help narrow opportunity and achievement gaps significantly.³ The Administration would give priority in making new awards to applicants that propose to incorporate evidence-based components and practices into their teacher preparation programs to the greatest extent possible.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023
Number of new awards	20
Average new award	\$975
Total new award funding	\$19,500
Peer review of new award applications	\$500

PROGRAM PERFORMANCE INFORMATION

The Department will establish goals and performance indicators to assess the impact and effectiveness of teacher preparation activities supported through the Hawkins Centers of Excellence program, including indicators based in part on the targets and goals established by grantees. Examples of possible indicators include the percentage of teachers successfully completing programs, placed in schools with high-poverty rates or other high-need schools, and retention in such schools.

¹ <https://files.eric.ed.gov/fulltext/EJ990114.pdf>.

² https://learningpolicyinstitute.org/sites/default/files/product-files/CRDC_Teacher_Access_REPORT.pdf.

³ https://www.rand.org/content/dam/rand/pubs/research_reports/RR4300/RR4312/RAND_RR4312.pdf#:~:text=Teachers%20matter%20more%20to%20student%20achievement%20than%20any,suggests%20that%2C%20among%20school-related%20factors%2C%20teachers%20matter%20most.

HIGHER EDUCATION

Account Summary Table

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DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET (in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Estimate	2023 Request	2023 Request Compared to 2022 Estimate	
					Amount	Percent
Higher Education						
1. Aid for institutional development:						
(a) Strengthening institutions (HEA III-A, section 311)	D	109,007	109,007	209,007	100,000	91.74%
(b) Strengthening tribally controlled colleges and universities (HEA III-A, section 316)	D	38,080	38,080	53,080	15,000	39.39%
(c) Mandatory strengthening tribally controlled colleges and universities (HEA III-F, section 371)	M	28,290	28,290	30,000	1,710	6.04%
Subtotal		66,370	66,370	83,080	16,710	25.18%
(d) Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-A, section 317)	D	19,044	19,044	25,044	6,000	31.51%
(e) Mandatory strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-F, section 371)	M	14,145	14,145	15,000	855	6.04%
Subtotal		33,189	33,189	40,044	6,855	20.65%
(f) Strengthening HBCUs (HEA III-B, section 323)	D	337,619	337,619	402,619	65,000	19.25%
(g) Mandatory strengthening HBCUs (HEA III-F, section 371)	M	80,155	80,155	85,000	4,845	6.04%
Subtotal		417,774	417,774	487,619	69,845	16.72%
(h) Strengthening historically Black graduate institutions (HEA III-B, section 326)	D	87,313	87,313	102,313	15,000	17.18%
(i) Strengthening HBCU masters program (HEA Title VII, section 723)	D	10,956	10,956	20,956	10,000	91.27%
(j) Strengthening predominantly Black institutions (HEA III-A, section 318)	D	14,218	14,218	23,218	9,000	63.30%
(k) Mandatory strengthening predominantly Black institutions (HEA III-F, section 371)	M	14,145	14,145	15,000	855	6.04%
Subtotal		28,363	28,363	38,218	9,855	34.75%
(l) Strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-A, section 320)	D	5,120	5,120	20,120	15,000	292.97%
(m) Mandatory strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-F, section 371)	M	4,715	4,715	5,000	285	6.04%
Subtotal		9,835	9,835	25,120	15,285	155.41%
(n) Strengthening Native American-serving nontribal institutions (HEA III-A, section 319)	D	5,120	5,120	12,120	7,000	136.72%
(o) Mandatory strengthening Native American-serving nontribal institutions (HEA III-F, section 371)	M	4,715	4,715	5,000	285	6.04%
Subtotal		9,835	9,835	17,120	7,285	74.07%
(p) Minority science and engineering improvement (HEA III-E-1)	D	13,370	13,370	18,370	5,000	37.40%
Subtotal, Aid for institutional development		786,012	786,012	1,041,847	255,835	32.55%
Discretionary	D	639,847	639,847	886,847	247,000	38.60%
Mandatory	M	146,165	146,165	155,000	8,835	6.04%

NOTES:
1) D = discretionary program; M = mandatory programs
2) Pursuant to the Budget Control Act of 2011 (P.L. 112-25), for most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates the levels shown in the 2021 Appropriation column reflect the 5.7 percent reduction that went into effect on October 1, 2020; the levels shown in the 2022 Estimate column reflect the 5.7 percent reduction that went into effect on October 1, 2021.
3) Detail may not add to totals due to rounding.

HIGHER EDUCATION

DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET (in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Estimate	2023 Request	2023 Request Compared to 2022 Estimate	
					Amount	Percent
Higher Education (continued)						
2. Aid for Hispanic-serving institutions:						
(a) Developing Hispanic-serving institutions (HEA V-A)	D	148,732	148,732	236,732	88,000	59.17%
(b) Mandatory developing HSI STEM and articulation programs (HEA III-F, section 371(b)(2)(B))	M	94,300	94,300	100,000	5,700	6.04%
(c) Promoting postbaccalaureate opportunities for Hispanic Americans (HEA V, section 512)	D	13,845	13,845	28,845	15,000	108.34%
Subtotal		256,877	256,877	365,577	108,700	42.32%
Discretionary	D	162,577	162,577	265,577	103,000	63.35%
Mandatory	M	94,300	94,300	100,000	5,700	6.04%
3. Other aid for institutions:						
(a) International education and foreign language studies:						
(1) Domestic programs (HEA VI-A and B)	D	69,353	69,353	69,353	0	0.00%
(2) Overseas programs (MECEA section 102(b)(6))	D	8,811	8,811	8,811	0	0.00%
Subtotal		78,164	78,164	78,164	0	0.00%
(b) Model transition programs for students with intellectual disabilities into higher education (HEA VII-D-2)	D	13,800	13,800	15,180	1,380	10.00%
(c) Tribally controlled postsecondary career and technical institutions (CTEA section 117)	D	10,634	10,634	10,634	0	0.00%
4. Assistance for students:						
(a) Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	1,097,000	1,097,000	1,297,761	200,761	18.30%
(b) Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)	D	368,000	368,000	408,000	40,000	10.87%
(c) Graduate assistance in areas of national need (HEA VII-A-2)	D	23,547	23,547	23,547	0	0.00%
(d) Child care access means parents in school (HEA IV-A-7)	D	55,000	55,000	95,000	40,000	72.73%
5. Fund for the improvement of post secondary education (FIPSE) (HEA VII-B)	D	41,000	41,000	560,000	519,000	1265.85%
6. Teacher quality partnership (HEA II-A)	D	52,092	52,092	132,092	80,000	153.57%
7. Hawkins Centers of Excellence (HEA II-B-2)	D	0	0	20,000	20,000	---
Total		2,782,126	2,782,126	4,047,802	1,265,676	45.49%
Discretionary	D	2,541,661	2,541,661	3,792,802	1,251,141	49.23%
Mandatory	M	240,465	240,465	255,000	14,535	6.04%

NOTES:

1) D = discretionary program; M = mandatory programs

2) Pursuant to the Budget Control Act of 2011 (P.L. 112-25), for most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates the levels shown in the 2021 Appropriation column reflect the 5.7 percent reduction that went into effect on October 1, 2020; the levels shown in the 2022 Estimate column reflect the 5.7 percent reduction that went into effect on October 1, 2021.

3) Detail may not add to totals due to rounding.