

**Department of Education**

**HIGHER EDUCATION**

**Fiscal Year 2024 Budget Request**

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**HIGHER EDUCATION**  
**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, [\$3,526,037,000, of which \$184,000,000 shall remain available through December 31, 2023]<sup>1</sup> \$3,986,621,000: *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:<sup>2</sup> *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:<sup>3</sup> *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:<sup>4</sup> *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:<sup>5</sup> *Provided further*, That, in determining whether an individual is a low-income individual, as defined in section 402A(h)(4) of the HEA, a recipient of an award under section 402A(b) of the HEA may use--(i) for a project under section 402D or 402E, an individual's receipt of a Pell Grant under section 401 of the HEA within one year prior to the individual's enrollment in the program supported by the grant; and (ii) for a project under section 402B, 402C, or 402F, an individual's, or an individual's parent's or guardian's, receipt of benefits under either Section V of the Food and Nutrition Act, a program funded under Part A of Title IV (other than under Section 418) of the Social Security Act (except for where income and resources are conditions of eligibility for receipt of such

benefits), or Title XIX or Title XXI of the Social Security Act, within one year prior to the individual's enrollment in the program supported by the grant:<sup>6</sup> *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:<sup>7</sup> *Provided further,* That [of the amounts made available under this heading, \$429,587,000 shall be used for the projects, and in the amounts, specified in the table titled "Community Project Funding/Congressionally Directed Spending" included for this division in the explanatory statement described in section 4 (in the matter preceding division A of this consolidated Act):<sup>8</sup> *Provided further,* That none of the funds made available for projects described in the preceding proviso shall be subject to section 302 of this Act],<sup>9</sup> under the Fund for the Improvement of Postsecondary Education, \$350,000,000 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, \$165,000,000 shall be used for grants to eligible States, Tribal Colleges and Universities, and systems of institutions of higher education to implement or expand evidence-based statewide and institutional-level retention and completion reforms that improve student outcomes, including retention, transfer, and completion rates and labor market outcomes, \$150,000,000 shall be used for grants to institutions of higher education to build the pipeline of mental health professionals qualified to work with young adults and to increase the number of mental health professionals on college campuses, \$30,000,000 shall be used to support holistic student supports grants, and \$30,000,000 shall be used to support a higher education advancement and success technical assistance center:<sup>10</sup> (*Consolidated Appropriations Act, 2023.*)

### 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]2024 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.<sup>11</sup>

(b) Subsection (a) shall be in effect until titles III and V of the HEA are reauthorized.<sup>12</sup>

SEC. 310. The Secretary may reserve not more than 0.5 percent from any amount made available in this Act for an HEA program, except for any amounts made available for subpart 1 of part A of title IV of the HEA, to carry out rigorous and independent evaluations and to collect and analyze outcome data for any program authorized by the HEA:<sup>13</sup> *Provided*, That no funds made available in this Act for the “Student Aid Administration” account shall be subject to the reservation under this section:<sup>14</sup> *Provided further*, That any funds reserved under this section shall be available through September 30, 2025[2026]:<sup>15</sup> *Provided further*, That if, under any other provision of law, funds are authorized to be reserved or used for evaluation activities with respect to a program or project, the Secretary may also reserve funds for such program or project for the purposes described in this section so long as the total reservation of funds for such program or project does not exceed any statutory limits on such reservations:<sup>16</sup> *Provided further*, That not later than 30 days prior to the initial obligation of funds reserved under this section, the Secretary shall submit to the Committees on Appropriations of the Senate and the House of Representatives, the Committee on Health, Education, Labor and Pensions of the Senate, and the Committee on Education and Labor of the House of Representatives a plan that identifies the source and amount of funds reserved under this section, the impact on

program grantees if funds are withheld for the purposes of this section, and the activities to be carried out with such funds.<sup>17</sup>

NOTE

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><sup>1</sup> ...[\$3,526,037,000, of which \$184,000,000 shall remain available through December 31, 2023]...</p>	<p>This language authorized fiscal year 2023 funding for the Fund for the Improvement of Postsecondary Education remain available until December 31, 2023. It is deleted because it is not needed.</p>
<p><sup>2</sup> <i>Provided further</i>, 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:</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><sup>3</sup> <i>Provided further</i>, 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:</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><sup>4</sup> <i>Provided further</i>, 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:</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>
<p><sup>5</sup> <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:</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>

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Analysis of Language Provisions and Changes--Continued

Language Provision	Explanation
<p><sup>6</sup> <u>Provided further, That, in determining whether an individual is a low-income individual, as defined in section 402A(h)(4) of the HEA, a recipient of an award under section 402A(b) of the HEA may use--(i) for a project under section 402D or 402E, an individual's receipt of a Pell Grant under section 401 of the HEA within one year prior to the individual's enrollment in the program supported by the grant; and (ii) for a project under section 402B, 402C, or 402F, an individual's, or an individual's parent's or guardian's, receipt of benefits under either Section V of the Food and Nutrition Act, a program funded under Part A of Title IV (other than under Section 418) of the Social Security Act (except for where income and resources are conditions of eligibility for receipt of such benefits), or Title XIX or Title XXI of the Social Security Act, within one year prior to the individual's enrollment in the program supported by the grant:</u></p>	<p>This language would provide TRIO grantees with greater flexibility in determining whether a potential TRIO participant qualifies as a low-income individual by allowing consideration of whether the potential participant has participated in certain Federal assistance programs, in addition to the existing criteria.</p>
<p><sup>7</sup> <i>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:</i></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 student 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><sup>8</sup> [...of the amounts made available under this heading, \$429,587,000 shall be used for the projects, and in the amounts, specified in the table titled "Community Project Funding/Congressionally Directed Spending" included for this division in the explanatory statement described in section 4 (in the matter preceding division A of this consolidated Act)...</p>	<p>This language earmarks funds appropriated for the Fund for the Improvement of Postsecondary Education for specified projects. This language is deleted because no funds for specified projects are requested.</p>
<p><sup>9</sup> ...<i>Provided further</i>, That none of the funds made available for projects described in the preceding proviso shall be subject to section 302 of this Act],...</p>	<p>This language recognizes that the preceding proviso shall not be affected by the Transfer of funds between appropriations does not apply.</p>

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**Analysis of Language Provisions and Changes--Continued**

Language Provision	Explanation
<p><sup>10</sup> <u>...under the Fund for the Improvement of Postsecondary Education, \$350,000,000 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, \$165,000,000 shall be used for grants to eligible States, Tribal Colleges and Universities, and systems of institutions of higher education to implement or expand evidence-based statewide and institutional-level retention and completion reforms that improve student outcomes, including retention, transfer, and completion rates and labor market outcomes, \$150,000,000 shall be used for grants to institutions of higher education to build the pipeline of mental health professionals qualified to work with young adults and to increase the number of mental health professionals on college campuses, \$30,000,000 shall be used to support holistic student supports grants, and \$30,000,000 shall be used to support a higher education advancement and success technical assistance center:</u></p>	<p>This language authorizes a program to build and expand institutional research and development infrastructure investments for Historically Black Colleges and Universities, Tribal Colleges and Universities (TCCUs), and Minority-Serving Institutions; and a program of grants to States, TCCUs, and systems of IHEs designed to implement retention and completion reforms that improve student outcomes, a program of grants to support the mental health needs of college students, a program of grants to support holistic student supports grants, and a higher education advancement and success technical assistance center.</p>

**HIGHER EDUCATION**

**Analysis of Language Provisions and Changes--Continued**

Language Provision	Explanation
<p><b>TITLE III GENERAL PROVISIONS</b></p> <p><sup>11</sup> 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.</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><sup>12</sup> (b) Subsection (a) shall be in effect until titles III and V of the HEA are reauthorized.</p>	<p>This language recognizes that the preceding proviso shall remain in effect until the HEA is reauthorized.</p>
<p><sup>13</sup> SEC. 310. The Secretary may reserve not more than 0.5 percent from any amount made available in this Act for an HEA program, except for any amounts made available for subpart 1 of part A of title IV of the HEA, to carry out rigorous and independent evaluations and to collect and analyze outcome data for any program authorized by the HEA:...</p>	<p>This language permits HEA programs to reserve funds made available under the HEA in fiscal year 2024 to carry out rigorous and independent evaluations and to collect and analyze outcome data for any program authorized under the HEA.</p>
<p><sup>14</sup> <i>Provided</i>, That no funds made available in this Act for the “Student Aid Administration” account shall be subject to the reservation under this section:</p>	<p>This language prohibits the Student Aid Administration account from reserving funds for the HEA Pooled Evaluation authority.</p>

**HIGHER EDUCATION**

**Analysis of Language Provisions and Changes—Continued**

Language Provision	Explanation
<p><sup>15</sup> <i>Provided further</i>, That any funds reserved under this section shall be available through September 30, <u>2025</u>[2026]:</p>	<p>This language makes funds reserved for the HEA Pooled Evaluation authority available through fiscal year 2026.</p>
<p><sup>16</sup> <i>Provided further</i>, That if, under any other provision of law, funds are authorized to be reserved or used for evaluation activities with respect to a program or project, the Secretary may also reserve funds for such program or project for the purposes described in this section so long as the total reservation of funds for such program or project does not exceed any statutory limits on such reservations:</p>	<p>This language permits programs with authorized evaluation activities to reserve funds under the HEA Pooled Evaluation authority so long as the total reservation of funds does not exceed the program’s statutory limits.</p>
<p><sup>17</sup> <i>Provided further</i>, That not later than 30 days prior to the initial obligation of funds reserved under this section, the Secretary shall submit to the Committees on Appropriations of the Senate and the House of Representatives, the Committee on Health, Education, Labor and Pensions of the Senate, and the Committee on Education and Labor of the House of Representatives a plan that identifies the source and amount of funds reserved under this section, the impact on program grantees if funds are withheld for the purposes of this section, and the activities to be carried out with such funds.</p>	<p>This language directs the Department to submit a plan that identifies the source and amount of funds reserved for the HEA Pooled Evaluation authority and the impact on program grantees to specific Congressional Committees no later than 30 days prior to the initial obligation of funds.</p>

## HIGHER EDUCATION

### Appropriation, Adjustments, and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2022	2023	2024
<b>Discretionary:</b>			
Appropriation	\$2,994,111	\$3,526,037	\$3,986,621
Total, discretionary appropriation	2,994,111	3,526,037	3,986,621
<b>Mandatory:</b>			
Appropriation	255,000	255,000	255,000
Sequester (P.L. 112-25)	-14,535	-14,535	0
Total, adjusted mandatory appropriation	240,465	240,465	255,000
Total, discretionary and adjusted mandatory appropriation	3,234,576	3,766,502	4,241,621

## HIGHER EDUCATION

### Summary of Changes (dollars in thousands)

2023 Discretionary	\$3,526,037
2023 Mandatory	240,465
2024 Discretionary	3,986,621
2024 Mandatory	255,000
Net change	+475,119

<b><u>Discretionary:</u></b>	<u>2023 base</u>	<u>Change from base</u>
<b>Increases:</b>		
<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	\$122,070	+\$86,937
• Strengthening Tribally Controlled Colleges and Universities	51,549	+1,531
• Strengthening Alaska Native and Native Hawaiian-serving Institutions	24,433	+611
• Strengthening Historically Black Colleges and Universities	395,986	+6,633
• Strengthening Historically Black Graduate Institutions	100,782	+1,531
• Strengthening HBCU Master’s Program	19,937	+1,019
• Strengthening Predominantly Black Institutions	22,300	+918
• Strengthening Asian American and Native American Pacific Islander-serving Institutions	18,589	+1,531
• Strengthening Native American-serving Nontribal Institutions	11,405	+715
• Minority Science and Engineering Improvement Program	16,370	+2,000
• Developing Hispanic-Serving Institutions program	227,751	+8,981
• Postbaccalaureate Opportunities for Hispanic Americans program	27,314	+1,531
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
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.	1,191,000	+106,761

## HIGHER EDUCATION

### Summary of Changes—Continued (dollars in thousands)

<u>Discretionary:</u>	<u>2023 base</u>	<u>Change from base</u>
<b>Increases:</b>		
<u>Program:</u>		
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.	\$388,000	+\$20,000
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.	75,000	+20,000
Increase funding for a program to build and expand institutional research and development infrastructure investments for Historically Black Colleges and Universities, Tribal Colleges and Universities (TCCUs), and Minority-Serving Institutions; a program of grants to States, TCCUs, and systems of IHEs designed to implement retention and completion reforms that improve student outcomes; and establish a new program to support holistic student supports grants; a new program to support the mental health needs of college students; and a new program to support a higher education advancement and success technical assistance center.	184,000	+541,000
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.	70,000	+62,092
Increase funding for 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.	15,000	+15,000
Establish the Graduate Fellowships to Prepare Faculty in High-Need Areas at Colleges of Education program to support fellowships to individuals who are preparing for the professorate in order to prepare individuals to become elementary school and secondary school mathematics and science teachers, special education teachers, and teachers who provide instruction for limited English proficient students.	0	+10,000
Subtotal, discretionary increases		+890,171

## HIGHER EDUCATION

### Summary of Changes—Continued (dollars in thousands)

<b><u>Discretionary:</u></b>	<u>2023 base</u>	<u>Change from base</u>
<b>Decreases:</b>		
<u>Program:</u>		
Decrease funding for Fund for the Improvement of Postsecondary Education (FIPSE) due to elimination of Congressionally directed spending/community project funding.	\$429,587	-\$429,587
Subtotal, discretionary decreases		-429,587
Subtotal, discretionary increases and decreases		+460,584
 <b><u>Mandatory:</u></b>		
<b>Increases:</b>		
<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		+475,119

## HIGHER EDUCATION

### Authorizing Legislation

(dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
Aid for institutional development:				
Strengthening institutions <i>(HEA-III-A-311)</i>	0	\$122,070	To be determined <sup>1</sup>	\$209,007
Strengthening tribally controlled colleges and universities <i>(HEA-III-A-316)</i>	0	51,549	To be determined <sup>1</sup>	53,080
Strengthening Alaska Native and Native Hawaiian-serving institutions <i>(HEA-III-A-317)</i>	0	24,433	To be determined <sup>1</sup>	25,044
Strengthening predominantly Black institutions <i>(HEA-III-A-318)</i>	0	22,300	To be determined <sup>1</sup>	23,218
Strengthening Native American-serving Nontribal institutions <i>(HEA-III-A-319)</i>	0	18,589	To be determined <sup>1</sup>	12,120
Strengthening Asian American and Native American Pacific Islander-serving institutions <i>(HEA-III-A-320)</i>	0	11,405	To be determined <sup>1</sup>	20,120
Strengthening historically Black colleges and universities <i>(HEA-III-B-323)</i>	0	395,986	To be determined <sup>1</sup>	402,619
Strengthening historically Black graduate institutions <i>(HEA-III-B-326)</i>	0	100,782	To be determined <sup>1</sup>	102,313
Strengthening HBCU Master's Program <i>(HEA-VII-A-4-723)</i>	0	19,937	To be determined <sup>1</sup>	20,956
Minority science and engineering improvement <i>(HEA-III-E-1)</i>	0	16,370	To be determined <sup>1</sup>	18,370
Strengthening tribally controlled colleges and Universities <i>(HEA-III-F-31) (mandatory)</i>	\$30,000 <sup>2</sup>	28,290 <sup>2</sup>	\$30,000 <sup>2</sup>	30,000 <sup>2</sup>
Strengthening Alaska Native and Native Hawaiian-serving institutions <i>(HEA-III-F-371) (mandatory)</i>	15,000 <sup>2</sup>	14,145 <sup>2</sup>	15,000 <sup>2</sup>	15,000 <sup>2</sup>
Strengthening historically Black colleges and universities <i>(HEA-III-F-371) (mandatory)</i>	85,000 <sup>2</sup>	80,155 <sup>2</sup>	85,000 <sup>2</sup>	85,000 <sup>2</sup>

## HIGHER EDUCATION

### Authorizing Legislation--Continued (dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
Strengthening predominantly Black institutions <i>(HEA-III-F-371) (mandatory)</i>	\$15,000 <sup>2</sup>	\$14,145 <sup>2</sup>	\$15,000 <sup>2</sup>	\$15,000 <sup>2</sup>
Strengthening Asian American and Native American Pacific Islander-serving institutions <i>(HEA-III-F-371)(mandatory)</i>	5,000 <sup>2</sup>	4,715 <sup>2</sup>	5,000 <sup>2</sup>	5,000 <sup>2</sup>
Strengthening Native American-serving Nontribal institutions <i>(HEA-III-F-371) (mandatory)</i>	5,000 <sup>2</sup>	4,715 <sup>2</sup>	5,000 <sup>2</sup>	5,000 <sup>2</sup>
Aid for Hispanic-serving institutions:				
Developing Hispanic-serving institutions <i>(HEA-V-A)</i>	0	227,751	To be determined <sup>1</sup>	236,732
Promoting postbaccalaureate opportunities for Hispanic Americans <i>(HEA-V-B-512) (discretionary)</i>	0	27,314	To be determined <sup>1</sup>	28,845
Mandatory developing HSI STEM and articulation programs <i>(HEA III-F-371(b)(2)(B)) (mandatory)</i>	100,000 <sup>2</sup>	94,300 <sup>2</sup>	100,000 <sup>2</sup>	100,000 <sup>2</sup>
Other aid for institutions:				
International education and foreign language studies:				
Domestic programs <i>(HEA-VI-A and B)</i>	0	75,353	To be determined <sup>1</sup>	75,353
Overseas programs <i>(MECEA-102(b)(6))</i>	Indefinite	10,311	Indefinite	10,311
Model comprehensive transition and postsecondary programs for students with intellectual disabilities into higher education <i>(HEA-VII-D-2)</i>	0	13,800	To be determined <sup>1</sup>	15,180
Tribally controlled postsecondary career and technical institutions <i>(Carl D. Perkins CTEA section 117)</i>	10,321	11,953	10,465	11,953
Assistance for students:				
Federal TRIO programs <i>(HEA IV-A-2-1)</i>	0	1,191,000	To be determined <sup>1</sup>	1,297,761
Gaining early awareness and readiness for undergraduate programs <i>(HEA-IV-A-2-2)</i>	0	388,000 <sup>3</sup>	To be determined <sup>1</sup>	408,000

## HIGHER EDUCATION

### Authorizing Legislation--Continued (dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
Graduate assistance in areas of national need <i>(HEA-VII-A-2)</i> .	0	\$23,547	To be determined <sup>1</sup>	\$23,547
Child care access means parents in school <i>(HEA-IV-A-7)</i>	0	75,000	To be determined <sup>1</sup>	95,000
Teacher quality partnership <i>(HEA II-A) (discretionary)</i>	0	70,000	To be determined <sup>1</sup>	132,092
Fund for the improvement of postsecondary education <i>(HEA-VII-B)</i>	0	184,000	To be determined <sup>1</sup>	725,000
Graduate fellowships to prepare faculty in high-need areas at colleges of education <i>(appropriations bill)</i>	0	0	To be determined <sup>1</sup>	10,000
Hawkins Centers of Excellence <i>(HEA-II-B-2) (discretionary)</i>	0	15,000	To be determined <sup>1</sup>	30,000
Community Project Funding <i>(appropriations bill)</i>	0	429,587	To be determined <sup>1</sup>	0
<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

## HIGHER EDUCATION

### Authorizing Legislation--Continued (dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
<u>Unfunded authorizations</u>				
National Technical Assistance Center <i>(HEA-VII-D-4(a))</i>	0	0	0	0
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
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

## HIGHER EDUCATION

### Authorizing Legislation--Continued (dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
<u>Unfunded authorizations</u>				
Low tuition ( <i>HEA-VIII-M</i> )	0	0	0	0
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
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

## HIGHER EDUCATION

### Authorizing Legislation--Continued (dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
Total definite authorization	\$265,321		\$265,465	
Total appropriation		\$3,526,037		\$4,986,621
Total discretionary appropriation		3,526,037		3,986,621
Portion of discretionary request subject to reauthorization		3,526,037		3,986,621
Portion of the discretionary request not authorized		0		0
Total mandatory appropriation		240,465		255,000 <sup>4</sup>
Portion of the mandatory request not authorized		0		0

<sup>1</sup> The GEPA extension expired September 30, 2015; reauthorization for fiscal year 2024 is expected through appropriations action.

<sup>2</sup> 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 minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

<sup>3</sup> 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.

<sup>4</sup> 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 minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189). Although the 2024 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 2024, a reduction of \$14.5 million from the mandatory level.

## HIGHER EDUCATION

### Appropriations History (dollars in thousands)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2015 Discretionary <sup>1</sup>	\$2,025,457	N/A	\$1,968,799	\$1,924,839
2015 Mandatory	4,902,000		255,000	236,385
2016 Discretionary <sup>2</sup>	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 <sup>3</sup>	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 <sup>4</sup>	1,545,305	2,038,126	2,048,439	2,246,551
2018 Mandatory	255,000	255,000	255,000	238,170
2019 Discretionary <sup>5</sup>	1,485,848	2,300,551	2,260,551	2,312,356
2019 Mandatory	255,000	255,000	255,000	239,190
2020 Discretionary <sup>6</sup>	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) <sup>7</sup>	0	0	0	1,046,438
2021 Discretionary <sup>8</sup>	1,788,634	2,557,315	2,488,157	2,541,661
2021 Mandatory	255,000	255,000	255,000	240,465
2021 Supplemental, CRRSA Act (P.L. 116-260) <sup>9</sup>	0	0	0	1,702,285
2021 Mandatory Supplemental, ARP Act (P.L. 117-02) <sup>10</sup>	0	0	0	2,968,843

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

<sup>2</sup> The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bills, which proceeded in the 14<sup>th</sup> Congress only through the House Committee and Senate Committee.

<sup>3</sup> 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.

<sup>4</sup> 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).

<sup>5</sup> 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).

<sup>6</sup> The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

<sup>7</sup> The Appropriation reflects the supplemental funds from the Coronavirus Aid, Relief, and Economic Security Act (P.L. 116-136).

<sup>8</sup> 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).

<sup>9</sup> The Appropriation reflects supplemental funds from Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

<sup>10</sup> The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

**HIGHER EDUCATION**

**Appropriations History—Continued**  
(dollars in thousands)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2022 Discretionary <sup>1</sup>	\$3,308,802	\$3,430,757	\$3,383,375	\$2,994,111
2022 Mandatory <sup>2</sup>	7,475,000	255,000	255,000	240,465
2023 Discretionary <sup>3</sup>	3,792,802	3,959,485	3,547,681	3,526,037
2023 Mandatory	255,000	255,000	255,000	240,465
2024 Discretionary	3,986,621			
2024 Mandatory	255,000			

<sup>1</sup> The House allowance reflects floor action on the FY 2022 Consolidated Appropriations Act; the Senate allowance reflects the Chairman’s mark; and the Appropriation reflects the Consolidated Appropriations Act, 2022 (P.L. 117-103).

<sup>2</sup> 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 minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

<sup>3</sup> The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chairman’s mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

## HIGHER EDUCATION

### Significant Items in FY 2023 Appropriations Reports

#### Developing Hispanic-Serving Institutions

House: The Committee is interested in learning more about actions the Department has taken to support and improve HSIs, in addition to future actions the Department plans to take. Accordingly, the Committee directs the Department to include information on such efforts in the fiscal year 2024 Congressional Budget Justification.

Response: The Administration provided HBCUs, TCCUs, and MSIs (including the HSIs) the flexibility to use specific streams of funding made available under the COVID-19 funding bills for construction, renovation, and the purchase of real property. Additionally, the Administration is requesting an additional \$10.5 million in discretionary funding for the two programs under Aid for Hispanic-serving Institutions. 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 remains 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.

#### Federal TRIO Programs

House: The Committee directs the Department to allocate increases to each TRIO program. In addition, the Committee directs the Department to fund down the slate of unfunded high-quality applications from the Student Support Services competition held in fiscal year 2020; the Talent Search and Educational Opportunity Centers competitions in fiscal year 2021; and the Upward Bound, Upward Bound Math-Science, Veterans Upward Bound, and McNair Postbaccalaureate Achievement competitions in fiscal year 2022. Further, the Committee directs that such grantees are eligible for prior experience points for demonstrated performance outcomes in subsequent competitions. -- Response: The Department is reviewing past slates to determine the number of high-quality applications to fund from recent new award TRIO competitions. Additional information on proposed funding levels for each of the TRIO programs for fiscal year 2023 and 2024 is included in the Federal TRIO Programs section below.

Explanatory Statement: The agreement includes an increase of \$54,000,000 for TRIO which shall be used to provide increases to current TRIO grantees demonstrating substantial progress in meeting performance objectives and, to the extent practicable, to fund down the slates of unfunded, high-quality applications from prior-year competitions.

## HIGHER EDUCATION

### Significant Items in FY 2023 Appropriations Reports--Continued

#### Federal TRIO Programs--continued

Response: The Department will comply as directed. Additional information on proposed funding levels for each of the TRIO programs for fiscal year 2023 and 2024 is included in the Federal TRIO Programs section below.

#### Gaining Early Awareness 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.

Response: The Department will announce a Notice Inviting Applications for fiscal year 2023 new awards for State Grants in the Federal Register.

House: In making new awards, the Committee directs the Department to ensure that not less than 33 percent of the new award dollars are allocated to State awards, and that not less than 33 percent of the new award dollars are allocated to Partnerships awards, as described in section 404B of the HEA.

Response: Consistent with section 404B(a) of the HEA, the Department will ensure that of the amounts appropriated for GEAR UP, not less than 33 percent will be used to fund State grants and not less than 33 percent will be used to fund Partnership grants. The Department will comply with the directive to ensure that not less than 33 percent of the new award dollars are allocated to State awards and not less than 33 percent of the new award dollars are allocated to Partnership awards, to the extent practicable, while still maintaining compliance with the statutory requirements.

House: In such notice for State grants, the Committee directs the Department to uphold the long-standing 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, 2023, 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 (as 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 will announce a Notice Inviting Applications for fiscal year 2023 new awards for State Grants in the Federal Register.

## HIGHER EDUCATION

### Significant Items in FY 2023 Appropriations Reports--Continued

#### **Gaining Early Awareness for Undergraduate Programs--continued**

Explanatory

Statement: The agreement includes an increase of \$10,000,000 for GEAR UP. The Department is directed to use the increase for a new fiscal year 2023 grant competition.

Response: The Department will announce a Notice Inviting Applications for fiscal year 2023 new awards for State Grants in the Federal Register.

#### **Child Care Access Means Parents in School:**

House: The Committee continues bill language that lifts the statutory cap on grant awards to institutions of higher education, to more accurately reflect the costs of providing high-quality, convenient child care options for students. Consistent with this bill language, the Committee urges the Department to establish a maximum grant cap based on a reasonable estimation of the costs of providing child care rather than a fixed percentage of Pell Grant funding received by an institution. Additionally, the Committee urges the Department to prioritize applications from programs that connect parenting students with public benefits, case management, or sources of additional financial support, and to provide an application period of no less than 60 days.

Response: The Department is considering a number of options relating to this directive. We intend to schedule a briefing with the Committee to discuss these options and look forward to working with the Committee on the most appropriate course of action in fiscal year 2023.

Explanatory

Statement: The Department is directed to establish a flat maximum grant award reflective of the costs to provide high-quality child care to student parents, and to prioritize funding to IHEs based on the number of Pell grant recipients.

Response: The Department is considering a number of options to comply with this directive. We intend to schedule a briefing with the Committee to discuss these options and look forward to working with the Committee on the most appropriate course of action in fiscal year 2023.

## HIGHER EDUCATION

### Significant Items in FY 2023 Appropriations Reports--Continued

#### Fund for the Improvement of Postsecondary Education--continued

House: 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 briefed the Committee regarding this program. The Department will notify the Committee no later than 15 days prior to making new awards for fiscal year 2023.

House: The Committee includes \$10,000,000 to continue the Open Textbook Pilot and fund a new grant competition in fiscal year 2023. The Department shall issue a notice inviting applications consistent with notice and comment procedures and allow for a 60-day application period. This funding should support a significant number of grant awards to IHEs as defined by 20 U.S.C. 1001, a group of IHEs, or State higher education agencies that lead the activities of (and serve as fiscal agent for) a consortium. Funding should be used to create new open textbooks and expand the use of open textbooks in courses that are part of a degree granting program, and particularly those with high enrollments. Allowable uses of funds should include professional development for faculty and staff, including relating to the search for and review of open textbooks; the creation or adaptation of open textbooks; development or improvement of tools and informational resources that support the use of open textbooks, including accessible instructional materials for students with disabilities; and research evaluating the efficacy of the use of open textbooks for achieving savings for students and the impact on instruction and student learning outcomes. The Secretary shall require that any open textbooks created with these funds shall be released to the public under a non-exclusive, royalty-free, perpetual, and irrevocable license to exercise any of the rights under copyright conditioned only on the requirement that attribution be given as directed by the copyright owner. Further, any tools, technologies, or other resources that are created, developed, or improved wholly or in part with these funds for use with any open textbook must be similarly licensed. Any eligible entity receiving a grant through the Open Textbooks Pilot, upon completion of the supported project, shall report to the Secretary regarding the effectiveness of the project in expanding the use of open textbooks and in achieving savings for students; the impact of the project on expanding the use of open textbooks at IHEs outside of the institution receiving the grant; open textbooks created or adapted under the grant, including instructions on where the public can access each open textbook; the impact of the project on instruction and student learning outcomes; and all project costs, including the value of any

## HIGHER EDUCATION

### Significant Items in FY 2023 Appropriations Reports--Continued

#### Fund for the Improvement of Postsecondary Education--continued

volunteer labor and institutional capital used for the project. The Secretary shall make such reports publicly available.

Response: In addition to making additional awards from the fiscal year 2022 slate, the Department plans to publish a Notice Inviting Applications for fiscal year 2023 new awards in the Federal Register.

House: Postsecondary Student Success Grants.—The Committee directs the Secretary to execute this program as a tiered-evidence competition through the same structure as the EIR program authorized under ESEA. Under PSSG, the Secretary may award early-phase, mid-phase, or expansion grants that differ in terms of the level of prior evidence of effectiveness required for consideration for funding, the expectations regarding the kind of evidence and information funded projects should produce, the level of scale funded projects should reach, and, consequently, the amount of funding available to support each type of project. Early phase grants will be supported by promising evidence, mid-phase grants will be supported by moderate evidence, and expansion grants will be supported by strong evidence as defined in the Department's fiscal year 2022 EIR notices. Under PSGG, all grantees must carry out rigorous, independent evaluations of the effectiveness of their projects. In carrying out PSGG, the Committee strongly encourages the Department to leverage the expertise of staff within the Office of Elementary and Secondary Education and the Institute of Education Sciences who have made EIR a highly successful program. The Committee believes that the evidence of effectiveness for high-quality comprehensive support programs is transformative and that it is vital to expand their reach to more postsecondary students. Accordingly, for the fiscal year 2023 PSSG competition, the Committee directs the Department to provide no less than \$100,000,000 for grants at the mid-phase or expansion levels. By ensuring at least half of resources fund proven strategies, PSGG will strike a balance between testing innovative interventions and funding what works to help students succeed. 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 brief the Committee on its plans for a fiscal year 2023 competition within 90 days after enactment of 2023 appropriations. The Department will notify the Committee no later than 15 days in advance of making new awards for fiscal year 2023.

## HIGHER EDUCATION

### Significant Items in FY 2023 Appropriations Reports--Continued

#### Fund for the Improvement of Postsecondary Education--continued

Explanatory

Statement: The agreement includes \$45,000,000 for Postsecondary Student Success Grants (PSSG) as described in House Report 117-403, including requirements that the Department executes this program as a tiered-evidence competition in the same structure as EIR; that all grantees carry out rigorous independent evaluations of their projects; that the Office of Postsecondary Education consult the Office of Elementary and Secondary Education and the Institute of Education Sciences; and, to the extent practicable, that at least half of all fiscal year 2023 PSSG resources support grants at the mid-phase or expansion levels. The agreement directs the Department to use all fiscal year 2023 PSSG resources to run a new competition as described in House Report 117-403 rather than funding additional awards from the fiscal year 2022 competition.

Response: The Department will comply with this directive.

Explanatory

Statement: The agreement directs the Department to brief the Committees no later than 90 days after enactment of this Act on plans to carry out the PSGG competition, as well as a plan for evaluation and accountability, and to notify and brief the Committees at least seven days before grantees are announced.

Response: The Department will brief the Committee on its plans for a fiscal year 2023 competition within 90 days after enactment of 2023 appropriations.

House: The Committee is interested in information pertaining to reasonable modifications and the provision of auxiliary aids and services, including those to access educational media, required by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 for college students with disabilities at institutions of higher education. The Committee directs the Department to include information on how it monitors institutional support for college students with disabilities, and information on technical assistance it provides to colleges regarding students with disabilities, in the fiscal year 2024 Congressional Budget Justification.

Response: The Department's Office for Civil Rights (OCR) core activities include responding to civil rights complaints that members of the public file and conducting proactive investigations to address areas of concern lacking incoming complaints, to enforce Federal civil rights laws, which includes monitoring institutions' adherence to resolution agreements reached with OCR; issuing policy guidance to increase recipients' understanding of their civil rights obligations and awareness of students and family members of students' civil rights; and responding to requests

## HIGHER EDUCATION

### Significant Items in FY 2023 Appropriations Reports--Continued

#### Fund for the Improvement of Postsecondary Education--continued

for information from and providing technical assistance to school communities and the general public.

OCR enforces two federal disability civil rights laws: Section 504 of the Rehabilitation Act of 1973, which prohibits disability discrimination by recipients of federal financial assistance (ED/OCR has jurisdiction over recipients of federal financial assistance from the Department), and Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination by public entities, including public colleges, whether or not they receive federal financial assistance. In view of the significant increase in on-line courses at the postsecondary level, OCR created a specialized team dedicated to addressing website accessibility.

OCR announced its intention to strengthen and protect the rights for students with disabilities by amending the regulations under Section 504. OCR is maintaining online an informal notice inviting written comments from the public. To date, we have received several hundred written comments from parents, students, advocates, and other stakeholders about the various ways they would like the Section 504 regulations clarified and strengthened – including as applied to colleges and universities. In recent months OCR has held close to twenty listening sessions with national organizations and associations, including student membership organizations, to solicit input regarding possible changes to the Section 504 regulations. We deeply value such input and believe it to be essential toward developing a robust notice of proposed rulemaking.

OCR also provides technical assistance presentations to college administrators and students, both on request and per governing provisions in resolution agreements. OCR may provide one-on-one telephonic assistance, organize webinars, or attend local events and conferences. OCR maintains many resources for the public online, such as guidance materials, pamphlets, and Frequently Asked Questions, available in OCR's Reading Room.<sup>1</sup> In the last dozen years, OCR has published several relevant materials regarding students with disabilities in higher education.<sup>2</sup>

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<sup>1</sup> <https://www2.ed.gov/about/offices/list/ocr/index.html>

<sup>2</sup> <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/index.html>

## HIGHER EDUCATION

### Significant Items in FY 2023 Appropriations Reports--Continued

#### **Fund for the Improvement of Postsecondary Education--continued**

Additionally, the Office of Postsecondary Education administers the National Center for Information and Technical Support for Postsecondary Students With Disabilities (NCITSPSD), authorized by Section 777(a) of the Higher Education Act, which conducts and publishes research, offers technical assistance and training, builds collaborations with IHEs and community organizations, and disseminates resources on best practices for students with disabilities transitioning to and attending postsecondary institutions.

#### **International Education and Foreign Language Studies Programs: Domestic Programs**

Explanatory

Statement: The agreement directs the Department to allocate the increase of \$3,500,000 for Domestic Programs to the National Resource Centers program.

Response: The Department will comply with this directive.

## HIGHER EDUCATION

### Summary of Request

The Administration's fiscal year 2024 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 2024 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 equity, combatting the effects of COVID-19, and bolstering our economy for those who are underserved.

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, \$103.4 million or 13 percent, more than the fiscal year 2023 appropriation. The Request for Title III demonstrates the Administration's commitment to assisting eligible institutions 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 Black and low-income students, including \$402.6 million, \$6.6 million more than the fiscal year 2023 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)**, \$9 million more than the fiscal year 2023 appropriations level and \$28.8 million for the **Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA)** program.

## 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 \$85.7 million, the same as the fiscal year 2023 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 \$75.4 million for the Domestic Programs and \$10.3 million for the Overseas Programs.

The Request would provide \$1.3 billion in fiscal year 2023 for the **Federal TRIO Programs**, \$106.8 million or 9 percent more than the 2023 appropriation, to provide services to encourage underserved individuals to enter and complete college and postgraduate education. Additionally, the Request includes \$408 million, \$20 million more than the 2023 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, \$20 million more than the fiscal year 2023 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 \$725 million for the **Fund for the Improvement of Postsecondary Education (FIPSE)**, \$541 million more than the fiscal year 2023 appropriation, to support two existing programs and three new grant programs. The Postsecondary Student Success program would provide competitive grants to States, TCCUs, IHEs, and systems of IHEs to implement or expand evidence-based, institution or State-level retention and completion reforms that improve student outcomes. The HBCU, TCCU and MSI Research and Development Infrastructure Grants program supports both planning and implementation grants designed to promote transformational investments in research infrastructure, including physical infrastructure and human capital development. The School- and Campus-Based Mental Health Service program provide competitive grants to IHEs to develop a campus-wide strategy to address student mental health needs including hiring additional providers on their campuses. The Systemwide Holistic Student Supports would provide grants to State agencies, systems of IHEs, or other large consortia of IHEs to provide cross-agency supports to improve the systems and structures necessary to simplify and expand student access to federal and local benefits beyond financial aid, such as food and housing assistance, and to

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### Summary of Request--Continued

improve coordination of critical services such as mental health care and childcare. The new Postsecondary Advancement and Success Technical Assistance Center would support institutions of higher education, systems of institutions of higher education, and States to advance efforts to improve access, equitable college inclusion, completion and retention opportunities.

The Request would provide \$132.1 million, \$62.1 million more than the 2023 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.

The Administration requests \$30 million for the **Augustus F. Hawkins Centers of Excellence** program, authorized under Part B of Title II of the HEA, supports centers of excellence at HBCUs, TCUs, and MSIs with a state-accredited teacher preparation program, to help increase the number of well-prepared teachers, including increasing the number of teachers of color, resulting in a more diverse teacher workforce prepared to teach in our Nation's elementary and secondary schools.

The Request also proposes through appropriations language an 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. The program reserved \$7 million in fiscal year 2023 and proposes to reserve funds for this purpose in fiscal year 2024.

## HIGHER EDUCATION

### Aid for institutional development

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

(dollars in thousands)

FY 2024 Authorization: To be determined (discretionary)<sup>1</sup>; \$155,000 (mandatory appropriation)<sup>2</sup>

Budget Authority:

	2023 Appropriation	2024 Request	Change
<b>Discretionary:</b>			
Strengthening Institutions Program (SIP) (Part A) .....	\$122,070	\$209,007	+\$86,937
Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A) .....	51,549	53,080	+1,531
Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs) (Part A) .....	24,433	25,044	+611
Strengthening Historically Black Colleges and Universities (HBCUs) (Part B) .....	395,986	402,619	+6,633
Strengthening Historically Black Graduate Institutions (HBGIs) (Part B) .....	100,782	102,313	+1,531
Strengthening HBCU Master's Degree Program (Section 723) .....	19,937	20,956	+1,019
Strengthening Predominantly Black Institutions (PBIs) (Part A) .....	22,300	23,218	+918
Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) (Part A) .....	18,589	20,120	+1,531
Strengthening Native American-serving Nontribal Institutions (NASNTIs) (Part A) ..	11,405	12,120	+715
Minority Science and Engineering Improvement Program (MSEIP) (Part E)...	16,370	18,370	+2,000
<b>Total, Discretionary Appropriation .....</b>	<b>783,421</b>	<b>886,847</b>	<b>+103,426</b>

<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations action.

<sup>2</sup> 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 minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

## HIGHER EDUCATION

### Aid for institutional development

	2023 Appropriation	2024 Request	Change
<b>Mandatory (Part F, Section 371):</b>			
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 <sup>1</sup>	155,000 <sup>1</sup>	+8,835
Total, Discretionary and Mandatory Appropriation .....	929,586	1,041,847	+112,261

### 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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<sup>1</sup> 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 minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189). The 2023 levels for mandatory programs have been reduced by 5.7 percent, which became effective on October 1, 2022, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2024 level for mandatory programs is expected to be reduced by 5.7 percent, the amounts in the table do not include the sequester reduction.

## HIGHER EDUCATION

### Aid for institutional development

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#### **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 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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### **Aid for institutional development**

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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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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$687,501 <sup>1</sup>
2020	762,125 <sup>2</sup>
2020 CARES Act	831,628
2021	786,012 <sup>3</sup>
2021 CRRSA Act	1,352,845
2021 ARP Act	2,359,408
2022	843,305 <sup>4</sup>
2023	929,586 <sup>5</sup>

### FY 2024 BUDGET REQUEST

For fiscal year 2024, 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), \$103.4 million more than the fiscal year 2023 appropriation. In addition to these discretionary requested levels, \$155 million is available in mandatory funding in fiscal year 2024 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.

These funds 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, \$86.9 million more than the fiscal year 2023 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.

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<sup>1</sup> Includes \$145,390 thousand in mandatory funds provided under the HEA.

<sup>2</sup> Includes \$145,855 thousand in mandatory funds provided under the HEA.

<sup>3</sup> Includes \$146,165 thousand in mandatory funds provided under the HEA.

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

<sup>5</sup> Includes \$155,000 thousand in mandatory funds provided under the HEA.

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#### Title III, Part A (MSI Programs)

- \$53.1 million for the Strengthening TCCUs program, \$1.5 million more than the fiscal year 2023 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 2020. In 2019-2020, American Indian/Alaska Natives earned only 0.5 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. TCCUs also will receive \$30 million in mandatory funding authorized by the FUTURE Act.
- \$25 million in fiscal year 2024 for discretionary grants under Part A, Section 317 for the Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH) program, \$611,000 more than the fiscal year 2023 appropriation. Like TCCUs, ANNH institutions are typically located in remote areas not served by other postsecondary educational institutions. Eligible institutions also will receive \$15 million in mandatory funding authorized by the FUTURE Act.
- \$23.8 million in fiscal year 2024 for Part A, Section 318 Strengthening Predominantly Black Institutions (PBIs) program, \$918,000 more than the fiscal year 2023 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. PBIs also will receive \$15 million in mandatory funding authorized by the FUTURE Act.
- \$20.1 million in fiscal year 2024 for discretionary funds for Part A, Section 320 Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) program, \$1.5 million more than the fiscal year 2023 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. These institutions also will receive \$5 million in mandatory funding authorized by the FUTURE Act.

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- \$12.1 million in fiscal year 2024 for discretionary funds for Part A, Section 319 Strengthening Native American-serving Nontribal Institutions (NASNTIs) program, \$715,000 more than the fiscal year 2023 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. These institutions also will receive \$5 million in mandatory funding authorized by the FUTURE Act.

### Title III, Part B (HBCU Funding)

The Department'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 279,157 Black American students were enrolled at HBCUs in 2020. In addition, 13 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, \$6.6 million more than the fiscal year 2023 appropriation. In addition, the Administration requests \$102.3 million for the Strengthening HBGIs program, \$1.5 million more than the fiscal year 2023 appropriation. HBCUs also would receive \$85 million in mandatory funding authorized by the FUTURE Act. The fiscal year 2024 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 more than doubled between 1976 and 2020, from about 1 million students to 2.4 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 10.2 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, \$1 million more than the fiscal year 2023 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, \$2 million more than the fiscal year 2023 appropriation. The fiscal year 2024 request would provide funding through institutional grants to support improving the preparation of minority students, particularly minority women, for K-12 teaching careers in science and engineering in effort to increase the diversity of the profession, address a critical teacher shortage area, and increase access to high-quality pathways into the science and engineering teaching profession for students of color.

## PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
<b>Strengthening Institutions</b>			
Number of new development awards	27	90	250
Average new development awards	\$430	\$425	\$460
Total new development award funding	\$11,606 <sup>1</sup>	\$38,252	\$114,961
Number of continuation development awards	211	197	223
Average continuation development award	\$423	\$419	\$412
Total continuation development award funding	\$89,236	\$82,597	\$91,956

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<sup>1</sup> In fiscal year 2022, the Department made new awards from the list of unsuccessful applicants from the fiscal year 2021 competition.

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
<b>Strengthening Institutions—cont'd</b>			
Number of continuation evidence awards	18	0	0
Average continuation evidence award	\$512	0	0
Total continuation evidence award funding	\$9,208 <sup>1</sup>	0	0
Peer review of new award applications	0	\$1,220	\$2,090
Total award funding (Section 311) <sup>2</sup>	\$110,070	\$122,070	\$209,007
Total number of awards	256	287	473
<b>Strengthening TCCUs</b>			
<b>Discretionary funding:</b>			
Number of continuation development awards	35	35	35
Average continuation development award	\$1,254	\$1,473	\$1,517
Total continuation development award funding	\$43,896	\$51,549	\$53,080
<b>Mandatory funding (Section 371):</b>			
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	\$72,186	\$79,839	\$83,080
Discretionary (Section 316)	\$43,896	\$51,549	\$53,080
Mandatory (Section 371)	\$28,290	\$28,290	\$30,000
Total number of awards (discretionary and mandatory)	70	70	70

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<sup>1</sup> Continuation awards and related funding from fiscal year 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.

<sup>2</sup> Totals include funding for higher education evaluation.

## HIGHER EDUCATION

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
<b>Strengthening ANNHs</b>			
<b>Discretionary funding:</b>			
Number of new development awards	3	20	12
Average new development award	\$761	\$502	\$630
Total new development award funding	\$2,283	\$10,032	\$7,555
Number of continuation development awards	24	27	34
Average continuation development award	\$425	\$524	\$507
Total continuation development award funding	\$10,192	\$14,157	\$17,239
Peer review of new award applications	\$43	\$244	\$250
Unobligated funding	\$8,746	0	0
<b>Mandatory funding (Section 371):</b>			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$28,290	\$28,290	\$29,145
Number of new development awards	0	3	0
Average new development award	0	\$514	0
Total new development award funding	0	\$1,542	0
Number of continuation development awards	25	25	28
Average continuation development award	\$521	\$503	\$471
Total continuation development award funding	\$13,041	\$12,583	\$13,201
Peer review of new award applications	0	\$20	0
Supplemental award funding	0	0	\$944
Unobligated funding	\$1,104	0	0
Total award funding	\$35,516	\$38,578	\$39,189
Discretionary (Section 317) <sup>1</sup>	\$21,371	\$24,433	\$25,044
Mandatory (Section 371)	\$14,145	\$14,145	\$14,145
(Section 371) estimated carryover (funds remaining at the end of the fiscal year)	\$14,145 <sup>2</sup>	\$14,145 <sup>2</sup>	\$15,000 <sup>2</sup>
Total number of awards (discretionary and mandatory)	52	75	74

<sup>1</sup> Totals include funding for higher education evaluation.

<sup>2</sup> 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	2022	2023	2024
<b>Strengthening HBCUs</b>			
<b>Discretionary funding:</b>			
Number of new awards	97	0	0
Average new award	\$3,740	0	0
Total new award funding	\$362,823	0	0
Number of continuation awards	0	97	97
Average continuation award	0	\$4,082	\$4,151
Total continuation award funding	0	\$395,986	\$402,619
<b>Mandatory funding (Section 371):</b>			
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	\$442,978	\$476,141	\$487,619
Discretionary (Section 318)	\$362,823	\$395,986	\$402,619
Mandatory (Section 371)	\$80,155	\$80,155	\$85,000
Total number of awards (discretionary and mandatory)	194	194	194
<b>Strengthening HBGIs</b>			
Number of new awards	0	0	24
Average new award	0	0	\$4,263
Total new award funding	0	0	\$102,313
Number of continuation awards	24	24	0
Average continuation award	\$3,880	\$4,199	0
Total continuation award funding	\$93,129	\$100,782	0
Total award funding	\$93,129	\$100,782	\$102,313
Total number of awards (Section 326)	24	24	24
<b>Strengthening HBCU Master's Program</b>			
Number of new awards	0	18	0
Average new award	0	\$1,108	0
Total new award funding	0	\$19,937	0
Number of continuation awards	18	0	18
Average continuation award	\$824	0	\$1,164
Total continuation awards	\$14,834	0	\$20,956
Total award funding	\$14,834	\$19,937	\$20,956
Total number of awards (Section 723)	18	18	18

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#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures	2022	2023	2024
<b>Strengthening PBIs</b>			
<b>Discretionary funding:</b>			
Number of continuation development awards	39	39	39
Average continuation development award	\$454	\$572	\$595
Total continuation development award funding	\$17,708	\$22,300	\$23,218
<b>Mandatory funding (Section 371 competitive):</b>			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$28,290	\$28,290	\$29,715
Number of new development awards	0	0	0
Average of new development award	0	0	0
Total new development award funding	0	0	0
Number of continuation development awards	22	22	22
Average continuation development award	\$574	\$601	\$600
Total continuation development award funding	\$12,626	\$13,217	\$13,195
Supplemental awards	\$1,519	\$928	\$950
Total award funding	\$31,853	\$36,445	\$37,363
Discretionary (Section 318)	\$17,708	\$22,300	\$23,218
Mandatory (Section 371)	\$14,145	\$14,145	\$14,145
Mandatory (Section 371) estimated (funds remaining at the end of the fiscal year)	\$14,145 <sup>1</sup>	\$14,145 <sup>1</sup>	\$15,000 <sup>1</sup>
Total number of awards (discretionary and mandatory)	61	61	61

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<sup>1</sup> 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	2022	2023	2024
<b>Strengthening AANAPISIs</b>			
<b>Discretionary funding:</b>			
Number of new development awards	15	18	0
Average new development award	\$396	\$406	0
Total new development award funding	\$5,934	\$7,302	0
Number of continuation development awards	17	32	50
Average continuation development award	\$291	\$505	\$402
Total continuation development award funding	\$4,946	\$11,101	\$20,120
Peer review of new award applications	\$22	\$185	0
<b>Mandatory funding (Section 371):</b>			
Total mandatory (Section 371) funds available for obligation at the start of the year	\$9,430	\$9,430	\$9,715
Number of continuation development awards	15	15	15
Average continuation development award	\$306	\$305	\$306
Total continuation development award funding	\$4,593	\$4,581	\$4,597
Supplemental awards	0	\$134	\$118
Unobligated funding	\$122	0	0
Total award funding	\$15,651	\$23,304	\$24,835
Discretionary (Section 320) <sup>1</sup>	\$10,936	\$18,589	\$20,120
Mandatory (Section 371)	\$4,715	\$4,715	\$4,715
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	\$4,715 <sup>2</sup>	\$4,715 <sup>2</sup>	\$5,000 <sup>2</sup>
Total number of awards (discretionary and mandatory)	47	65	65

<sup>1</sup> Totals include funding for higher education evaluation.

<sup>2</sup> 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	2022	2023	2024
<b>Strengthening NASNTIs</b>			
<b>Discretionary funding:</b>			
Number of new development awards	6	10	0
Average new development award	\$436	\$418	0
Total new development award funding	\$2,617	\$4,715	0
Number of continuation development awards	14	20	30
Average continuation development award	\$321	\$356	\$404
Total continuation development award funding	\$4,500	\$7,116	\$12,120
Peer review of new award applications	\$31	\$114	0
<b>Mandatory funding (Section 371):</b>			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$9,430	\$9,430	\$9,715
Number of continuation development awards	12	12	12
Average continuation development award	\$342	\$393	\$393
Total continuation development award funding	\$4,101	\$4,715	\$4,715
Unobligated funding	\$614	0	0
Total award funding	\$12,549	\$16,120	\$16,835
Discretionary (Section 319) <sup>1</sup>	\$7,834	\$11,405	\$12,120
Mandatory (Section 371)	\$4,715	\$4,715	\$4,715
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	\$4,715 <sup>2</sup>	\$4,715 <sup>2</sup>	\$5,000 <sup>2</sup>
Total number of awards (discretionary and mandatory)	32	42	42

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<sup>1</sup> Totals include funding for higher education evaluation.

<sup>2</sup> 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	2022	2023	2024
<b>Minority Science and Engineering Improvement</b>			
Number of new awards	29	24	20
Average new award	\$222	\$246	\$260
Total new award funding	\$7,196 <sup>1</sup>	\$5,905	\$5,201
Number of continuation awards	33	46	54
Average continuation award	\$222	\$224	\$241
Total continuation award funding	\$7,319	\$10,302	\$12,985
Peer review of new awards applications	0	\$163	\$183
Total award funding <sup>2</sup>	\$14,539	\$16,370	\$18,370
Total number of awards	62	70	74

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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.

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.

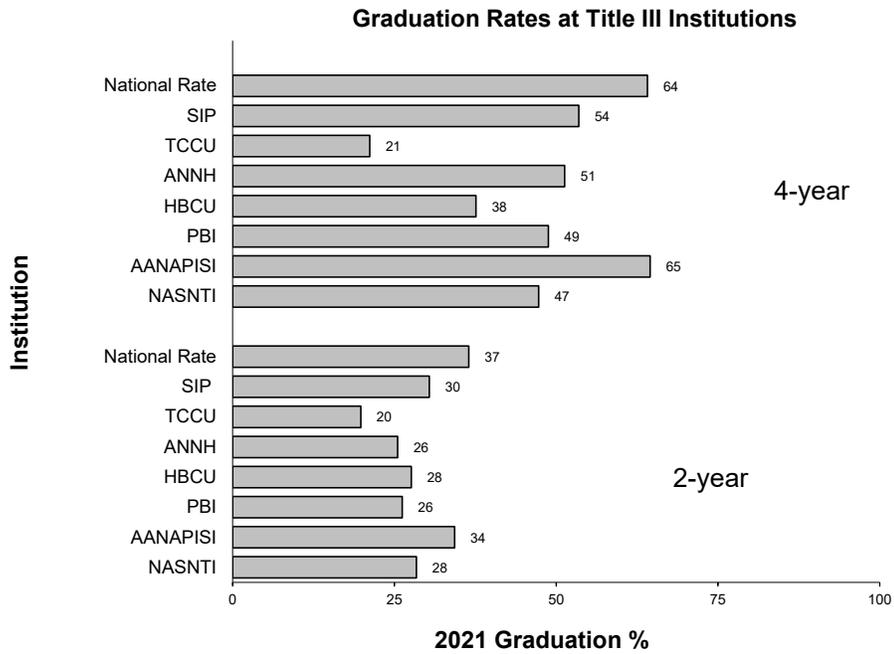
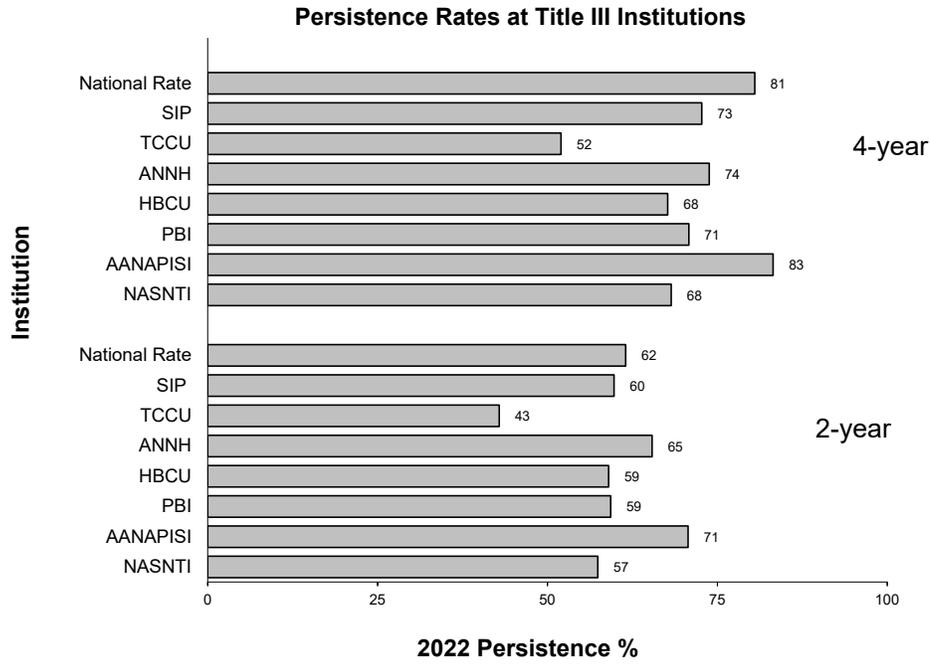
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<sup>1</sup> In fiscal year 2022, the Department made new awards from the list of unsuccessful applicants from the fiscal year 2021 competition.

<sup>2</sup> Totals include funding for higher education evaluation.

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**Additional information:** AANAPISI grantee institutions had the highest persistence rates in 2022 for 4-year and 2-year Title III institutions (83 percent and 71 percent, respectively), exceeding the national rate of 81 percent and 62 percent, respectively. In addition, AANAPISI-grantee institutions had the highest graduation rates for 4-year and 2-year Title III institutions (65 percent and 34 percent, respectively), exceeding the national graduation rate of 64 percent at 4-year institutions in 2021.

**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)
2023	0	

**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. The target of “0” for 2023 reflects the fact that the Department did not anticipate an increase in enrollment over the performance period.

**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
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	73.0	63.5	60.0
2023	76.0		64.0	
2024	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
2019	53.5%	50.0%	25.0%	25.5%
2020	53.5	50.0	25.0	28.0
2021	53.5	53.5	25.0	30.0
2022	54.0		25.5	
2023	54.0		25.5	
2024	54.5		30.0	

**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 2 percentage points lower than the rate for all 2-year public and private schools nationally (62 percent).

The 4-year graduation rate targets are intended to gradually narrow the gap with the national rate of 64 percent. The 2-year SIP-grantee graduation rate fell short of the national rate of 34 percent. Persistence data for 2023 and graduation data for 2021-2022 will be available in December 2023.

**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)
2023	0	

**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. The target of "0" for 2023 reflects the fact that the Department did not anticipate an increase in enrollment over the performance period.

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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
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	52.0	55.0	43.0
2023	52.0		55.0	
2024	53.0		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
2019	18.5%	18.5%	28.5%	14.0%
2020	18.5	15.0	28.5	17.0
2021	18.5	21.0	28.5	20.0
2022	19.0		30.0	
2023	19.0		30.0	
2024	19.0		30.0	

**Additional information:** The 4-year persistence rate at TCCUs met the target set for 2022; while the 2-year rate is well short of the target. Graduation rates at 4-year TCCUs exceeded the target set for 2021; yet graduation rates at 4-year and 2-year institutions failed to meet the national rates (64 percent and 37 percent, respectively). Persistence data for 2023 and graduation data for 2021-2022 will be available in December 2023.

**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)
2023	0	

**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 and 2023 reflects the fact that the Department did not anticipate an increase in enrollment over the performance period. The Department set a target for 2018

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based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions from 2013-2018.

**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
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	74.0	72.0	65.0
2023	78.5		72.0	
2024	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
2019	48.5%	53.0%	17.0%	23.0%
2020	48.5	43.0	17.0	24.0
2021	49.0	51.0	17.5	25.5
2022	49.0		17.5	
2023	49.5		18.0	
2024	49.5		18.0	

**Additional information:** Persistence rates at 2-year ANNH-grantee institutions fell short of the target set for 2022; yet exceeded the national rate of 62 percent. Graduation rates at 4-year and 2-year grantee institutions exceeded the targets set for 2021; yet both rates fell short of the national graduation rates at 4-year and 2-year institutions. Persistence data for 2023 and graduation data for 2021-2022 will be available in December 2023.

**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)
2023	0	

**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

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(96 institutions). The target of “0” for 2023 reflects the fact that the Department did not anticipate an increase in enrollment over the performance period.

**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
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	68.0	60.0	59.0
2023	71.0		60.0	
2024	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
2019	41.5%	37.0%	19.0%	26.0%
2020	41.5	37.5	19.0	27.5
2021	41.5	38.0	19.0	28.0
2022	41.5		19.5	
2023	42.0		19.5	
2024	42.0		20.0	

**Additional information:** The 2022 HBCU persistence rates lag behind the national rates for both 4-year (81 percent) and 2-year institutions (62 percent). Graduation rates at 2-year institutions exceeded the target set for 2020 by 9 percentage points. Persistence data for 2023 and graduation data for 2021-2022 will be available December 2023.

**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)
2023	0	

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

Year	Target	Actual
2019	7,100	6,927
2020	7,000	7,093
2021	7,100	6,662
2022	7,200	
2023	7,200	
2024	7,300	

**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 target of "0" for the 2023 enrollment measure reflects the fact that the Department did not anticipate an increase in enrollment over the performance period. The program's performance exceeded the target set for 2021 for degree completion. Data for 2022 will be available in December 2023.

**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%	-17.4 (5-year change)

**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
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	71.0	56.5	59.0
2023	75.0		56.5	
2024	75.7		57.0	

**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
2019	31.0%	45.0%	15.0%	25.0%
2020	31.0	47.0	15.0	29.0
2021	31.5	49.0	16.0	26.0
2022	31.5		16.0	
2023	31.5		16.0	
2024	45.0		28.0	

**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 2022 by 4 percentage points and lags behind the national 2022 persistence rate by 10 percentage points. Persistence data for 2023 and graduation data for 2021-2022 will be available in December 2023.

**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
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	83.0	72.5	71.0
2023	82.5		72.5	
2024	83.0		73.0	

**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
2019	50.0%	65.0%	24.0%	26.5%
2020	50.5	62.5	24.0	30.0
2021	50.5	64.5	24.5	34.0
2022	60.0		24.5	
2023	60.0		25.0	
2024	63.0		30.0	

**Additional information:** The performance rate of AANAPISI-grantee institutions not only exceeded the 2022 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, the graduation rate at 4-year and 2-year AANAPISI-grantee institutions exceeded the targets set for 2021 by 14 percentage points and 10 percentage points, respectively. Persistence data for 2023 and graduation data for 2021-2022 will be available in December 2023.

**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

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targets. Future progress will be assessed against targets periodically (about every 5 years). 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
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	68.0	54.5	57.0
2023	74.0		54.5	
2024	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
2019	35.5%	45.0%	22.0%	28.5%
2020	35.5	44.5	22.0	29.5
2021	40.0	47.0	22.5	28.0
2022	40.0		22.5	
2023	40.0		22.5	
2024	44.0		28.5	

**Additional information:** The 2-year persistence rate at NASNTI-grantee institutions exceeded the target set for 2022. The graduation rates at both 4-year and 2-year institutions exceeded the targets set for 2021. Both 4-year and 2-year persistence and graduation rates fell short of meeting the national persistence and graduation rates. Persistence data for 2023 and graduation data for 2021-2022 will be available in December 2023.

### 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:

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- The percentage of bachelor’s degrees conferred by the 2005 cohort of MSEIP grantees in 2005 and 2015 that were in STEM fields.
- 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 Students: Number of STEM degrees	915	847	1,792	16,405	16,196	35,805
Black Students: Number of degrees	7,193	6,956	10,380	127,978	152,404	226,900
Black 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

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awarded to both Black or Hispanic students, and the percentages did not change appreciably 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
2019	\$400	\$412
2020	395	423
2021	395	380
2022	395	
2023	395	
2024	390	

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

Year	Target	Actual
2019	\$28,500	\$24,293
2020	28,000	36,367
2021	27,500	40,037
2022	27,000	
2023	26,500	
2024	26,000	

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

Year	Target	Actual
2019	\$2,225	\$1,283
2020	2,200	3,827
2021	2,075	1,865
2022	1,950	
2023	1,925	
2024	1,900	

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

Year	Target	Actual
2019	\$6,900	\$8,448
2020	6,800	7,002
2021	6,800	9,406
2022	6,800	
2023	6,800	
2024	6,800	

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

Year	Target	Actual
2019	\$8,825	\$12,126
2020	8,750	12,310
2021	8,750	14,450
2022	8,750	
2023	8,750	
2024	8,750	

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

Year	Target	Actual
2019	\$900	\$1,217
2020	875	952
2021	875	1,010
2022	875	
2023	875	
2024	875	

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

Year	Target	Actual
2019	\$125	\$151
2020	100	122
2021	100	158
2022	100	
2023	100	
2024	100	

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

Year	Target	Actual
2019	\$500	\$562
2020	450	580
2021	450	788
2022	450	
2023	450	
2024	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 2021 in two Title III programs (SIP and ANNHs).

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**Aid for Hispanic-serving institutions**

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

(dollars in thousands)

FY 2024 Authorization: To be determined (discretionary)<sup>1</sup>; \$100,000 (mandatory)<sup>2</sup>

Budget Authority:

	2023 Appropriation	2024 Request	Change
<u>Discretionary Funding</u>			
Developing Hispanic-serving Institutions (HSIs) (discretionary) (HEA V-A) .....	\$227,751	\$236,732	+\$8,981
Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) (discretionary) (HEA V-B) .....	27,314	28,845	+1,531
Subtotal .....	255,065	265,577	+10,512
<u>Mandatory Funding</u>			
Developing Hispanic-serving Institutions Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation (mandatory) (HEA III-F) <sup>3</sup> .....	94,300	100,000	+5,700
Subtotal .....	94,300	100,000	+5,700
Total .....	349,365	365,577	+16,212

<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations action.

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

<sup>3</sup> The 2023 level for mandatory programs has been reduced by 5.7 percent which became effective on October 1, 2022, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2024 level for mandatory programs is 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)
2019	\$229,378 <sup>1</sup>
2020	250,019 <sup>1</sup>
2020 CARES Act	214,810
2021	256,877 <sup>1</sup>
2021 CRRSA Act	349,440
2021 Mandatory ARP Act	609,435
2022	296,815 <sup>1</sup>
2023	349,365 <sup>1</sup>

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$265.6 million in discretionary funding for the two programs under Aid for Hispanic-serving Institutions, \$10.5 million more than a fiscal year 2023 appropriation. In addition to these requested discretionary levels, \$100 million is available in mandatory funding in fiscal year 2024 for the HSI STEM and Articulation program. Including discretionary and mandatory funding, \$365.6 million would be available if the 2024 request put forth by the Administration is enacted.

The fiscal year 2024 request for discretionary and mandatory funding would support institutional capacity and student support at HSIs. A significant number of postsecondary education

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<sup>1</sup> Includes \$93,800 (2019), \$94,100 (2020), and \$94,300 (2021, 2022, and 2023) thousand in mandatory funds provided under the HEA.

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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 increased number of awards that will be made under the HSI programs using the fiscal year 2023 appropriation.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
<b>Developing HSIs</b>			
Number of new awards	78	111	60
Average new award	\$586	\$585	\$582
Total new award funding	\$45,728	\$64,747	\$34,907
Number of continuation awards	234	279	345
Average continuation award	\$585	\$583	\$585
Total continuation award funding	\$136,809	\$162,604	\$201,825
Peer review of new award applications	\$273	\$400	\$400
Total program funding <sup>1</sup>	\$182,854	\$227,751	\$236,732
Total number of awards	312	390	405
<b>PPOHA</b>			
Number of new awards	10	12	24
Average new award	\$588	\$635	\$575
Total new award funding	\$5,877	\$7,623	\$13,795
Number of continuation awards	24	34	26
Average continuation award	\$570	\$579	\$575
Total continuation award funding	\$13,689	\$19,691	\$14,950
Peer review of new award applications	\$95	0	\$100
Total program funding	\$19,661	\$27,314	\$28,845
Total number of awards	34	46	50

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<sup>1</sup> Totals include funding for higher education evaluation.

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#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures	2022	2023	2024
<b>HSI STEM and Articulation</b>			
Total mandatory (Section 371) funds (available for obligation at the start of the fiscal year)	\$188,600	\$188,600	\$194,300
Number of new awards	0	0	0
Average new award	0	0	0
Total new award funding	0	0	0
Number of continuation awards	100	100	100
Average continuation award	\$943	\$943	\$943
Total continuation award funding	\$94,300	\$94,300	\$94,300
Peer review of new award applications	0	0	0
Total obligated funding	\$94,300	\$94,300	\$94,300
Mandatory (Section 371) estimated carryover (mandatory funds remaining at the end of the fiscal year)	\$94,300	\$94,300	\$100,000

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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
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	79.6	70.0	63.8
2023	80.0		70.0	
2024	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
2019	47.5%	56.8%	23.5%	26.5%
2020	47.5	58.2	23.5	28.3
2021	50.0	59.0	24.0	29.3
2022	50.0		24.0	
2023	50.0		24.0	
2024	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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**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%

**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
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	78.4	67.0	66.0
2023	80.0		67.0	
2024	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
2019	47.5%	55.5%	23.5%	28.6%
2020	48.0	59.2	24.0	29.2
2021	48.5	57.5	24.5	30.4
2022	49.0		25.0	
2023	49.5		25.5	
2024	50.0		26.0	

**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.

### Efficiency Measures

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

Year	Target	Actual
2019	\$500	\$358
2020	475	348
2021	425	376
2022	400	
2023	400	
2024	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
2019	\$575	\$732
2020	550	897
2021	525	706
2022	525	
2023	525	
2024	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
2019	\$580	\$412
2020	570	375
2021	560	394
2022	550	
2023	540	
2024	530	

**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.

## HIGHER EDUCATION

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### **International education and foreign language studies: Domestic programs**

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

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

2023 Appropriation	2024 Request	Change
\$75,353	\$75,353	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 foreign government or from a foreign

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization in FY 2024 is expected through appropriations language.

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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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 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

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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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 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.

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### International education and foreign language studies: Domestic programs

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>
2019	\$65,103
2020	68,103
2021	69,353
2022	71,853
2023	75,353

### **FY 2024 BUDGET REQUEST**

For fiscal year 2024, the Administration requests a total of \$75.3 million for the Domestic Programs, level with the fiscal year 2023 appropriation. The fiscal year 2024 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 the funds requested in fiscal year 2024 would support continuation awards.

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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	2022	2023	2024
<b>National Resource Centers Program:</b>			
Number of new awards	98	14	0
Average new award	\$261	\$250	0
Total new award funding	\$25,561	\$3,500	0
Number of continuation awards	0	98	112
Average continuation award	0	\$261	\$259
Total continuation award funding	0	\$25,561	\$29,061
Total award funding	\$25,561	\$29,061	\$29,061
Total number of awards	98	112	112
<b>Foreign Language and Area Studies Fellowships Program:</b>			
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

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
<b>Foreign Language and Area Studies Fellowships Program (cont'd):</b>			
Number of new awards	112	0	0
Average new award	\$279	0	0
Total new award funding	\$31,236	0	0
Number of continuation awards	0	112	112
Average continuation award	0	\$279	\$279
Total continuation award funding	0	\$31,236	\$31,236
Total award funding	\$31,236	\$31,236	\$31,236
Total number of awards	112	112	112
<b>Undergraduate International Studies and Foreign Language Program:</b>			
Number of new awards	18	21	23
Average new award	\$93	\$90	\$90
Total new award funding	\$1,671	\$1,900	\$2,079
Number of continuation awards	7	18	21
Average continuation award	\$107	\$93	\$90
Total continuation award funding	\$751	\$1,680	\$1,900
Total award funding	\$2,422	\$3,580	\$3,979
Total number of awards	25	39	44
<b>International Research and Studies Program:</b>			
Number of new awards	0	0	0
Average new award	0	0	0
Total new award funding	0	0	0
Number of continuation awards	17	3	0
Average continuation award	\$58	\$59	0
Total continuation award funding	\$978	\$176	0
IRS Study of National Resource Centers	\$198 <sup>1</sup>	\$148 <sup>1</sup>	0
Total award funding	\$1,176	\$324	0
Total number of awards	18	4	0

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<sup>1</sup> 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.

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures	2022	2023	2024
<b>Business and International Education Projects:</b>			
Number of new awards	0	20	0
Average new award	0	\$82	0
Total new award funding	0	\$1,644	0
Number of continuation awards	20	0	20
Average continuation award	\$82	0	\$82
Total continuation award funding	\$1,644	0	\$1,644
Total award funding	\$1,644	\$1,644	\$1,644
Total number of awards	20	20	20
<b>Centers for International Business Education Program:</b>			
Number of new awards	16	0	0
Average new award	\$317	0	0
Total new award funding	\$5,071	0	0
Number of continuation awards	0	16	16
Average continuation award	0	\$317	\$317
Total continuation award funding	0	\$5,071	\$5,071
Total award funding	\$5,071	\$5,071	\$5,071
Total number of awards	16	16	16
<b>Language Resource Centers Program:</b>			
Number of new awards	16	0	0
Average new award	\$178	0	0
Total new award funding	\$2,847	0	0
Number of continuation awards	0	16	16
Average continuation award	0	\$178	\$178
Total continuation award funding	0	\$2,847	\$2,847
Total award funding	\$2,847	\$2,847	\$2,847
Total number of awards	16	16	16
<b>American Overseas Research Centers Program:</b>			
Number of new awards	0	0	15
Average new award	0	0	\$68
Total new award funding	0	0	\$1,015

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
<b>American Overseas Research Centers Program (cont'd):</b>			
Number of continuation awards	15	15	0
Average continuation award	\$68	\$68	0
Total continuation award funding	\$1,015	\$1,015	0
Total award funding	\$1,015	\$1,015	\$1,015
Total number of awards	15	15	15
<b>Total award funding:</b>			
Total new award funding	\$66,387	\$7,044	\$2,079
Total continuation award funding	\$4,586	\$67,734	\$72,774
<b>Program evaluation, national outreach, and information dissemination</b>	<b>\$255</b>	<b>\$489</b>	<b>\$450</b>
<b>Peer review of new award applications</b>	<b>\$125</b>	<b>\$86</b>	<b>\$50</b>
<b>Total Domestic funding</b>	<b>\$71,853<sup>1</sup></b>	<b>\$75,353</b>	<b>\$75,353</b>
<b>Total Domestic awards</b>	<b>320</b>	<b>334</b>	<b>335</b>

#### 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 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.*

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<sup>1</sup> Includes \$500,000 transferred to Office of Indian Education to establish a Native American Language Resource Center.

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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

Year	Target	Actual
2019	85%	66%
2020	85	69
2021	85	
2022	85	
2023	85	
2024	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 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 language courses defined by the Department. NRC grantees taught a total of 2,262 language courses. Of those, 1,552 were priority languages as defined by the Department.

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

Year	Target	Actual
2019		71%
2020	65%	71
2021	65	
2022	65	
2023	65	
2024	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 priority language courses uploaded by institutions and dividing that figure by the total number of priority languages defined by the Department. NRC grantees for 2020 taught 1,552 priority language courses. Of those, 1,100 were intermediate or advanced courses.

**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.*

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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

#### 2014 and 2018 Cohort

Year	Target	Actual
2014		86%
2018	85%	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 2018, 803 out of 950 FLAS masters and doctoral fellows were studying a priority language. Data for the 2022 cohort will be available in 2026.

**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
2014		80%
2018		79

**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>.

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,

## HIGHER EDUCATION

### International education and foreign language studies: Domestic programs

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(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.

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.

## HIGHER EDUCATION

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### **International education and foreign language studies: Overseas programs**

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

(dollars in thousands)

FY 2024 Authorization: Indefinite

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$10,311	\$10,311	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 (IAAs). Federal program staff, panels of non-Federal academic specialists, binational 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)
2019	\$7,061
2020	8,061
2021	8,811
2022	9,811
2023	10,311

### **FY 2024 BUDGET REQUEST**

For fiscal year 2024, the Administration requests \$10.3 million for the Overseas Programs, level with the fiscal year 2023 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, Historically Black Colleges and Universities, and Minority-Serving Institutions, teacher education programs, less commonly taught languages, and new applicants.

## HIGHER EDUCATION

### International education and foreign language studies programs: Overseas programs

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
<b>Group Projects Abroad:</b>			
Short-Term Projects:			
Number of new projects	16	19	17
Average new project	\$135	\$137	\$133
Total new project funding	\$2,155	\$2,605	\$2,264
Advanced Overseas Projects:			
Number of new projects	6	7	6
Average new project	\$265	\$275	\$279
Total new project funding	\$1,591	\$1,924	\$1,671
Total project funding	\$3,746	\$4,529	\$3,935
Total number of GPA projects	22	27	23
Total number of GPA participants	320	387	336
<b>Doctoral Dissertation Research Abroad:</b>			
Number of new fellows	94	125	99
Average new fellowship	\$36	\$36	\$36
Number of new awards	42	56	44
Average new award	\$81	\$81	\$81
Total new award funding	\$3,409	\$4,529	\$3,585
<b>Faculty Research Abroad:</b>			
Number of new awards	22	0	23
Average new award	\$58	\$0	\$58
Total new award funding	\$1,265	\$0	\$1,330
<b>Seminars Abroad—Special Bilateral Projects:</b>			
Number of new awards	3	3	3
Average new award	\$245	\$250	\$258
Total new award funding	\$735	\$750	\$775
Total number of participants	48	49	50
Department of State administrative costs	\$525	\$350	\$533
Program evaluation, national outreach, and information dissemination	\$50	\$50	\$50
Peer review of new award applications	\$81	\$103	\$103
Total Overseas funding	\$9,811	\$10,311	\$10,311

## HIGHER EDUCATION

### International education and foreign language studies programs: Overseas programs

#### **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.

Outcomes for the GPA measures are reported on below. However, the Department is unable to extract data from the APRs for DDRA. Upon deeper investigation into the program's theory of change, the current DDRA performance measures do not accurately reflect results that can be, or are expected to be, accomplished by fellows within the established grant award period. As such, the Department is working on revisions to the DDRA performance measures and plan to include the proposed measures in the fiscal year 2025 budget justification.

**Goal: To contribute to the development and improvement of the study of modern foreign languages and area studies in the United States by providing opportunities for teachers, students, and faculty to study in foreign countries.**

**Objective:** Long-term GPA participants have increased their language proficiency.

**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).

<b>Year</b>	<b>Target</b>	<b>Actual</b>
<b>2019</b>	Baseline	84.7%
<b>2020</b>	Baseline	
<b>2021</b>	Baseline	
<b>2022</b>		
<b>2023</b>		
<b>2024</b>		

**Additional information:** Data is 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. Complete data is available for 2019. A handful of pandemic era group projects have yet to complete their travel and/or their final APRs. Complete data for 2020 and 2021 will be reported on in a future budget justification. Targets for 2022 and subsequent years will be set once an average of three baseline years can be calculated.

## HIGHER EDUCATION

### International education and foreign language studies programs: Overseas programs

#### Efficiency Measures

**Goal:** To contribute to the development and improvement of the study of modern foreign languages and area studies in the United States by providing opportunities for teachers, students, and faculty to study in foreign countries.

**Objective:** Long-term GPA participants have increased their language proficiency.

**Measure:** Cost per GPA participant who increased their foreign language score in reading, writing, and/or listening/speaking by at least one proficiency level.

Year	Target	Actual
2019	Baseline	\$9,785
2020	Baseline	
2021	Baseline	
2022		
2023		
2024		

**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. Complete data is available for 2019. A handful of pandemic era group projects have yet to complete their travel and/or their final APRs. Complete data for 2020 and 2021 will be reported on in a future budget justification. Targets for 2022 and subsequent years will be set once an average of three baseline years can be calculated.

#### 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/2017ifleanualreport.pdf>.

HIGHER EDUCATION

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**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 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

2023 Appropriation	2024 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 program 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.

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations language.

## 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)
2019	\$11,800
2020	11,800
2021	13,800
2022	13,800
2023	13,800

### **FY 2024 BUDGET REQUEST**

For fiscal year 2024, the Administration requests \$15.2 million for TPSID, \$1.4 million more than a fiscal year 2023 appropriation. Funds appropriated in fiscal year 2024 will support new and 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 \(NLTS2\) \(ed.gov\)](#), 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	2022	2023	2024
Number of new awards	0	0	4
Average new award	0	0	\$330
Total new award funding	0	0	\$1,320
Number of continuation awards	22	22	22
Average continuation award	\$446	\$446	\$446
Total continuation award funding	\$9,820	\$9,820	\$9,820
Coordinating Center	\$2,000	\$2,000	\$2,000
PPSID Center	\$1,980	\$1,980	\$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
2019	85%	78%
2020	85	77
2021	85	84
2022	85	
2023	85	
2024	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 2021, of the 69 students who exited a TIPSID program, 58 students (84 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
2019	90%	88%
2020	90	72
2021	90	74
2022	90	
2023	90	
2024	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

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### **Tribally controlled postsecondary career and technical institutions**

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

(dollars in thousands)

FY 2024 Authorization: \$10,465

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$11,953	\$11,953	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

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$9,564
2020	10,000
2021	10,634
2022	10,634
2023	11,953

### **FY 2024 BUDGET REQUEST**

For fiscal year 2024, the Administration requests \$12.0 million for the Tribally Controlled Postsecondary Career and Technical Institutions (TCPCTI) program, level with the fiscal year 2023 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 many 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. These institutions rely on Federal assistance to help them provide postsecondary career and technical education services to their students

## HIGHER EDUCATION

### Tribally controlled postsecondary career and technical institutions

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
Range of awards	\$3,813-\$7,140	\$3,813-\$7,140	\$3,813-\$7,140
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
2019	Baseline	16%	Baseline	15%
2020	N/A	9	N/A	9
2021	N/A	48	20%	19
2022	17%		14	
2023	17		14	
2024	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
2019	Baseline	166	Baseline	84
2020	N/A	143	N/A	73
2021	N/A	120	N/A	63
2022	213		76	
2023	213		76	
2024	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
2019	Baseline	25%	Baseline	14%
2020	N/A	31	N/A	29
2021	N/A	51	28%	53
2022	44%		22	
2023	44		22	
2024	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
2019	Baseline	17%	Baseline	50%
2020	N/A	31	N/A	6
2021	N/A	28	45%	65
2022	39%		36	
2023	39		36	
2024	39			

## 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
2019	Baseline	32%	Baseline	33%
2020	N/A	40	N/A	33
2021	N/A	47	N/A	33
2022	51%		41%	
2023	51		41	
2024	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
2019	Baseline	26%	Baseline	6%
2020	N/A	25	N/A	17
2021	N/A	30	33%	58
2022	31%		32	
2023	31		32	
2024	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
2019	\$5,059	\$4,561
2020	4,070	4,252
2021	4,070	4,252
2022	4,157	4,692
2023		
2024		

## HIGHER EDUCATION

### Tribally controlled postsecondary career and technical institutions

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**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 2023 will be available by the fall of 2024. Note that the validity of the student count data provided by the recipients is uncertain.

## HIGHER EDUCATION

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### Federal TRIO programs

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

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

2023 Appropriation	2024 Request	Change
\$1,191,000	\$1,297,761	+\$106,761

### 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

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations action.

## HIGHER EDUCATION

### Federal TRIO programs

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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.

## HIGHER EDUCATION

### Federal TRIO programs

#### Number of Participants, Participants per Project, and Cost per Participant (FY 2022)

Award Type	Number of Participants	Average number of participants per project	Federal cost per participant
Talent Search	350,730	635	\$543
Upward Bound	73,994	72	4,949
Upward Bound Math and Science	14,963	62	4,925
Veterans Upward Bound	8,598	132	2,391
Educational Opportunity Centers	218,953	1,196	292
Student Support Services	209,286	180	1,755
McNair	5,677	28	9,931

NOTE: Data reflects number of participants projects were funded to serve in FY 2022, not the number of participants actually served by projects in that year.

#### Percentage of Funds by Institution Type (FY 2022)

Institution Type	Talent Search	Upward Bound <sup>1</sup>	Educational Opportunity Centers	Student Support Services	McNair
Postsecondary Institutions					
Public, 4-year	45.6%	49.9%	44.6%	44.4%	73.4%
Public, 2-year	25.1	23.4	27.3	42.7	0.0
Private, 4-year	8.8	14.1	3.9	12.6	26.6
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	79.5	87.5	75.8	100.0	100.0
Other organizations <sup>2</sup>	<u>20.5</u>	<u>12.5</u>	<u>24.2</u>	<u>0</u>	<u>0</u>
Total	100.0	100.0	100.0	100.0	100.0

<sup>1</sup> Includes regular Upward Bound, Upward Bound Math and Science, and Veterans Upward Bound.

<sup>2</sup> 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.

## HIGHER EDUCATION

### Federal TRIO programs

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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)
2019	1,060,000
2020	1,090,000
2021	1,097,000
2022	1,137,000
2023	1,191,000

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$1.3 billion for the Federal TRIO programs, \$106.8 million more than the fiscal year 2023 appropriation. At the requested level, the amount available for Student Support Services in fiscal year 2024 would increase by approximately \$106.4 million to \$486.4 million. This increase would support new awards that would serve an estimated 56,392 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 would also support a new competition for the TRIO training program which will issue 4.3 million in new awards for TRIO staff training.

The request also would provide approximately \$1.167 billion to support continuation awards for all TRIO programs except for the TRIO training program. Additionally, the Department expects that \$8.5 million will be required to maintain administrative support for these programs, including the costs of collecting and analyzing grantee performance data.

## HIGHER EDUCATION

### Federal TRIO programs

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#### Fiscal Year 2024 Proposed Appropriations Language

The Administration strongly believes that access to and participation in TRIO programs can be life-changing for many students and is dedicated to ensuring that as many students as possible benefit from the critical services our grantees provide every day. Unfortunately, for many students, participation in the Federal TRIO programs is not possible because, even though they may meet a range of definitions of “low-income,” the HEA definition does not recognize them as such.<sup>1</sup> Therefore, the Administration proposes new appropriations language to provide TRIO grantees with greater flexibility in determining whether a potential TRIO participant qualifies as a low-income individual. The proposed language would allow TRIO grantees to, when determining whether a potential participant is a low-income individual, consider whether the potential participant or their immediate family has participated in the past year in certain Federal assistance programs, in addition to the existing criteria set forth in the HEA. Specifically, Student Support Services and McNair grantees would be able to consider participation in the Federal Pell Grant program to determine participant eligibility while Upward Bound, Talent Search, and Educational Opportunity Centers grantees may consider participation in Federal assistance programs such as the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, or the Children’s Insurance Program. The proposed language would provide greater flexibility for grantees and reduce barriers for recruiting and enrolling eligible participants, thereby ensuring that TRIO grantees are able to serve the students with the greatest need.

#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023 <sup>2</sup>	2024
<b>Talent Search:</b>			
New Awards	\$7,480	0	0
Continuation Awards	200,972	\$179,052	\$179,052
Total	208,452	179,052	179,052
<b>Upward Bound:</b>			
New Awards	339,900	3,446	0
Continuation Awards	26,358	376,683	380,129
Total	366,258	380,129	380,129

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<sup>1</sup> Section 402A(h)(4) of the HEA defines “low-income individual” as an individual from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census.

<sup>2</sup> These figures are not final and may change as the Department works to address TRIO funding directives included in the FY 2023 appropriations bill explanatory statement.

## HIGHER EDUCATION

### Federal TRIO programs

	2022	2023 <sup>1</sup>	2024
<b>Output Measures</b>			
<b>Upward Bound Math and Science</b>			
New Awards	5,962	3,450	0
Continuation Awards	67,737	74,667	78,117
Total	73,699	78,117	78,117
<b>Veterans Upward Bound</b>			
New Awards	18,366	840	0
Continuation Awards	2,192	21,276	22,116
Total	20,558	22,116	22,116
<b>Educational Opportunity Centers</b>			
New Awards	3,481	0	0
Continuation Awards	60,406	66,122	66,122
Total	63,887	66,122	66,122
<b>Student Support Services</b>			
New Awards	3,367	0	106,412
Continuation Awards	337,283	380,048	380,048
Total	340,650	380,048	486,460
<b>McNair Postbaccalaureate</b>			
New Awards	51,239	2,881	0
Continuation Awards	5,139	58,351	61,232
Total	56,378	61,232	61,232
<b>Staff Training</b>			
New Awards	3,921	330	4,345
Continuation Awards	0	4,015	0
Total	3,921	4,345	4,345
<b>Total awards</b>			
New Awards	433,716	10,948	110,757
Continuation Awards	700,087	1,160,214	1,166,817
<b>Evaluation</b>	0	0	0

<sup>1</sup> These figures are not final and may change as the Department works to address TRIO funding directives included in the FY 2023 appropriations bill explanatory statement.

## HIGHER EDUCATION

### Federal TRIO programs

	2022	2023 <sup>1</sup>	2024
Output Measures			
<b>Frontloading</b>	0	11,339	11,338
<b>Administrative expenses:</b>			
Peer review of new award applications	1,568	0	350
Other expenses	1,629	8,500	8,500
<b>Total</b>	3,197	8,500	8,850
<b>Total</b>	<b>1,137,000</b>	<b>1,191,000</b>	<b>1,297,761</b>

## 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.*

**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
<b>2019</b>	81.0%	75.6%	82.5%	83.2%	62.0%	58.6%
<b>2020</b>	81.0	71.0	84.0	79.0	62.0	56.6
<b>2021</b>	81.0	65.2	84.0	73.9	62.0	59.2
<b>2022</b>	81.0		84.0		62.0	
<b>2023</b>	81.0		84.0		62.0	
<b>2024</b>	81.0		84.0		62.0	

<sup>1</sup> These figures are not final and may change as the Department works to address TRIO funding directives included in the FY 2023 appropriations bill explanatory statement.

## HIGHER EDUCATION

### Federal TRIO programs

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**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.

**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
2019	39.0%	46.2%
2020	39.5	48.2
2021	41.5	47.5
2022	45.0	
2023	45.0	
2024	45.0	

## HIGHER EDUCATION

### Federal TRIO programs

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**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
2019	51.0%	59.1%
2020	52.0	59.1
2021	54.0	60.7
2022	58.0	
2023	58.0	
2024	58.0	

**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
2019	71.0%	67.1%	85.0%	81.3%
2020	71.0	64.7	85.0	86.8
2021	71.0	64.1	85.0	85.7
2022	71.0		85.0	
2023	71.0		85.0	
2024	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.

## HIGHER EDUCATION

### Federal TRIO programs

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#### 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
2019	\$460	\$546	\$4,525	\$5,087	\$1,640	\$1,824
2020	460	660	4,525	5,150	1,630	1,971
2021	460	716	4,525	5,669	1,630	2,207
2022	460		4,510		1,630	
2023	460		4,510		1,630	
2024	460		4,510		1,630	

**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
2019	\$30,000	\$27,294
2020	30,000	29,726
2021	30,000	36,746
2022	30,000	
2023	30,000	
2024	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.

## HIGHER EDUCATION

### Federal TRIO programs

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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 2023, 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](https://ies.ed.gov/ncee/projects/evaluation/pathways_postsec.asp).

## HIGHER EDUCATION

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### **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 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$388,000	\$408,000	+\$20,000

### **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 7<sup>th</sup> grade. At least 50 percent, but not more than 75 percent, of the grant funds must be used to provide scholarships to participating students (a State grantee may receive a waiver of this requirement by demonstrating another means to provide all eligible students with scholarships that meet the requirements of 34 CFR 694.14). 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 21<sup>st</sup> 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

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations action.

## HIGHER EDUCATION

### Gaining early awareness and readiness for undergraduate programs

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working with GEAR UP students, capacity-building strategies for partnership applicants to apply 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 7<sup>th</sup> grade, in a school that has a 7<sup>th</sup> 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 7<sup>th</sup> grade, who reside in public housing. Partnerships must ensure that services will continue to be provided through the 12<sup>th</sup> grade. Partnerships may also provide scholarships. Partnerships must provide all students served by the program with a personalized 21<sup>st</sup> 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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### Gaining early awareness and readiness for undergraduate programs

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	360,000
2020	365,000
2021	368,000
2022	378,000
2023	388,000

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$408.0 million for the GEAR UP program, \$20 million more than the fiscal year 2023 appropriation. The Administration's request for GEAR UP is based on the demonstrated promise of and data supporting the program's approach. A 2008 evaluation<sup>1</sup> indicated that GEAR UP increased students' and parents' knowledge of postsecondary opportunities and increased rigorous course-taking. Research has demonstrated that GEAR UP helps level the playing field in higher education by reducing the gap in college enrollment by about half for students from low-income families in GEAR UP programs compared to their higher income peers attending non-GEAR UP schools.<sup>2</sup> Another study found that GEAR UP students who enrolled in college had similar grade-point averages and second-year persistence levels as their university campus peers, despite a higher likelihood of being from a low-income background or having parents with less education.<sup>3</sup> Other findings suggest that GEAR UP participants perform better in other indicators of college readiness including high school attendance rates and standardized test scores, with students from lower socioeconomic backgrounds exhibiting the most significant gains.<sup>4</sup>

GEAR UP supports State efforts to increase early college preparation and awareness, builds partnerships within communities promoting college access, 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

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<sup>1</sup> U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, Early Outcomes of the GEAR UP Program—Final Report. Washington, D.C., 2008.

<sup>2</sup> Bowman, N. A., Kim, S., Ingleby, L., Ford, D. C., & Sibaoui, C. (2018). Improving College Access at Low-Income High Schools? The Impact of GEAR UP Iowa on Postsecondary Enrollment and Persistence. *Educational Evaluation and Policy Analysis*, 40(3), 399-419. <https://journals.sagepub.com/doi/pdf/10.3102/0162373718778133>.

<sup>3</sup> Sanchez, J.E., Lowman, J.L., & Hill, K.A. (2018). Performance and Persistence Outcomes of GEAR UP Students: Leveling the Playing Field in Higher Education. *Journal of College Student Retention: Research, Theory & Practice*, 20(3), 328-349. <https://files.eric.ed.gov/fulltext/EJ1193896.pdf>.

<sup>4</sup> Leuwerke, W. C., Ingleby, L. D., Tillery, C. Y., Cech, T. G., & Sibaoui, C. M. (2021). Narrowing the College Readiness Gap: Assessing GEAR UP Iowa's Intermediate Impact on Underserved Students. *Journal of Education for Students Placed at Risk*, 26(4), 352-372.

<https://www.tandfonline.com/doi/epdf/10.1080/10824669.2021.1884864?needAccess=true&role=button>.

## HIGHER EDUCATION

### Gaining early awareness and readiness for undergraduate programs

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.

Most of the requested funds will be used to support continuation awards for State and Partnership grantees that were successful in the fiscal year 2018 through 2023 competitions. The Department would use approximately \$108 million to fund additional new State and Partnership awards in a fiscal year 2024 competition. The Department would use the remaining funds to support a web-based 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.

### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures	2022	2023	2024
<b>State Grants:</b>			
Number of new awards	2	4	13
Average new award	\$3,876	\$4,974	\$4,136
Total new award funding	\$7,752	\$19,897	\$53,773
Number of continuation awards	34	31	25
Average continuation award	\$3,705	\$3,846	\$4,154
Total continuation award funding	\$125,971	\$119,236	\$103,861
Total award funding	\$133,723	\$139,133	\$157,634
Total number of awards	36	35	38
<b>Partnership Grants:</b>			
Number of new awards	4	6	20
Average new award	\$2,662	\$2,607	\$2,689
Total new award funding	\$10,650	\$15,642	\$53,773
Number of continuation awards	116	116	98
Average continuation award	\$2,004	\$1,987	\$1,978
Total continuation award funding	\$232,511	\$230,456	\$193,827
Total award funding	\$243,161	\$246,098	\$247,600
Total number of awards	120	122	118
<b>Total award funding:</b>			
Total new award funding	\$18,402	\$35,540	\$107,546
Total continuation award funding	\$358,482	\$349,692	\$297,688
<b>Evaluation</b>	\$777	\$2,500	\$2,500

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### Gaining early awareness and readiness for undergraduate programs

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Output Measures	2022	2023	2024
<b>Peer review of new award applications</b>	0	\$103	\$100
<b>Data collection</b>	\$174	\$166	\$166
<b>Total program funding<sup>1</sup></b>	<b>\$378,000</b>	<b>\$388,000</b>	<b>\$408,000</b>
<b>Total number of awards</b>	<b>156</b>	<b>157</b>	<b>156</b>

## 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.*

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<sup>1</sup> Totals include funding for higher education evaluation.

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### Gaining early awareness and readiness for undergraduate programs

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

Year	Target	Actual
2019	89.0%	86.0%
2020	89.0	87.2
2021	89.0	86.6
2022	89.0	88.3
2023	89.0	
2024	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 12<sup>th</sup> grade while the numerator includes participants who both persisted until the 12<sup>th</sup> 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.

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

Year	Target	Actual
2019	63.0%	58.3%
2020	64.0	87.8
2021	65.0	66.1
2022	66.0	81.6
2023	66.0	
2024	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.

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

Year	Pre-algebra Target	Pre-algebra Actual	Algebra I Target	Algebra I Actual
2019	60%	60.6%	60%	74.1%
2020	65	71.0	65	64.4
2021	65	67.9	70	58.4
2022	65	62.6	75	54.9
2023	65		75	
2024	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 data from 2020 was adjusted due to an error in the previously reported data.

### 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 12<sup>th</sup> 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 2022 was \$1,644. The Department provided approximately \$1.8 million per year to the grantees in this cohort, which produced 31,310 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

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### **Gaining early awareness and readiness for undergraduate programs**

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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: <https://www2.ed.gov/rschstat/eval/highered/gearup/index.html>.

#### 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/>.

### **Current evaluations**

#### Scholarship Study

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.

## HIGHER EDUCATION

### Gaining early awareness and readiness for undergraduate programs

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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 fiscal year 2011. A report describing State grantees' policies and practices, expenditures, and challenges related to administering scholarships is expected to be published in 2023. For more about this evaluation, see [https://ies.ed.gov/ncee/projects/evaluation/pathways\\_gearupscholarship.asp](https://ies.ed.gov/ncee/projects/evaluation/pathways_gearupscholarship.asp).

### Dual Enrollment Study

The Department began a study in 2022 to explore the feasibility of conducting an evaluation of strategies designed to improve access to dual enrollment programs among students from underserved backgrounds. 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 is examining whether strategies such as targeted information provided to GEAR UP high school students and their parents, or information plus support workshops, can be included in an effectiveness study focusing on whether these strategies can improve college enrollment and persistence after high school.

## HIGHER EDUCATION

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### **Graduate assistance in areas of national need**

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

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

	2023 Appropriation	2024 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: (1) to provide additional fellowships to graduate students not already receiving institutional or GAANN fellowships; (2) to meet the cost of tuition, fees, and other instructional costs that are not covered by the institutional payment; and (3) to supplement the 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.

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization in FY 2024 is expected through appropriations language.

## HIGHER EDUCATION

### Graduate assistance in areas of national need

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$23,047
2020	23,047
2021	23,547
2022	23,547
2023	23,547

### FY 2024 BUDGET REQUEST

The Administration requests \$23.5 million for the Graduate Assistance in Areas of National Need (GAANN) program for fiscal year 2024, level with the fiscal year 2023 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	2022	2023	2024
Number of new awards	11 <sup>1</sup>	0	79
Number of new fellowships	54	0	402
Average new award	\$251	0	\$260
Total new award funding	\$2,763	0	\$20,531
Number of continuation awards	79	90	11
Number of continuation fellowships	408	462	54
Average continuation award	\$263	\$262	\$251
Total continuation funding	\$20,784	\$23,547	\$2,763

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<sup>1</sup> In fiscal year 2022, the Department made new awards from the list of unsuccessful applicants from the fiscal year 2021 competition.

## HIGHER EDUCATION

### Graduate assistance in areas of national need

Output Measures	2022	2023	2024
Average institution payment	\$17	\$17	\$17
Average stipend	\$34	\$34	\$34
Total average fellowship	\$51	\$51	\$51
Total number of awards	90	90	90
Total number of fellowships	462	462	456
Peer review of new award applications	0	0	\$253
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, 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 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.*

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

Year	Target	Actual
<b>2019</b>	65%	68%
<b>2020</b>	65	66
<b>2021</b>	65	
<b>2022</b>	65	
<b>2023</b>	65	
<b>2024</b>	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

## HIGHER EDUCATION

### Graduate assistance in areas of national need

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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
2019	5.0	4.9
2020	5.0	4.9
2021	5.0	
2022	5.0	
2023	5.0	
2024	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.

### 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	
2024	68,000	

**Additional information:** 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

## HIGHER EDUCATION

### **Graduate assistance in areas of national need**

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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 March 2023.

## HIGHER EDUCATION

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### **Child care access means parents in school**

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

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$75,000	\$95,000	+\$20,000

### **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 childcare 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 childcare 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 childcare services; progress made toward accreditation of any childcare facility; and the impact of the grant on the quality, availability, and affordability of campus-based childcare services.

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations action.

## HIGHER EDUCATION

### Child care access means parents in school

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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 childcare services.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$50,000
2020	53,000
2021	55,000
2022	65,000
2023	75,000

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$95 million for the Child Care Access Means Parents in School (CCAMPIS) program, \$20 million more than the fiscal year 2023 appropriation. The increase would support a competition for new awards in fiscal year 2024. 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 among underserved students, including the particularly steep barriers faced by student parents in finding high-quality, low-cost child care. The Administration also supports grantees efforts to improve quality in funded programs, including by increasing compensation and providing support services for early childhood educators who serve children of students at CCAMPIS colleges.

The fiscal year 2022 appropriations bill lifted the statutory limits on grant award amounts, permitting the Department to triple the minimum award from \$30,000 to \$90,000 and increase the maximum award from 1 percent to 3 percent of an institution's Pell Grant funding in the previous year. These changes made it possible for the Department to enable institutions to effectively serve more students on campus and address the rising cost of providing child care.

In addition, the Explanatory Statement of the Consolidated Appropriations Act, 2023 (P.L. 117-328) included language directing the Department to establish a flat maximum grant award reflective of the costs to provide high-quality child care to student parents, and to prioritize funding to IHEs based on the number of Pell Grant recipients. The Department is considering a number of options to comply with this directive. We will work with Congress on the best course of action in fiscal year 2023.

## HIGHER EDUCATION

### Child care access means parents in school

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According to the Institute for Women’s Policy Research (IWPR)’s analysis of data from the National Postsecondary Student Aid Study (NPSAS), more than one in five college students—or 22 percent of all undergraduates—are parents.<sup>1</sup> The largest share of student parents is 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 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.<sup>2</sup>

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 child care center had more than triple the rate of on-time completion than that of parents who did not use the center.<sup>1</sup>

Additionally, data from the 2015-2016 NPSAS 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 child care. The fiscal year 2024 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.

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<sup>1</sup> 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/>.

<sup>2</sup> Stewart, P. (2018). Campus Child Care Critical in Raising Single Mothers’ Graduation Rates. Diverse. <https://diverseeducation.com/article/117704/>.

## HIGHER EDUCATION

### Child care access means parents in school

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#### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
Number of new awards	111	30 <sup>1</sup>	30
Average new award	\$414	\$453	\$489
Total new award funding	\$45,957	\$13,604	\$14,678
Number of continuation awards	191	302	231
Average continuation award	\$2	\$168	\$325
Total continuation award funding	\$326 <sup>2</sup>	\$50,745	\$75,113
Number of frontload awards	191	191	141
Average frontload award	\$521	\$26	\$1
Total frontload award funding	\$10,025 <sup>3</sup>	\$4,822	\$141
Supplemental awards to current grantees	\$8,361	\$5,529 <sup>4</sup>	\$4,568
Peer review of new award applications	\$148	\$300	\$500
Total award funding <sup>5</sup>	\$65,000	\$75,000	\$95,000
Total number of awards	302	332	261

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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.

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<sup>1</sup> The Explanatory Statement of the Consolidated Appropriations Act, 2023 (P.L. 117-328) included language directing the Department to establish a flat maximum grant award reflective of the costs to provide high-quality child care to student parents, and to prioritize funding to IHEs based on the number of Pell Grant recipients. The Department is considering a number of options to comply with this directive. We will work with Congress on the best course of action in fiscal year 2023.

<sup>2</sup> The total includes \$190 for continuation awards to 190 grantees that were fully frontloaded in a prior fiscal year and \$325,571 for a continuation award to a grantee that was not previously frontloaded.

<sup>3</sup> The Department received applications than expected in the fiscal year 2021 and fiscal year 2022 competitions, and as a result, used the funding to frontload prior-year grantees.

<sup>4</sup> If the Department does not award supplements, \$19.1 million will be available for new awards in fiscal year 2023.

<sup>5</sup> Totals include funding for higher education evaluation.

## HIGHER EDUCATION

### Child care access means parents in school

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**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.

**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
2019	75%	81%	81%	87%	61%	75%
2020	75		81		61	
2021	75		81		62	
2022	75		81		62	
2023	75		81		62	
2024	75		81		62	

**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. All CCAMPIS Program grantees are required to submit an annual performance report documenting the persistence of their participants. Performance data for 2020 and 2021 will be available in spring 2023.

### Other Performance Information

In addition to the persistence performance measure, the Department intends to measure degree completion rates of the CCAMPIS program participants. Although students use child care services at different points, it is important to understand the degree to which students receiving CCAMPIS program services go on to complete a degree. The goal of the completion measure is to evaluate the outcomes of student parents based on their completion of their program within 150 percent or 200 percent of the published program length. The cohort model of evaluation will track a student parent's child care utilization throughout enrollment at the institution and will provide results based on the long-term academic success of the student parent. The Department will aggregate the data provided in the annual grantee performance reports for individual cohorts. Performance data for the 2020 cohort of grantees are expected to be available December 2023.

## HIGHER EDUCATION

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### **Fund for the Improvement of Postsecondary Education**

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

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$184,000	\$725,000	+\$541,000

### **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 (IHEs) 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 are funded with fiscal year 2023 appropriations. Information about fiscal year 2022 awards and anticipated fiscal year 2023 awards is in the Program Output Measures table.

The **Centers of Excellence for Veterans Student Success (CEVSS)** program (\$9 million), 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. In fiscal year 2023, the Department will make new awards by funding from the list of remaining eligible applicants from the fiscal year 2022 competition.

The **Open Textbooks Pilot (OTP)** program (\$12 million) supports projects at IHEs 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 sustainable, expanded use of open textbooks in high-enrollment courses or in programs that prepare individuals for in-demand fields. In fiscal year 2023, the Department will make new

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations action.

## HIGHER EDUCATION

### Fund for the improvement of postsecondary education

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awards by funding from the list of remaining eligible applicants from the fiscal year 2022 competition and by running a competition for new awards.

The **Basic Needs for Postsecondary Students** program (\$10 million) supports IHEs or consortia or systems of IHEs that demonstrate a commitment to developing or enhancing systemic evidence-based approaches to support the basic needs of students, including housing, food, transportation, childcare, technology, and access to physical and mental health services. The program requires grant recipients to develop cross-agency partnerships or community-based partnerships with local nonprofit organizations, businesses, philanthropic organizations, or others to meet the family well-being needs of students. At least 25 percent of grants must go to community colleges and at least 25 percent must go to four-year HBCUs, TCCUs, and MSIs, including HSIs, ANNHs, AANAPISIs, and PBIs. Grant priority will go to IHEs serving a significant number of students with low incomes using multiple indicators of student financial need. In fiscal year 2023, the Department will run a competition for new awards.

The **Modeling and Simulation** program (\$8 million) promotes the study of modeling and simulation at IHEs, 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. In fiscal year 2023, the Department will run a competition for new awards.

The **Rural Postsecondary and Economic Development (RPED)** program (\$45 million) promotes innovative approaches to improve rates of postsecondary enrollment, persistence, and completion among rural students through development of high-quality career pathways aligned to high-skill, high-wage, or in-demand industry sectors and occupations in the region. In fiscal year 2023, the Department will run a competition for new awards.

The **Transitioning Gang-Involved Youth to Higher Education (TGIY)** program (\$5 million) supports IHEs and other non-profit organizations that are best prepared to provide the supports and services necessary to enable these youth, including youth with disabilities, to transition to postsecondary programs that will allow them to pursue a certificate, degree, or other credential. Such programs can include apprenticeships or other workforce preparation programs that promote job readiness upon completion of the program, while simultaneously providing essential wrap-around services that include culturally competent social and emotional support. The Department will run a competition for new awards in fiscal year 2023.

The **Postsecondary Student Success Grants** program (\$45 million) supports evidence-based activities to improve postsecondary transitions, persistence, retention, and completion rates, particularly for underrepresented student groups. Eligible applicants may include IHEs, consortia of IHEs, statewide systems of higher education, or a partnership including any of the preceding entities and, optionally, a non-profit or business. In fiscal year 2023, the program will be executed through a tiered-evidence competition through a structure similar to the Education, Innovation and Research (EIR) program under section 4611 of the Elementary and Secondary Education Act. To the extent practicable, at least half of these funds will support awards for mid-phase or expansion grants. All grantees will be required to carry out rigorous independent evaluations of their projects.

## HIGHER EDUCATION

### **Fund for the improvement of postsecondary education**

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The program builds upon the fiscal year 2022 program, which supported evidence-based activities to improve student outcomes, including retention, transfer, credit accumulation, and completion by providing grants to eligible IHEs, to promote postsecondary completion for students close to completion, whether for students currently enrolled in higher education, students who are no longer enrolled because of the challenges they faced during the COVID-19 pandemic and close to completion, or both. IHEs may supplement or expand evidence-based and data-driven activities to support retention and completion for both groups. The Department awarded 5 grants for a project period up to 24 months.

The **Historically Black Colleges and Universities (HBCU), Tribally Controlled Colleges and Universities (TCCUs), and Minority Serving Institutions (MSI) Research and Development (R&D) Infrastructure Grants** program (\$50 million) supports planning and implementation grants designed to promote transformational investments in research infrastructure at four-year HBCUs, TCCUs, and MSIs, either alone or as the lead entity in consortia. The Department received first time funding for this program in fiscal year 2023 and will award grants through a competition for new awards.

The following programs were funded with fiscal year 2022 appropriations, but were not funded under FIPSE in fiscal year 2023:

The **Augustus F. Hawkins Centers of Excellence** program, authorized under Part B of Title II of the HEA, supports centers of excellence at HBCUs, TCUs, and MSIs with a state-accredited teacher preparation program, to help increase the number of well-prepared teachers, including increasing the number of teachers of color, resulting in a more diverse teacher workforce prepared to teach in our Nation's elementary and secondary schools. In fiscal year 2022, the Department awarded 12 grants for the first two years of a four-year project period. More details about this program, as well as the Administration's fiscal year 2024 funding request, are provided under the Augustus F. Hawkins Centers of Excellence activity.

The **Center of Excellence in Spatial Computing** program provides funding for IHEs to teach students the necessary skills to succeed in an ever-evolving high-tech economy. The program is designed to help increase the number of highly qualified Americans available for hire within the high-tech labor pool. Priority is given to projects that are designed to increase the proportion of underrepresented students with the skill sets necessary to meet industry demands in spatial computing by providing high-quality, paid, job-embedded opportunities that could lead to stackable credentials in the field.

The **Digital Learning Infrastructure and IT Modernization Pilot** provides grants to eligible MSIs to enable them to provide support and technical assistance to expand their digital learning infrastructure. Projects are required to develop and/or enhance digital learning infrastructure plans that address the leadership, human capital, instruction, and IT that will improve the IHE's capacity to expand learning and promote innovation that improves student outcomes.

## HIGHER EDUCATION

### Fund for the improvement of postsecondary education

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	5,000
2020	24,500
2021	41,000
2022	76,000
2023	184,000

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$725.0 million for FIPSE, \$541 million more than the fiscal year 2023 appropriation. The request includes \$165 million to support the Postsecondary Student Success Grants program, which is \$120 million more than the fiscal year 2023 appropriation. The request also includes \$350 million for the HBCU, TCCU, and MSI R&D Infrastructure Grants program, \$300 million more than the fiscal year 2023 appropriation. The request additionally includes \$30 million for a new Postsecondary Advancement and Success Technical Assistance Center, \$30 million for a new Systemwide Holistic Student Supports program, and \$150 million for a new School- and Campus-Based Mental Health Service Grants program for higher education.

#### Postsecondary Student Success Grants

The Administration's requested increase would be used to focus on expanding the size, scale, and impact of the program to advance equity and completion by expanding support to States and funding additional grants to IHEs and increased grants to systems of IHEs, through a tiered-evidence competition similar to EIR. The program would continue to focus on the implementation, expansion, and evaluation of evidence-based and data-driven student success strategies at the state and institutional level to drive continuous improvement. It would advance strategies that improve student outcomes, including retention, transfer (including successful transfer of completed credits), and completion rates, as well as labor market outcomes, with priority given to strategies that are designed to improve outcomes for underserved student populations. Eligible entities receiving a grant may 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, or 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;

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- Providing emergency financial aid grants to students for unexpected expenses or to meet basic needs;
- Providing accelerated learning opportunities, including dual or concurrent enrollment programs, early college high school programs, or pathways to graduate and professional degree programs, and reforming course scheduling and credit awarding policies, including credit for prior learning 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; or
- Improving transfer pathways between community colleges and four-year IHEs.

### HBCU, TCCU, and MSI Research and Development (R&D) Infrastructure Grants

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 declined from approximately 1.9 percent in 1964 to 0.6 percent in 2017.<sup>1</sup> 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.<sup>2</sup> Furthermore, Federal R&D funding has disproportionately supported large, well-resourced public and private nonprofit institutions, where 25 IHEs—none of which are HBCUs, TCCUs, or 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 IHEs provide the undergraduate education for more than one third of Hispanic S&E doctoral recipients.<sup>3</sup> 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.<sup>4</sup> Persistent inequitable access to R&D dollars and careers in innovative industries prevent both individuals and the U.S. economy from reaching their full potential.

The requested increase would support the Administration’s commitment 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

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

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

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

<sup>4</sup> [http://www.equality-of-opportunity.org/assets/documents/inventors\\_summary.pdf](http://www.equality-of-opportunity.org/assets/documents/inventors_summary.pdf)

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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 IHEs 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;
- (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 IHEs at every level of research capacity, especially cutting-edge research, as well as providing opportunities for IHEs to increase their research intensity.

In alignment with these goals, the Administration's R&D 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 IHEs to clarify how R&D funding will be used as part of a broader upward movement in research capacity, thereby promoting effective targeting of implementation funds. In addition, the planning process will allow IHEs to explore third-party funding opportunities that could complement Federal research infrastructure grants. IHEs 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.

### **Postsecondary Advancement and Success Technical Assistance Center**

For fiscal year 2024, the Administration requests \$30 million in dedicated funding to create the first of its kind technical assistance center to support postsecondary advancement and success.

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The Postsecondary Advancement and Success Technical Assistance Center would build capacity and expertise to provide support to institutions while also collaborating with external organizations through partnerships to provide technical assistance (TA) and training, upon request, to support IHEs, systems of IHEs, and States to advance efforts to improve postsecondary equity, access, persistence, retention, and completion. The Center would help IHEs and States apply evidence-based practices and data-driven solutions to improve student outcomes and ensure that inclusive and equitable higher education opportunities are available to all students. The Center would be responsible for developing and publishing best practices and lessons learned to share widely, including with IHEs and states not receiving direct TA.

The Center would maintain the in-house expertise and flexibility to support a wide range of activities related to improving postsecondary equity, access, persistence, retention, and completion, including but not limited to sharing evidence-based practices and data-driven solutions to improve advising, degree and pathway flexibility, accelerated coursework, developmental education redesign, academic supports, targeted student services, and other strategies for improving student outcomes and lowering costs for students.

#### Systemwide Holistic Student Supports

This Administration is committed to closing equity gaps and ensuring that all students have the resources they need to persist and be successful in postsecondary education. Difficulty in meeting basic needs in higher education has gained increasing attention as a critical public health issue. A 2015 systematic review reported that food insecurity was 3 times higher (43 percent) among college students than in US adult households (13 percent).<sup>1</sup> The pandemic exacerbated pre-existing food and housing insecurity and increased mental health needs among college students. A recent study found that nearly 3 in 5 college students faced difficulty in meeting their basic needs during the fall 2020 semester.<sup>2</sup> HEERF funds delivered financial lifelines and helped IHEs address this extraordinary need, making it possible for students to stay enrolled and on track during the pandemic. In 2021, IHEs distributed \$19.5 billion in Emergency Financial Aid Grants to 12.7 million students to help them afford basic needs and remain enrolled in school. The new Systemwide Holistic Student Supports program would take significant steps to address this ongoing need by improving infrastructure and reducing barriers to better connect students to resources. There are many existing federal and local programs that can, in coordination, help to holistically meet the needs of students. By improving the infrastructure and data sharing necessary to coordinate and align supports across these systems and agencies, grantees can unlock and streamline access to additional funding and resources for students.

For fiscal year 2024, the Administration requests \$30 million for the new Systemwide Holistic Student Supports program. Building off fiscal year 2023 investments in the Basic Needs Grants and lessons learned from COVID-19 emergency flexibilities, the proposed program would strengthen systemwide strategic integrations of student supports by providing grants to State

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<sup>1</sup> <https://basicneeds.ucop.edu/resources/helping-college-students-get-snap.pdf>

<sup>2</sup> <https://www.luminafoundation.org/wp-content/uploads/2021/04/real-college-2021.pdf>

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agencies, systems of IHEs, or other large consortia of IHEs. The program would provide cross-agency supports to improve the systems and structures necessary to simplify and expand student access to federal, state, Tribal, and local benefits beyond Title IV student aid programs, such as SNAP and the Housing Choice Voucher program, and to improve coordination of critical services such as mental health care and childcare. Identifying and accessing these resources is often a difficult and time-consuming process that involves interactions and applications with multiple different agencies. Addressing these burdens on students requires a comprehensive and collaborative strategy. Under the proposed program, grant recipients could use funding to develop or improve data infrastructure and portals to facilitate data matching, streamline student eligibility determinations, and automate application and approval processes, and to pursue other innovative solutions to better connect students to supports. Grantees could also expand staffing to coordinate resources that holistically address students' basic needs, develop and implement statewide outreach efforts, expand and scale systemwide best practices for mental health supports, provide evidence-based training and professional development, and evaluate the effectiveness of holistic support programs, among other activities.

As part of the response to the COVID-19 emergency, the Department designated the Departments of Agriculture, Labor, Treasury, Health and Human Services and the Federal Communications Commission as entities providing aid to students. This allowed these agencies to use data to provide students information about their potential eligibility for several basic needs programs that were expanded or developed during the pandemic, including SNAP benefits, the Child Tax Credit, and the Emergency Broadband Benefit. These programs provided students much needed support to cover basic needs during the pandemic. The Systemwide Holistic Student Supports program would allow grantees to build on the lessons learned during this period and to develop sustainable, systemwide solutions to identify potentially eligible students and connect them with the federal and local benefits they need.

### **School- and Campus-Based Mental Health Service**

The Administration requests \$150 million to create a program to support the mental health needs of college students. If left unaddressed, student mental health needs are associated with decreased academic performance and a higher likelihood of leaving college without a credential. A study administered by Healthy Minds and the American Council on Education showed that across a range of IHEs students with untreated mental health needs were twice as likely to leave an IHE without graduating.<sup>1</sup> There has been a high need for campus mental health services for the last several years and the COVID-19 pandemic further increased the demand. According to data from the Centers for Disease Control and Prevention, 63 percent of 18–24-year-olds have reported anxiety or depression due to COVID-19, while 25 percent reported having had suicidal thoughts.<sup>2</sup>

Grants under this program would support IHEs in developing a campus-wide strategy to address student mental health needs, including creating inclusive campuses, increasing the

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<sup>1</sup> <https://healthymindsnetwork.org/wp-content/uploads/2019/08/Investing-in-Student-Mental-Health.pdf>

<sup>2</sup> <https://www.cdc.gov/mmwr/volumes/70/wr/mm7040e3.htm>

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availability of supportive and treatment services, hiring additional staff, and implementing best practices. This could include hiring additional providers on their campus, coordinating services for students in the community, or building connections and providing services in the community. Whenever possible, the goal should be to increase access to mental health professionals that have similar backgrounds to their student bodies. Priority for the awards would be given to IHEs serving large numbers or percentages of Pell Grant recipients, as well as IHEs in rural or geographically isolated areas with fewer mental health services and resources available in surrounding communities.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
<b>Postsecondary Student Success Grants</b>			
Number of new awards	5	9	32
Average new award	\$940	\$4,950	\$5,105
Total award funding	\$4,698	\$44,550 <sup>1</sup>	\$163,350
<b>R&amp;D Infrastructure Grants</b>			
<b>Planning Grants</b>			
Number of new awards	0	0	100
Average new award	0	0	\$495
Total Planning funding	0	0 <sup>2</sup>	\$49,500
<b>Implementation Grants</b>			
Number of new awards	0	5	30
Average new award	0	\$9,900	\$9,900
Total implementation funding	0	\$49,500	\$297,000
Total award funding	0	\$49,500	\$346,500
<b>Higher Education TA Center</b>			
Number of new awards	0	0	1
Average new award	0	0	\$29,700
Total award funding	0	0	\$29,700
<b>Systemwide Holistic Student Supports</b>			
Number of new awards	0	0	6
Average new award	0	0	\$4,950
Total award funding	0	0	\$29,700

<sup>1</sup> At least half of resources will support mid-phase and expansion grants.

<sup>2</sup> Given the level of fiscal year 2023 appropriations, the Department is determining whether or not to award planning grants in fiscal year 2023.

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Output Measures	2022	2023	2024
<b>School- and Campus- Based</b>			
<b>Mental Health</b>			
Number of new awards	0	0	60
Average new award	0	0	\$2,475
Total award funding	0	0	148,500
<b>CEVSS</b>			
Number of new awards	15	15	0
Average new award	\$575	\$600	0
Total award funding	\$8,628	9,000	0
<b>OTP</b>			
Number of new awards	2	9	0
Average new award	\$1,347	\$1,333	0
Total award funding	\$10,956 <sup>1</sup>	\$12,000	0
<b>Basic Needs Grants</b>			
Number of new awards	14	10	0
Average new award	\$932	\$990	0
Total award funding	\$13,498 <sup>2</sup>	\$9,900	0
<b>Modeling and Simulation</b>			
Number of new awards	3	9	0
Average new award	\$913	\$880	0
Total award funding	\$2,740	\$7,920	0
<b>RPED</b>			
Number of new awards	16	37	0
Average new award	\$1,212	\$1,204	0
Total award funding	\$19,956 <sup>3</sup>	\$44,550	0
<b>TGIY</b>			
Number of new awards	2	5	0
Average new award	\$989	\$990	0
Total award funding	\$1,979	\$4,950	0
<b>Augustus F. Hawkins Centers</b>			
Number of new awards	12	0	0
Average new award	\$686	0	0

<sup>1</sup> OTP used \$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.

<sup>2</sup> Basic Needs used approximately \$0.45 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.

<sup>3</sup> RPED used approximately \$0.57 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.

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Output Measures	2022	2023	2024
Total award funding	\$8,236	0 <sup>1</sup>	0
<b>Center of Excellence in Spatial Computing</b>			
Number of new awards	1	0	0
Average new award	\$1,022	0	0
Total award funding	\$1,022	0	0
<b>Digital Learning Infrastructure</b>			
Number of new awards	4	0	0
Average new award	\$944	0	0
Total award funding	\$3,775	0	0
<b>Contracts</b>			
Peer review	\$512	\$800	\$7,250
Undistributed <sup>2</sup>	0	\$830	0
Total FIPSE funding	\$76,000	\$184,000	\$725,000
Total number of new awards	74	99	229

## 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 following performance measures are reflective of those established for the Open Textbooks Pilot. The Open Textbooks Pilot (OTP) program went through rulemaking in Fiscal Year (FY) 2020 and a Notice of Final Priorities (NFP) was established. As a result, the Department adopted new and revised performance measures that included language regarding “ancillary materials” that accompany open textbooks. The language “ancillary materials” was included in the program following rulemaking as this language speaks to the applicant’s ability to provide complimentary materials to open textbooks that best suit the identified needs of their population.

<sup>1</sup> Funds for the Augustus F. Hawkins Centers of Excellence were appropriated separately from FIPSE for fiscal year 2023 and are not requested under FIPSE for fiscal year 2024. See the Augustus F. Hawkins Centers of Excellence activity for the description and funding request.

<sup>2</sup> The cost of peer review will be less than 1 percent of the funding for programs undergoing a competition in fiscal year 2023 due to cost savings realized from combining all the peer reviews under one contract. The funds that remain will be put towards FIPSE grant awards as slate memos become finalized.

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These can include materials such as printed materials, instructor materials, website access, and electronically distributed materials.

The Department set performance measures for the programs funded under the fiscal year (FY) 2018 and 2019 appropriations, as outlined in the FY 2018 Notice Inviting Applications (NIA). The Department set separate performance measures for all remaining programs funded under the FY 2020 appropriations, and future fiscal year appropriations, as outlined in the Notice of Final Priorities (NFP) and will begin collecting data for these measures in fiscal years 2022 and 2023, respectively. These measures are reported separately. Most of these measures are final measures (i.e., data will not be reported until after the completion of the project). 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 will report 3 years of baseline data and will set targets for future years when complete baseline data becomes available.

The Department will establish goals and performance indicators for Postsecondary Student Success to assess the impact and effectiveness of retention and completion activities supported by the program. The Department will also establish goals and performance indicators for HBCU, TCCU, and MSI R&D Infrastructure Grants to assess the effectiveness of grant funds in supporting transformational investments in research infrastructure, including physical infrastructure and human capital development. The Department is working with all FIPSE program grantees to collect program- and project-level performance data annually, as well as final performance data at the end of the grant period of performance.

#### 2018 and 2019 Cohort

**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	Baseline	72,699
2022		
2023		
2024		

**Additional Information:** Data is reported for University of California, Davis (UC Davis), Chippewa Valley Technical College (CVTC), and Arizona State University (ASU). Only the data from CVTC, which is the lead institution in the Wisconsin Technical College System (WTCS), was available for 2020 reporting.

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

Year	Target	Actual
2020	Baseline	705
2021	Baseline	3,878
2022		
2023		
2024		

**Additional Information:** Data is reported for CVTC only.

**Measure:** The average cost savings per student.

Year	Target	Actual
2020	Baseline	\$154
2021	Baseline	254
2022		
2023		
2024		

**Additional Information:** Data is reported for UC Davis, CVTC and ASU.

**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	Baseline	10,215,588
2022		
2023		
2024		

**Additional Information:** Data is reported for UC Davis, CVTC and ASU.

**Measure:** The number 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
2021	Baseline	743
2022		
2023		
2024		

**Additional Information:** Data is reported for UC Davis, CVTC and ASU.

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**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	Baseline	386
2022		
2023		
2024		

**Additional Information:** This performance measure was established in the fiscal year 2018 competition and is not a measure that was included in the NFP for the fiscal year 2020 competitions and beyond. Data is reported for UC Davis, CVTC and ASU.

#### 2020 and 2021 Cohort

**Measure:** The number of students who enrolled in courses that use open textbooks and/or ancillary materials developed through the grant.

Year	Target	Actual
2021	Baseline	540
2022		
2023		
2024		

**Additional Information:** This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language”. Data was available for some of the fiscal year 2020 awardees: West Hills Community College (WHCC) and Middlesex College (MC).

**Measure:** The number of courses among consortium members that adopted the use of open textbooks and/or ancillary materials developed through the grant, compared to those that continued to use commercial textbooks.

Year	Target	Actual
2021	Baseline	18
2022		
2023		
2024		

**Additional Information:** This measure was revised in the NFP for FY 2020 competitions and beyond to include “ancillary materials language”. Data is provided for some fiscal year 2020 awardees: WHCC and MC.

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**Measure:** The number of institutions within the consortium, and the number of institutions outside the consortium that adopted the use of open textbooks and/or ancillary materials developed through the grant.

Year	Target	Actual
2021	Baseline	20
2022		
2023		
2024		

**Additional Information:** This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language”. This revision additionally included a requirement to report on both institutions within the consortium, and outside of the consortium that adopted the use of open textbooks. Data is provided for some fiscal year 2020 awardees: WHCC, MC, the University of Texas at Arlington (UTA), and Linn-Benton Community College (LBCC).

**Measure:** The average cost savings per student.

Year	Target	Actual
2021	Baseline	\$113.66
2022		
2023		
2024		

**Additional Information:** This measure remained the same in the NFP for fiscal year 2020 competitions and beyond. Data is included for some fiscal year 2020 and fiscal year 2021 awardees: WHCC and William Marsh Rice University (WMRU).

**Measure:** The total cost savings for students who used open textbooks and/or ancillary materials developed through the grant compared to students in the same course of study who used traditional textbooks.

Year	Target	Actual
2021	Baseline	\$35,360
2022		
2023		
2024		

**Additional Information:** This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language”. Data is included for WHCC.

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### **Teacher quality partnership**

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

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

2023 Appropriation	2024 Request	Change
\$70,000	\$132,092	+\$62,092

### **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), the Teacher and School Leader Incentive Grants program, and the Hawkins Centers of Excellence Program).

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations action.

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### Teacher quality partnership

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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, registered teacher apprenticeship 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 mentorship; 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)
2019	\$43,092
2020	50,092
2021	52,092
2022	59,092
2023	70,000

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$132.1 million for the TQP program, \$62.1 million more than a fiscal year 2023 appropriation. Of the funds requested, approximately \$84 million would support new awards and \$42.6 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.

In addition to the new TQP grant awards, of the total requested increase, \$5 million would be used to study outcomes such as the extent to which teachers trained through teaching residency programs (TRPs) funded under TQP are retained in their districts and schools as well as their impact on student achievement. The study would be designed to measure the success

## HIGHER EDUCATION

### Teacher quality partnership

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of TRPs in placing teachers in high-need subjects, schools from low-income communities, or otherwise staffing teachers in hard-to-staff positions. In addition, the study would assess the demographics of TRP participants in comparison to the demographics of traditional teacher preparation programs.

Ten years have passed since the last iteration of this study was released. TRPs were relatively new when the 2014 study was conducted during the 2011-2012 school year but are now much more commonplace in many high-need school districts across the Nation. The new iteration of this study will consider the implications of the national COVID-19 pandemic on the teacher residency model and evaluate the efficacy of TRPs in training and retaining novice teachers, particularly in schools that serve low-income students from diverse backgrounds.

As described further in the Program Performance Information section below, prior 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 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	2022	2023	2024
Partnership Grants:			
New	\$24,754	\$15,969	\$83,967
Continuations	33,838	53,665	\$42,619
Subtotal	58,592	67,634	126,586
State teacher quality accountability reports	356	366	356
Peer review of new award applications	144	0	150

## HIGHER EDUCATION

### Teacher quality partnership

Output Measures	2022	2023	2024
Retention of Novice Teachers Study	0	0	5,000
Total	59,092	70,000	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.

**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
2019	85%	90%	95%	93%
2020	85	90	95	93
2021	85	91	95	93
2022	85	90	95	93
2023	85		95	
2024	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.

## HIGHER EDUCATION

### Teacher quality partnership

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**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
2019	80%		90%	
2020	80		90	
2021	80	85%	90	90%
2022	80		90	
2023	80		90	
2024	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 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

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### Teacher quality partnership

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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 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

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### **Graduate fellowships to prepare faculty in high-need areas at colleges of education**

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

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

2023 Appropriation	204 Request	Change
0	\$10,000	+\$10,000

### **PROGRAM DESCRIPTION**

Section 258 of the Higher Education Act (HEA) provides the Department with authority to award Graduate Fellowships to Prepare Faculty in High-Need Areas at Colleges of Education. The purpose of this program is to provide graduate fellowships to individuals who are preparing to become education faculty that prepare individuals to become elementary school and secondary school math, science, special education, and teachers who provide instruction for English Learners (ELs). Graduate fellowships provided under this section support individuals in pursuing postbaccalaureate study which results in a degree related to teacher preparation and pedagogy in one of the following areas:

- Science, technology, engineering, or mathematics (STEM);
- Special education; and
- Instruction of EL students, including postbaccalaureate study in language instruction educational programs.

Graduate fellowship funds are awarded to eligible Institutions of Higher Education (IHE). IHEs provide graduate fellowship awards to individuals who plan to pursue a career as faculty at an IHE that has a teacher preparation program.

Each individual who receives a graduate fellowship under this program and earns a doctoral degree must teach for one year at an IHE that has a teacher preparation program for each year of fellowship support received. Fellowship participants are required to sign an agreement with the Department whereby the individual agrees to pursue a career in instruction at an IHE that has a teacher preparation program.

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations action.

## HIGHER EDUCATION

### Graduate fellowships to prepare faculty in high-need areas at colleges of education

#### **FY 2024 BUDGET REQUEST**

Educator shortages represent a real challenge as the nation's schools work to recover from the national COVID-19 pandemic. These shortages fall hardest on students from low-income backgrounds, students with disabilities, and multilingual learners, students of color, and students in rural communities. The Administration is committed to strengthening the educator pipeline and addressing teacher shortages through the expansion of high-quality teacher preparation programs that prepare and support pre-service teachers. Strengthening the pipeline of highly qualified teachers (in areas such as STEM education, special education, or bilingual education) into high-need schools begins with high-quality teacher preparation programs across the nation.

Specifically, the Administration is focused on strengthening the educator pipeline by expanding high-quality teacher residency programs and building teacher apprenticeship programs. It is critical that teacher residency and teacher apprenticeship programs at Institutions of Higher Education are staffed with faculty that are trained in high-need content areas. For that reason, the Administration requests \$10.0 million to fund the Graduate Fellowships to Prepare Faculty in High-Need Areas. The Administration intends to prioritize the award of funds under this program to applicants that administer high-quality teacher residency programs or teacher apprenticeship programs. This program is authorized under Title II, Part B of the HEA but has never been funded.

The Administration believes that this program will expand the pipeline of well-prepared pre-service teachers into high-need content areas by ensuring that pre-service teachers are taught by faculty with expertise in high-need areas. The Department estimates that \$10 million invested under this program in fiscal year 2024 would result in 240 new faculty members in STEM, special education, or bilingual education who would in turn train approximately 40,000 pre-service teachers per year.

#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

Output Measures	2024
Fellowship grants:	\$9,900
Peer review	100
Total	10,000

#### **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

## HIGHER EDUCATION

### **Graduate fellowships to prepare faculty in high-need areas at colleges of education**

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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 Department will establish performance measures to assess the impact of the activities that receive support under this program, based in part on the goals established by grantees. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for Graduate Fellowships with measures for related Title II programs.

## HIGHER EDUCATION

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### **Augustus F. Hawkins Centers of Excellence**

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

(dollars in thousands)

FY 2024 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$15,000	\$30,000	+\$15,000

### **PROGRAM DESCRIPTION**

The Augustus F. Hawkins Centers of Excellence (Hawkins) program is designed to support a diverse and well-prepared pipeline 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.
- 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.

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<sup>1</sup> The GEPA extension expired September 30, 2015. Reauthorization for FY 2024 is expected through appropriations action.

## HIGHER EDUCATION

### Augustus F. Hawkins Centers of Excellence

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- 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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$0
2020	0
2021	0
2022 <sup>1</sup>	0
2023	15,000

### FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$30.0 million for the Hawkins program, \$15.0 million more than the fiscal year 2023 appropriation, to increase 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). The proposed increase would support additional centers of excellence at institutions of higher education (IHEs) to help increase and retain the number of well-prepared teachers from diverse backgrounds, resulting in a more diverse teacher workforce prepared to teach in our Nation's underserved elementary and secondary schools and close achievement gaps.<sup>2</sup>

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

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<sup>1</sup> In fiscal year 2022, funding for the Hawkins program was appropriated under the Fund for the Improvement of Postsecondary Education (FIPSE).

<sup>2</sup> Anderson, Meredith, B.L., Brian K. Bridges, Brittany A. Harris and Sekou Biddle. (2020). *Imparting Wisdom: HBCU Lessons for K-12 Education*. Washington, DC: Frederick D. Patterson Research Institute, UNCF.

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### Augustus F. Hawkins Centers of Excellence

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students of color,<sup>1</sup> yet only one in five teachers are people of color, compared to more than half of K-12 public school students.<sup>2</sup> In addition to the shortage of teachers of color, the current educator workforce is understaffed to meet the existing and future needs English learners (ELs);<sup>3</sup> over 10 percent of students are already identified as ELs, and ELs are the fastest growing student demographic.<sup>4</sup> Moreover, similar to the ratio of students of color to teachers of color, one quarter of all students speak a language other than English at home, whereas only 1 in 8 teachers do.<sup>5</sup> Research suggests that all students benefit from diverse classrooms like bilingual immersion settings, helping students build career and social skills, such as empathy.<sup>6</sup> HBCUs, TCCUs, and MSIs are ideally positioned to help prepare a new generation of effective teachers of color and multilingual teachers for high-need schools.

Additional funding for the Hawkins program, which emphasizes preparing teachers who meet applicable certification requirements, also would help address longstanding evidence that students of color have less access to fully qualified educators. For example, a 2012 analysis 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.<sup>7</sup> 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.<sup>8</sup> These data highlight the importance of the high-quality mentoring and induction programs for new teachers that are integral to the Hawkins 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.<sup>9</sup>

In fiscal year 2022, the Administration gave absolute priority in making new awards to applicants that proposed to incorporate evidence-based comprehensive teacher preparation programs that

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<sup>1</sup> 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.

<sup>2</sup> 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](https://nces.ed.gov/programs/digest/d16/tables/dt16_203.50.asp).

<sup>3</sup> <https://nces.ed.gov/pubs2022/2022111.pdf>

<sup>4</sup> [https://nces.ed.gov/programs/digest/d20/tables/dt20\\_204.20.asp](https://nces.ed.gov/programs/digest/d20/tables/dt20_204.20.asp).

<sup>5</sup> <https://datacenter.kidscount.org/data/tables/81-children-who-speak-a-language-other-than-english-at-home?loc=1&loct=1#detailed/1/any/false/1729,37,871,870,573,869,36,868,867,133/any/396,397>

<sup>6</sup> <https://soeonline.american.edu/blog/benefits-of-bilingual-education/>

<sup>7</sup> <https://files.eric.ed.gov/fulltext/EJ990114.pdf>.

<sup>8</sup> [https://learningpolicyinstitute.org/sites/default/files/product-files/CRDC\\_Teacher\\_Access\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/CRDC_Teacher_Access_REPORT.pdf).

<sup>9</sup> [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.](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

### Augustus F. Hawkins Centers of Excellence

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provide extensive clinical experience for teacher candidates. The Administration also had two competitive preference priorities for projects designed to increase and retain the number of well-prepared teachers from diverse backgrounds, including candidates of color and for those that proposed increasing the number of bilingual and/or multilingual teachers with full certification prepared to teach English learners or languages other than English. The Department will use fiscal year 2023 funds to provide the remaining 2 years of funding for the 12 Hawkins program grants first funded under the Fund for the Improvement of Postsecondary Education (FIPSE) in fiscal year 2022. The remaining fiscal year 2023 funds will be used to frontload 3 additional awards from the fiscal year 2022 Hawkins program slate.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022 <sup>1</sup>	2023	2024
Number of new awards	12	3	30
Average new award	\$686	\$1,493	\$990
Total new award funding	\$8,236	\$4,478	\$29,700
Number of continuation awards	0	12	0
Average continuation award	0	\$877	0
Total continuation award funding	0	\$10,522	0
Peer review of new award applications	\$105	\$0	\$300
Total program funding	\$8,341	\$15,000	\$30,000

### PROGRAM PERFORMANCE INFORMATION

As the Department implements the first year of this program, it will work to establish goals and performance indicators to assess the impact and effectiveness of teacher preparation activities supported through the Hawkins 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 school.

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<sup>1</sup> In fiscal year 2022, funding for the Hawkins program was appropriated under FIPSE.

# HIGHER EDUCATION

## Account Summary Table

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### DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET (in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget Request	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
<b>Higher Education</b>						
1. Aid for institutional development:						
(a) Strengthening institutions (HEA II-A, section 311)	D	110,070	122,070	209,007	86,937	71.23%
(b) Strengthening tribally controlled colleges and universities (HEA III-A, section 316)	D	43,896	51,549	53,080	1,531	2.97%
(c) Mandatory strengthening tribally controlled colleges and universities (HEA III-F, section 371)	M	28,290	28,290	30,000	1,710	6.04%
		182,256	201,909	292,087	90,178	44.66%
(d) Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-A, section 327)	D	21,371	24,433	25,044	611	2.50%
(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%
		35,516	38,578	40,044	1,466	3.80%
(f) Strengthening HBCUs (HEA III-B, section 323)	D	362,823	395,986	402,619	6,633	1.68%
(g) Mandatory strengthening HBCUs (HEA III-F, section 371)	M	80,155	80,155	85,000	4,845	6.04%
		442,978	476,141	487,619	11,478	2.41%
(h) Strengthening historically Black graduate institutions (HEA III-B, section 326)	D	93,129	100,782	102,313	1,531	1.57%
(i) Strengthening HBCU masters program (HEA Title VII, section 723)	D	14,834	19,937	20,956	1,019	5.11%
		107,963	120,719	123,269	2,550	2.13%
(j) Strengthening predominantly Black institutions (HEA III-A, section 318)	D	17,008	22,300	23,218	918	4.12%
(k) Mandatory strengthening predominantly Black institutions (HEA III-F, section 371)	M	14,145	14,145	15,000	855	6.04%
		31,853	36,445	38,218	1,773	4.86%
(l) Strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-A, section 320)	D	10,936	18,589	20,120	1,531	8.24%
(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%
		15,651	23,304	25,120	1,816	7.79%
(n) Strengthening Native American-serving nontribal institutions (HEA III-A, section 319)	D	7,834	11,405	12,420	715	6.27%
(o) Mandatory strengthening Native American-serving nontribal institutions (HEA III-F, section 371)	M	4,715	4,715	5,000	285	6.04%
		12,549	16,120	17,120	1,000	6.20%
(p) Minority science and engineering improvement (HEA III-E-1)	D	14,539	16,370	18,370	2,000	12.23%
		843,305	929,586	1,041,847	112,261	12.08%
		697,140	783,421	886,847	103,426	13.20%
		146,165	146,165	155,000	8,835	6.04%
2. Aid for Hispanic-serving institutions:						
(a) Developing Hispanic-serving institutions (HEA V-A)	D	182,854	227,751	236,732	8,981	3.94%
(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	19,661	27,314	28,845	1,531	5.61%
		296,815	349,365	365,577	16,212	4.64%
		292,515	255,065	265,577	10,512	4.12%
		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	71,853	75,353	75,353	0	0.00%
(2) Overseas programs (MECEA section 102(b)(6))	D	9,811	10,311	10,311	0	0.00%
		81,664	85,664	85,664	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	10,953	11,953	11,953	0	0.00%
4. Assistance for students:						
(a) Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	1,137,000	1,191,000	1,297,761	106,761	8.96%
(b) Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)	D	378,000	388,000	408,000	20,000	5.15%
(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	65,000	75,000	95,000	20,000	26.67%
5. Fund for the improvement of post secondary education (FIPSE) (HEA VII-B)	D	74,000	184,000	725,000	541,000	294.02%
6. Teacher quality partnership (HEA II-A)	D	59,092	70,000	132,092	62,092	88.70%
7. Hawkins Centers of Excellence (HEA II-B-2) <sup>1</sup>	D	0	15,000	30,000	15,000	100.00%
8. Graduate Fellowships to Prepare Faculty in High-Need Areas at College Education	D	0	0	10,000	10,000	
9. Community Project Funding	D	249,400	0	429,587	429,587	-100.00%
		3,234,576	3,766,502	4,241,621	475,119	12.61%
		2,994,111	3,526,037	3,986,621	460,584	13.06%
		240,465	240,465	255,000	14,535	6.04%

<sup>1</sup> The FY 2022 Omnibus Bill Included \$8 million for the Hawkins program in the FIPSE appropriation

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 2022 and 2023 Appropriation columns reflect the 5.7 percent reduction that went into effect on October 1, 2021 and October 1, 2022, respectively.

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