

Strengthening Hispanic-Serving Institutions (Title III, Part A) (CFDA No. 84.031)

I. Legislation

Higher Education Act (HEA) of 1965, Title III, Part A, Section 316, Hispanic-serving Institutions (HSIs), amended by P.L. 102-325 (20 U.S.C. 1051-1059b) (expires September 30, 1997).

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation 1/</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1995	\$12,000,000	1996	\$10,800,000

1/ The HSI program was first funded in FY 1995.

III. Analysis of Program Performance

A. Goals and Objectives

This program is intended to provide grants and related assistance to Hispanic-serving postsecondary institutions, to enable such institutions to improve and expand their capacity to serve Hispanic and low-income students.

B. Strategies to Achieve the Goals

Services Supported

The Hispanic-serving Institutions Program supports an annual funding competition for discretionary five-year development grants. Institutions may use their funds to plan, develop, undertake, and carry out activities to (1) purchase, rent, or lease scientific or laboratory equipment for educational purposes, including instructional and research purposes; (2) renovate and improve classroom, library, laboratory, and other instructional facilities; (3) support exchanges, development and fellowships to assist faculty in attaining advanced degrees in their field of instruction; (4) develop curriculum and academic instruction; (5) purchase library books, periodicals, microfilm, and other educational materials; (6) improve funds and administrative management, and acquire equipment for use in strengthening funds management; (7) promote joint use of facilities such as laboratories and libraries; and (8) support academic tutoring and counseling programs and student support services.

To apply for a grant, an institution must meet basic eligibility requirements. Basic eligibility requires that an institution grant bachelor's or associate's degree and is accredited or making reasonable progress towards accreditation.

In addition, to be eligible to compete under Part A, institutions must show that they serve substantial numbers of needy students and have limited resources. Need is defined by the percentage of students receiving Pell Grants enrolled at an institution, and resources is defined by the education and general (E&G) expenditures per full-time equivalent student. Each year, cut-off values are published for both

Chapter 517-2

measures, and institutions with relatively higher Pell Grant participation rates and relatively low E&G expenditures per student are eligible to compete for funds. There are several allowable waivers which require written justification.

In addition to meeting the Part A eligibility requirements, an institution must have an enrollment of Hispanic undergraduate full-time equivalent students that exceeds 25 percent. At least 50 percent of those Hispanic students must be low-income and first generation students. "Low income" means that the family's taxable income the preceding year did not exceed 150 percent of the poverty level as determined by the Bureau of the Census.

Priority is given to institutions that give satisfactory evidence that they have extended or will enter into a collaborative arrangement with a local education agency to reduce Hispanic dropout rates, improve Hispanic rates of academic achievement, and increase the enrollment rates of Hispanic high school graduates in higher education.

Strategic Initiatives

Annual national workshops and five regional workshops were held in 1995 and 1996.

Type and Control	STRENGTHENING HISPANIC-SERVING INSTITUTIONS PROGRAM OBLIGATIONS BY TYPE AND CONTROL FYs 1995 and 1996						
	FY 1995			FY 1996			
	Number of Awards	Obligations	% of Total Dollars	Number of Awards	Obligations	% of Total Dollars	
	4-year private	7	\$2,388,906	20.0%	7	\$1,967,067	18.2%
	4-year public	8	2,609,481	21.9%	8	2,232,342	20.7%
2-year private	0	0	0.0%	0	0	0.0%	
2-year public	22	6,934,213	58.1%	22	6,600,591	61.1%	
Total	37	\$11,932,600	100.0%	37	\$10,800,000	100.0%	

C. Program Performance—Indicators of Impact and Effectiveness

The program office is currently developing the performance indicators that will be used to assess the program's performance. See also Office-Wide Performance Indicators for the Office of Postsecondary Education displayed in the Overview (OPS) to the postsecondary education programs.

IV. Planned Studies

An evaluation of the Title III programs began in FY 1996. The purpose of the evaluation is to develop a system of performance indicators. The four evaluation goals are to (1) define program goals in measurable terms, (2) determine how federal management activities contribute to program goals, (3) determine how institutional activities contribute to program goals, and (4) establish an annual progress report.

V. Sources of Information

Program files.

VI. Contacts for Further Information

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