

DEPARTMENT OF EDUCATION
HIGHER EDUCATION
FISCAL YEAR 2027 BUDGET REQUEST

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HIGHER EDUCATION

APPROPRIATIONS LANGUAGE

For carrying out, to the extent not otherwise provided, titles III and VII of the HEA and section 117 of the Perkins Act, \$610,116,000: Provided, That of the funds made available under this Act to carry out part B of title III of the HEA, \$5,000,000 shall be for grants to supplement amounts awarded to part B institutions that are junior or community colleges, as defined in section 312(f) of the HEA:¹ Provided further, That the supplemental funds described in the preceding proviso are in addition to any grant award that any institution may receive under section 323 of the HEA and shall be allocated in accordance with the allotments specified under section 324 of such Act:² Provided further, That sections 399(b) and 528(b) of the HEA shall not apply to funds made available in this Act.³

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
<i>¹ Provided, That of the funds made available under this Act to carry out part B of title III of the HEA, \$5,000,000 shall be for grants to supplement amounts awarded to part B institutions that are junior or community colleges, as defined in section 312(f) of the HEA:</i>	This language sets aside \$5 million of the amount appropriated for the Strengthening Historically Black Colleges and Universities program for supplemental grants to eligible junior or community colleges.
<i>² Provided further, That the supplemental funds described in the preceding proviso are in addition to any grant award that any institution may receive under section 323 of the HEA and shall be allocated in accordance with the allotments specified under section 324 of such Act:</i>	This language provides for the allocation of the supplemental grants.
<i>³ Provided further, That sections 399(b) and 528(b) of the HEA shall not apply to funds made available in this Act.</i>	This language lifts the prohibition on frontloading in Titles III and V of the HEA.

HIGHER EDUCATION
APPROPRIATION, ADJUSTMENTS, AND TRANSFERS

(dollars in thousands)

Appropriation/Adjustments/Transfers	2025	2026	2027
Discretionary			
Appropriation	\$3,080,952	\$3,265,598	\$610,116
Total, discretionary appropriation	\$3,080,952	\$3,265,598	\$610,116
Mandatory			
Appropriation	255,000	255,000	115,000
Sequester (P.L. 112-25)	-14,535	-14,535	0
Total, adjusted mandatory appropriation	\$240,465	\$240,465	\$115,000
Total, discretionary and adjusted mandatory appropriation	\$3,321,417	\$3,506,063	\$725,116

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SUMMARY OF CHANGES

(dollars in thousands)

Year	Amount
2025 Discretionary	\$3,080,952
2025 Mandatory	240,465
2027 Discretionary	610,116
2027 Mandatory	115,000
Net change	-\$2,596,301

Summary of Changes	2025 base	Change from base
Discretionary Increases		
Program:		
Increase support for Strengthening Historically Black Graduate Institutions and Strengthening HBCU Masters Program.	\$121,323	+\$1,455
Increase support for Tribally Controlled Postsecondary Career and Technical Institutions.	11,953	+2,000
Subtotal, discretionary increase		+\$3,455
Discretionary Decreases		
Program:		
Eliminate funding in the Aid for Institutional Development portfolio to restore fiscal discipline and reduce the Federal role in education (Strengthening Institutions and Minority Science and Engineering Improvement) or due to the unconstitutionality of the programs (Strengthening Alaska Native and Native Hawaiian-serving Institutions, Strengthening Predominantly Black Institutions, Strengthening Asian American and Native American Pacific Islander-serving Institutions, and Strengthening Native American-serving Nontribal Institutions).	112,186	-112,186

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Summary of Changes	2025 base	Change from base
Increase support for Strengthening Tribally Controlled Colleges and Universities. ¹	\$108,382	-\$54,575
Increase support for Strengthening Historically Black Colleges and Universities. ²	838,929	-433,151
Eliminate funding for unconstitutional programs in the Aid for Hispanic-serving Institutions portfolio (Developing Hispanic-serving Institutions and Promoting Postbaccalaureate Opportunities for Hispanic Americans).	336	-336
Eliminate funding for International Education and Foreign Language Studies (Domestic Programs and Overseas Programs) to restore fiscal discipline and reduce the Federal role in education. ³	0	0
Eliminate funding in the Assistance for Students portfolio (Federal TRIO programs, Gaining Early Awareness and Readiness for Undergraduate Programs, Graduate Assistance in Areas of National Need, and Child Care Access Means Parents in Schools) to restore fiscal discipline and reduce the Federal role in education.	1,677,547	-1,677,547
Eliminate funding for the Fund for the Improvement of Postsecondary Education to restore fiscal discipline and reduce the Federal role in education.	171,000	-171,000
Eliminate funding for the Teacher Quality Partnership program to restore fiscal discipline and reduce the Federal role in education.	10,495	-10,495
Eliminate funding for Hawkins Centers of Excellence to restore fiscal discipline and reduce the Federal role in education.	15,000	-15,000
Subtotal, discretionary decrease		-\$2,474,290
Net discretionary change		-\$2,470,835

¹ The total in the “2025 base” column reflects the fiscal year 2025 appropriation and funding amounts that were reprogrammed into and distributed through this program. While there appears to be a “reduction,” the fiscal year 2027 President’s Budget increases support for this program from the fiscal year 2025 appropriation level of \$51,807 thousand.

² The total in the “2025 base” column reflects the fiscal year 2025 appropriation and funding amounts that were reprogrammed into and distributed through this program. While there appears to be a “reduction,” the fiscal year 2027 President’s Budget increases support for this program from the fiscal year 2025 appropriation level of \$400,966 thousand.

³ The total in the “2025 base” column reflects the fiscal year 2025 appropriation and funding amounts that were reprogrammed out of these programs. While there appears to be no “reduction,” the fiscal year 2027 President’s Budget eliminates support for these programs when compared to the fiscal year 2025 appropriation level of \$85,664 thousand.

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Summary of Changes	2025 base	Change from base
Mandatory Increases		
Program:		
Increase funding for individual HEA Title III program authorities to increase institutional capacity and student support at HBCUs and TCCUs to ensure they succeed in and graduate from college:		
Mandatory Strengthening Tribally Controlled Colleges and Universities	\$28,290	+\$1,710
Mandatory Strengthening Historically Black Colleges and Universities	80,155	+4,845
Subtotal, mandatory increase ²		+\$6,555
Mandatory Decreases		
Program:		
Eliminate funding for individual HEA Title III , Part F programs (Mandatory Strengthening Alaska Native and Native Hawaiian-serving Institutions, Mandatory Strengthening Predominantly Black Institutions, Mandatory Strengthening Asian American- and Native American Pacific Islander-serving Institutions, Mandatory Strengthening Native American-serving Nontribal Institutions, and Mandatory Developing Hispanic-serving Institutions STEM and Articulation) due to the unconstitutionality of the programs.	132,020	-132,020
Subtotal, mandatory decrease		-\$132,020
Net mandatory change		-\$125,465
Total net change		-\$2,596,301 ¹

¹ Details may not add to totals due to rounding.

HIGHER EDUCATION
AUTHORIZING LEGISLATION

(dollars in thousands)

Activity	2025 Authorized ¹	2025 Actual ²	2027 Authorized ³	2027 Request
Aid for institutional development:				
Strengthening institutions (HEA-III-A-311)	0	\$112,070	0	0
Strengthening tribally controlled colleges and universities (HEA-III-A-316)	0	108,382	0	\$53,807
Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA-III-A-317)	0	42	0	0
Strengthening predominantly Black institutions (HEA-III-A-318)	0	0	0	0
Strengthening Native American-serving Nontribal institutions (HEA-III-A-319)	0	36	0	0
Strengthening Asian American and Native American Pacific Islander-serving institutions (HEA-III-A-320)	0	38	0	0
Strengthening historically Black colleges and universities (HEA-III-B-323)	0	838,929	0	405,778
Strengthening historically Black graduate institutions (HEA-III-B-326)	0	101,286	0	102,501
Strengthening HBCU Master's Program (HEA-VII-A-4-723)	0	20,037	0	20,277

¹ 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).

² Reflects reprogramming of funds as described in the narratives of the affected programs.

³ The HEA GEPA extension expired September 30, 2015. 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).

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Activity	2025 Authorized ¹	2025 Actual ²	2027 Authorized ³	2027 Request
Minority science and engineering improvement (HEA-III-E-1)	0	0	0	0
Strengthening tribally controlled colleges and Universities (HEA-III-F-31) (mandatory)	\$30,000	\$28,290	\$30,000	\$30,000
Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA-III-F-371) (mandatory)	15,000	14,145	15,000	0
Strengthening historically Black colleges and universities (HEA-III-F-371) (mandatory)	85,000	80,155	85,000	85,000
Strengthening predominantly Black institutions (HEA-III-F-371) (mandatory)	15,000	14,145	15,000	0
Strengthening Asian American and Native American Pacific Islander-serving institutions (HEA-III-F-371) (mandatory)	5,000	4,715	5,000	0
Strengthening Native American-serving Nontribal institutions (HEA-III-F-371) (mandatory)	5,000	4,715	5,000	0
Aid for Hispanic-serving institutions:				
Developing Hispanic-serving institutions (HEA-V-A)	0	336	0	0
Promoting postbaccalaureate opportunities for Hispanic Americans (HEA-V-B-512) (discretionary)	0	0	0	0
Mandatory developing HSI STEM and articulation programs (HEA III-F-371(b)(2)(B)) (mandatory)	100,000	94,300	100,000	0
Other aid for institutions:				
International education and foreign language studies:				
Domestic programs (HEA-VI-A and B)	0	0	0	0
Overseas programs (MECEA-102(b)(6))	Indefinite	0	Indefinite	0
Model comprehensive transition and postsecondary programs for students with intellectual disabilities into higher education (HEA-VII-D-2)	0	13,800	0	13,800

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Activity	2025 Authorized ¹	2025 Actual ²	2027 Authorized ³	2027 Request
Tribally controlled postsecondary career and technical institutions (Carl D. Perkins CTEA section 117)	\$10,465	\$11,953	0	\$13,953
Assistance for students:				
Federal TRIO programs (HEA IV-A-2-1)	0	1,191,000	0	0
Gaining early awareness and readiness for undergraduate programs (HEA-IV-A-2-2)	0	388,000	0	0
Graduate assistance in areas of national need (HEA-VII-A-2)	0	23,547	0	0
Child care access means parents in school (HEA-IV-A-7)	0	75,000	0	0
Teacher quality partnership (HEA II-A) (discretionary)	0	10,495	0	0
Fund for the improvement of postsecondary education (HEA-VII-B)	0	171,000	0	0
Hawkins Centers of Excellence (HEA-II-B-2) (discretionary)	0	15,000	0	0
Community Project Funding (appropriations bill)	0	0	0	0
Unfunded authorizations:				
Interest subsidy grants (HEA-I-121)	0	0	0	0
Aid for institutional development:				
Endowment challenge grants (HEA-III-C-331)	0	0	0	0
Programs in STEM Fields (HEA-III-E-2)	0	0	0	0
Assistance for students:				
Byrd honors scholarships (HEA-IV-A-6)	0	0	0	0
Loan repayment for civil legal assistance attorneys (HEA-IV-B, section 428L)	0	0	0	0

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Activity	2025 Authorized ¹	2025 Actual ²	2027 Authorized ³	2027 Request
International education and foreign language studies:				
Institute for international public policy (HEA-VI-C)	0	0	0	0
Science and technology advanced foreign language Education (HEA-VI-D-637)	0	0	0	0
Javits fellowships (HEA-VII-A-1)	0	0	0	0
Thurgood Marshall legal educational opportunity program (HEA-VII-A-3)	0	0	0	0
National Technical Assistance Center (HEA-VII-D-4(a))	0	0	0	0
College access challenge grant program (HEA-VII-E) (discretionary)	0	0	0	0
College access challenge grants program (HEA-VII-E) (mandatory)	0	0	0	0
Project GRAD (HEA-VIII-A)	0	0	0	0
Mathematics and science scholars program (HEA-VIII-B)	0	0	0	0
Business workforce partnerships for job skill training in high growth occupations or industries (HEA-VIII-C)	0	0	0	0
Capacity for nursing students and faculty (HEA-VIII-D)	0	0	0	0
American history for freedom (HEA-VIII-E)	0	0	0	0
Patsy T. Mink fellowship program (HEA-VIII-G)	0	0	0	0
Improving college enrollment by secondary schools (HEA-VIII-H)	0	0	0	0
Early childhood education professional development and career task force (HEA-VIII-I)	0	0	0	0

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Activity	2025 Authorized ¹	2025 Actual ²	2027 Authorized ³	2027 Request
Improving science, technology, engineering, and mathematics education with a focus on Alaska Native and Native Hawaiian students (HEA-VIII-J)	0	0	0	0
Pilot programs to increase college persistence and success (HEA-VIII-K)	0	0	0	0
Student safety and campus emergency management (HEA-VIII-L-821)	0	0	0	0
Education disaster and emergency relief loan program (HEA-VIII-L-824)	0	0	0	0
Low tuition (HEA-VIII-M)	0	0	0	0
Cooperative education (HEA-VIII-N)	0	0	0	0
College partnership grants (HEA-VIII-O)	0	0	0	0
Jobs to careers (HEA-VIII-P)	0	0	0	0
Rural development grants for rural-serving colleges and universities (HEA-VIII-Q)	0	0	0	0
Campus-based digital theft prevention (HEA-VIII-R)	0	0	0	0
University sustainability programs (HEA-VIII-U-881)	0	0	0	0
Modeling and simulation programs (HEA-VIII-V)	0	0	0	0
Math to success program (HEA-VIII-W)	0	0	0	0
School of veterinary medicine competitive grant program (HEA-VIII-X)	0	0	0	0
Early Federal Pell Grant commitment demonstration program (HEA-VIII-Y)	0	0	0	0
Master's degree programs at HBCUs and PBIs (HEA VIII-AA-897)	0	0	0	0
Promoting postbaccalaureate opportunities for Hispanic Americans (HEA-VIII-AA-898)	0	0	0	0

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Activity	2025 Authorized ¹	2025 Actual ²	2027 Authorized ³	2027 Request
Grants to states for workplace and community transition training for incarcerated individuals (Higher Education Amendments of 1998-VIII-D)	0	0	0	0
B.J. Stupak Olympic scholarships (Higher Education Amendments of 1992, Section 1543)	0	0	0	0
Underground railroad program (Higher Education Amendments of 1998-VIII-H)	0	0	0	0
Total definite authorization	\$265,465		\$255,000	
Total annual appropriation		\$3,321,417⁴		\$725,116
Total discretionary appropriation		\$3,080,952⁴		\$610,116
Portion of discretionary request subject to reauthorization				
Portion of the discretionary request not authorized				
Total mandatory appropriation⁵		\$240,465		\$115,000
Portion of the mandatory request not authorized		0		0

⁴ Details may not add to totals due to rounding.

⁵ 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 2027 level for select mandatory programs is expected to be reduced by 5.7 percent, the amounts in the table do not include the sequester reduction. The level was \$240.5 million for fiscal year 2025, a reduction of \$14.5 million from the mandatory level.

HIGHER EDUCATION
APPROPRIATIONS HISTORY

(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2018 Discretionary ¹	\$1,545,305	\$2,038,126	\$2,048,439	\$2,246,551
2018 Mandatory	255,000	255,000	255,000	238,170
2019 Discretionary ²	1,485,848	2,300,551	2,260,551	2,312,356
2019 Mandatory	255,000	255,000	255,000	239,190
2020 Discretionary ³	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) ⁴	0	0	0	1,046,438
2021 Discretionary ⁵	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) ⁶	0	0	0	1,702,285
2021 Mandatory Supplemental, ARP Act (P.L. 117-02) ⁷	0	0	0	2,968,843
2022 Discretionary ⁸	3,308,802	3,430,757	3,383,375	2,994,111
2022 Mandatory ⁹	7,475,000	255,000	255,000	240,465

¹ 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).

² 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).

³ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).

⁴ The Appropriation reflects the supplemental funds from the Coronavirus Aid, Relief, and Economic Security Act (P.L. 116-136).

⁵ 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).

⁶ The Appropriation reflects supplemental funds from Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁷ The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).

⁸ 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).

⁹ 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).

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Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2023 Discretionary ¹	\$3,792,802	\$3,959,485	\$3,547,681	\$3,526,037
2023 Mandatory	255,000	255,000	255,000	240,465
2024 Discretionary ²	4,516,621	2,767,239	3,260,429	3,283,296
2024 Mandatory	255,000	255,000	255,000	240,465
2025 Discretionary ³	3,343,247	2,849,272	3,352,102	3,080,952
2025 Mandatory	255,000	255,000	255,000	240,465
2026 Discretionary ⁴	949,671	2,714,241	3,267,926	3,265,598
2026 Mandatory	255,000	255,000	255,000	240,465
2027 Discretionary	610,116	—	—	—
2027 Mandatory	115,000	—	—	—

¹ 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).

² The House allowance reflects Subcommittee action, and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the Further Consolidated Appropriations Act, 2024 (P.L. 118-47).

³ The levels for the House and Senate allowances reflect Committee action on the regular annual 2025 appropriations bill; the Appropriation reflects enactment of the Full-Year Continuing Appropriations and Extensions Act, 2025 (P.L. 119-4).

⁴ The levels for the House and Senate allowances reflect Committee action on the regular annual 2026 appropriations bill; the Appropriation reflects enactment of the Consolidated Appropriations Act, 2026 (P.L. 119-75).

HIGHER EDUCATION

SIGNIFICANT ITEMS

Hispanic-serving Institutions Support

House: The Committee requests an update in the fiscal year 2027 congressional justification on the Department's activities and efforts related to supporting Hispanic-serving Institutions (HSIs).

Response: On December 2, 2025, the Office of Legal Counsel at the U.S. Department of Justice issued a memo to the acting general counsel at the Department of Education that concluded that the race-based eligibility criteria of the HSI programs are unconstitutional and inseverable. As such, in fiscal year 2025, the Department did not distribute discretionary funding dedicated to HSIs under the corresponding programs; rather, it reprogrammed these funds to support Historically Black Colleges and Universities and Tribally Controlled Colleges and Universities through statutorily established formulas.

HIGHER EDUCATION

SUMMARY OF REQUEST

The Administration's fiscal year 2027 Request includes \$610.1 million in discretionary funds for Higher Education Programs aimed at improving student achievement and increasing access to a high-quality education for all students. To help students enroll in college and attain a degree, the Request includes \$725.1 million in discretionary and (pre-sequestration) mandatory funding authorized under Titles III and VII of the Higher Education Act of 1965, as amended. The Request also includes \$14 million for the Tribally Controlled Postsecondary Career and Technical Institutions (TCPCTI) program.

To realize efficiencies in various programs, the Administration proposes retaining the appropriations language found in the General Provisions that grants institutions flexibility around how they might use their endowment funds for student scholarships and the Administration's continued use of an HEA pooled evaluation authority to continue building an evidence base of effective practices from select authorized programs that improve postsecondary student outcomes.

Of note, the Administration's Request for fiscal year 2027 eliminates Higher Education Programs that duplicate other programs, are more appropriately supported with State, local, institutional, or private funds, are outside of the Department's core mission, are unconstitutional, or have not shown evidence of effectiveness—saving the American taxpayer over \$2.8 billion in fiscal year 2027 (over the fiscal year 2026 appropriation) alone. These programs include the Strengthening Institutions Program, the Minority Science and Engineering Improvement Program, the International Education and Foreign Language Studies programs, the Federal TRIO programs, the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program, the Graduate Assistance in Areas of National Need program, the Child Care Access Means Parents in School program, the Teacher Quality Partnership program, the Fund for the Improvement of Postsecondary Education, and the Augustus F. Hawkins Centers of Excellence program. It also includes both the discretionary and mandatory funding streams supporting Alaska Native and Native Hawaiian-serving Institutions, Predominantly Black Institutions, Asian American- and Native American Pacific Islander-serving Institutions, Native American-serving Nontribal Institutions, and Hispanic-serving Institutions.

Overall, this Request reflects the Department's commitment to returning education to the States, balancing the provision of support with the responsibility of each student to choose their own path and work toward a postsecondary credential, and restoring the rightful role and responsibility of State oversight in and support of higher education.

HIGHER EDUCATION

AID FOR INSTITUTIONAL DEVELOPMENT

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

(dollars in thousands)

FY 2027 Authorization: 0 (discretionary),¹ \$155,000 (mandatory)²

BUDGET AUTHORITY

	2025 Actual	2027 Request	Change from 2025 to 2027
Discretionary			
Strengthening Institutions Program (SIP) (Part A)	\$112,070	0	-\$112,070
Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A) ³	108,382	\$53,807	-54,575
Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs) (Part A)	42	0	-42
Strengthening Historically Black Colleges and Universities (HBCUs) (Part B) ⁴	838,929	405,778	-433,151
Strengthening Historically Black Graduate Institutions (HBGIs) (Part B)	101,286	102,501	1,215
Strengthening HBCU Master’s Degree Program (Section 723)	20,037	20,277	240
Strengthening Predominantly Black Institutions (PBIs) (Part A)	0	0	0
Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) (Part A)	38	0	-38
Strengthening Native American-serving Nontribal Institutions (NASNTIs) (Part A)	36	0	-36

¹ The GEPA extension expired September 30, 2015.

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

³ The total in the “2025 base” column reflects the fiscal year 2025 appropriation and funding amounts that were reprogrammed into and distributed through this program. While there appears to be a “reduction,” the fiscal year 2027 President’s Budget maintains support for this program at the fiscal year 2026 appropriation level of \$53,807 thousand.

⁴ The total in the “2025 base” column reflects the fiscal year 2025 appropriation and funding amounts that were reprogrammed into and distributed through this program. While there appears to be a “reduction,” the fiscal year 2027 President’s Budget maintains support for this program at the fiscal year 2026 appropriation level of \$405,778 thousand.

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AID FOR INSTITUTIONAL DEVELOPMENT

	2025 Actual	2027 Request	Change from 2025 to 2027
Minority Science and Engineering Improvement Program (MSEIP) (Part E)	0	0	0
Total, Discretionary	\$1,180,820	\$582,363	-\$598,457
Mandatory (Part F, Section 371)			
Strengthening TCCUs	\$28,290	\$30,000	+\$1,710
Strengthening ANNHs	14,145	0	-14,145
Strengthening HBCUs	80,155	85,000	+4,845
Strengthening PBIs	14,145	0	-14,145
Strengthening AANAPISIs	4,715	0	-4,715
Strengthening NASNTIs	4,715	0	-4,715
Total, Mandatory¹	\$146,165	\$115,000	-\$31,165
Total, Discretionary and Mandatory	\$1,326,985	\$697,363	-\$629,622

PROGRAM DESCRIPTION

The Aid for Institutional Development (AID) programs, commonly referred to as the Title III programs, are intended to strengthen “institutions of higher education that have historically served students who have been denied access to postsecondary education because of race or national origin and whose participation in the American system of higher education is in the Nation’s interest so that equality of access and quality of postsecondary education opportunities may be enhanced for all students.” 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). Unless restricted by program statute, grant awards can be made “up to” the number of years outlined under each respective program.

¹ The 2025 level for mandatory programs has been reduced by 5.7 percent which became effective on October 1, 2024, pursuant to the Budget Control Act of 2011 (P.L. 112-25). Although the 2027 level for select mandatory programs is expected to be reduced by 5.7 percent, the 2027 amount in the table does not include the sequester reduction.

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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

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

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

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

The Strengthening Alaska Native and Native Hawaiian-serving Institutions (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

The Strengthening Historically Black Colleges and Universities (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

The Strengthening Historically Black Graduate Institutions (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 HISTORICALLY BLACK COLLEGES AND UNIVERSITIES MASTER’S

The Strengthening Historically Black Colleges and Universities Master’s (HBCU Master’s) 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

The Strengthening Predominantly Black Institutions (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

The Strengthening Asian American and Native American Pacific Islander-serving Institutions (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. ANNAPISIs 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

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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 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

The Strengthening Native American-serving Nontribal Institutions (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

The Minority Science and Engineering Improvement Program (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 ¹	(dollars in thousands)
2022	\$843,305
2023	929,586
2024	925,812
2025	1,326,985 ²
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration requests a total of \$582.4 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), \$598.5 million less than the fiscal year 2025 level. In addition to the discretionary request, only \$115 million of the \$155 million of mandatory funding made available in fiscal year 2027 for select programs under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA) is requested. Together the discretionary request and requested mandatory funding total \$697.4 million.

Requested funds would increase institutional capacity and student support at HBCUs and TCCUs. 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.

The Administration does not request funding for SIP, the PBI competitive program, or MSEIP for fiscal year 2027.³ Elimination of these programs is part of the Administration's overall effort to return education to the States by reducing the Federal role in education and restoring fiscal discipline to Federal education spending. States, localities, and institutions of higher education, not the Federal government, are best suited to determine whether to support the activities authorized under these programs or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

¹ The funding levels for all fiscal years include \$146,165 thousand in mandatory funds provided under the HEA.

² Reflects a reprogramming of \$494,538 thousand from various areas across the higher education portfolio (Aid for Institutional Development (\$93,365 thousand); Aid for Hispanic-serving Institutions (\$256,005 thousand); International Education and Foreign Language Studies (\$85,664 thousand); and Teacher Quality Partnership (\$59,505 thousand) to Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A) (\$56,575 thousand) and Strengthening Historically Black Colleges and Universities (HBCUs) (Part B) (\$437,963 thousand). Of these amounts, \$401,173 thousand was reprogrammed from outside of the Aid for Institutional Development portfolio.

³ The Department of Justice has issued a legal opinion determining that both the PBI (competitive program) and MSEIP provisions are severable. Despite this, the Department believes these programs are better supported by States, localities, and institutions of higher education.

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On December 2, 2025, the Office of Legal Counsel at the U.S. Department of Justice issued a memo to the acting general counsel at the Department of Education that concluded that the race-based eligibility criteria of the ANNH, PBI formula program, AANAPISI, and NASNTI programs are unconstitutional and inseverable. The Department recognizes that the HEA authorizes grants under these programs and that these programs are authorized by Congress. However, these programs are based on explicit racial criteria that could be subject to challenge as triggering strict scrutiny under the Fifth Amendment's Due Process Clause and its reverse incorporation of the Equal Protection Clause of the Fourteenth Amendment. See, *Bolling v. Sharpe*, 347 U.S. 497, 498–99 (1954), *supp. sub nom. Brown v. Bd. of Educ. of Topeka, Kan.*, 349 U.S. 294 (1955). Discrimination in admissions that would violate the Equal Protection Clause if committed by an institution that accepts funding under these programs would also violate Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.; 34 C.F.R. § 100, et seq. These programs facially discriminate based on race because they incentivize colleges and universities to discriminate in zero-sum admissions decisions against students of other races in order to maintain the demographic thresholds required for eligibility. In order to survive strict scrutiny under established Supreme Court precedent, these programs would need to serve a compelling interest and be narrowly tailored, or necessary, to achieve that interest. The Department invites Congress to assess whether these programs, in light of established Supreme Court precedent, can survive strict scrutiny.

PROPOSED FY 2027 APPROPRIATIONS LANGUAGE

The HEA prohibits frontloading in certain programs. More specifically, sections 399(b) and 528(b) of the HEA require that, in the case of a multiple year award to an institution under Title III or Title V of the HEA, funds for the award must come from funds appropriated for the fiscal year in which they are to be used by the recipient. Therefore, the Department cannot use funds appropriated in one year to fund future years of a multiple year award. This differs from other programs within the Higher Education account and other Departmental accounts, including those funded under the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act. The Department proposes to include appropriations language to permit frontloading under the Title III and the Title V programs. This will provide the Department with additional administrative flexibility.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ^{1 2}	2025	2027
Strengthening Institutions		
Number of new development awards ³	31	0
Average new development award	\$419	0
Total new development award funding	\$12,976	0
Number of continuation development awards	169	0
Average continuation development award	\$400	0
Total continuation development award funding	\$67,592	0
Supplemental award funding ⁴	\$31,502	0
Total award funding	\$112,070	0
Total number of awards	200	0
Strengthening TCCUs		
Discretionary funding (Section 316)		
Number of new awards	35	0
Average new award	\$1,480	0
Total new award funding	\$51,807	0
Supplemental award funding	\$56,575	0
Number of continuation awards	0	35
Average continuation award	0	\$1,537
Total continuation award funding	0	\$53,807
Mandatory funding (Section 371)		
Number of new awards	35	0

¹ The Department is authorized to reserve up to 0.5 percent of funds appropriated for most HEA programs, and to pool such funds for use in evaluating any HEA program. The Department did not reserve funds for this purpose from any programs in the Aid for Institutional Development portfolio in fiscal year 2025, but may do so in fiscal years 2026 and 2027.

² Amounts shown for fiscal year 2027 are estimates. Continuation awards are not guaranteed and are contingent upon review of performance and compliance with allowable activities to ensure funds are expended in the best interest of the federal government.

³ In fiscal year 2025, the Department made new awards from the list of unfunded, high-quality applications from the fiscal year 2023 competition.

⁴ Funding was distributed as a ratable increase to all grantees.

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Output Measures ^{1 2}	2025	2027
Average new award	\$808	0
Total new award funding	\$28,290	0
Number of continuation awards	0	35
Average continuation award	0	\$857
Total continuation award funding	0	\$30,000
Total award funding	\$136,672	\$83,807
Discretionary (Section 316) ³	\$108,382	\$53,807
Mandatory (Section 371)	\$28,290	\$30,000
Total number of awards	70	70
Strengthening ANNHs		
Discretionary funding (Section 317)		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Peer review	\$42	0
Mandatory funding (Section 371 competitive)		
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$28,290	0
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	25	0
Average continuation award	\$192	0
Total continuation award funding	\$4,809	0

³ Includes \$56,575 thousand in reprogrammed funding distributed as supplemental awards using the statutory formula for this program.

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Output Measures ^{1 2}	2025	2027
Supplemental award funding ³	\$9,336	0
Mandatory (Section 371) funds remaining at the end of the fiscal year ⁴	\$14,145	0
Total award funding	\$14,187	0
Discretionary (Section 317)	\$42	0
Mandatory (Section 371)	\$14,145	0
Total number of awards	25	0
Strengthening HBCUs		
Discretionary funding (Section 323)		
Number of new awards	0	98
Average new award	0	\$4,141
Total new award funding	0	\$405,778
Number of continuation awards	98	0
Average continuation award	\$4,091	0
Total continuation award funding	\$400,966	0
Supplemental award funding	\$437,963	0
Mandatory funding (Section 371)		
Number of new awards	98	0
Average new award	\$818	0
Total new award funding	\$80,155	0
Number of continuation awards	0	98
Average continuation award	0	\$867
Total continuation award funding	0	\$85,000
Total award funding	\$919,084	\$490,778
Discretionary (Section 323) ⁵	\$838,929	\$405,778
Mandatory (Section 371)	\$80,155	\$85,000

³ Funding was distributed as a ratable increase to all grantees.

⁴ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

⁵ Includes \$437,963 thousand in reprogrammed funding distributed as supplemental awards using the statutory formula for this program.

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Output Measures ^{1 2}	2025	2027
Total number of awards	196	196
Strengthening HBGIs		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	24	24
Average continuation award	\$4,220	\$4,271
Total continuation award funding	\$101,286	\$102,501
Total award funding	\$101,286	\$102,501
Total number of awards	24	24
Strengthening HBCU Master's Program		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	18	18
Average continuation award	\$1,113	\$1,127
Total continuation award funding	\$20,037	\$20,277
Total award funding	\$20,037	\$20,277
Total number of awards	18	18
Strengthening PBIs		
Discretionary funding (Section 318)		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Mandatory funding (Section 371 competitive)		

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Output Measures ^{1 2}	2025	2027
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$28,290	0
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	18	0
Average continuation award	\$565	0
Total continuation award funding	\$10,163	0
Supplemental award funding ³	\$3,982	0
Mandatory (Section 371) funds remaining at the end of the fiscal year ⁴	\$14,145	0
Total award funding	\$14,145	0
Discretionary (Section 318)	0	0
Mandatory (Section 371)	\$14,145	0
Total number of awards	18	0
Strengthening AANAPISIs		
Discretionary funding (Section 320)		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Peer review	\$38	0
Mandatory funding (Section 371)		
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$9,430	0
Number of new awards	0	0

³ Funding was distributed as a ratable increase to all grantees.

⁴ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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Output Measures ^{1 2}	2025	2027
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	13	0
Average continuation award	\$290	0
Total continuation award funding	\$3,771	0
Supplemental award funding ³	\$944	0
Mandatory (Section 371) funds remaining at the end of the fiscal year ⁴	\$4,715	0
Total award funding	\$4,753	0
Discretionary (Section 320)	\$38	0
Mandatory (Section 371)	\$4,715	0
Total number of awards	13	0
Strengthening NASNTIs		
Discretionary funding (Section 319)		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Peer review	\$36	0
Mandatory funding (Section 371)		
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$9,430	0
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	8	0

³ Funding was distributed as a ratable increase to all grantees.

⁴ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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Output Measures ^{1 2}	2025	2027
Average continuation award	\$415	0
Total continuation award funding	\$3,316	0
Supplemental award funding ³	\$1,399	0
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year) ⁴	\$4,715	0
Total award funding	\$4,751	0
Discretionary (Section 319)	\$36	0
Mandatory (Section 371)	\$4,715	0
Total number of awards	8	0
Minority Science and Engineering Improvement		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Total award funding	\$1,326,985	\$697,363
Total number of awards	572	308

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Data for these programs may be unavailable or incomplete due to the descopeing, pausing, or cancellation of certain contracts or limitations in program capacity related to data collection, analysis, or reporting. Performance measurement approaches for Aid for Institutional Development programs are currently under reassessment. Future reporting will aim to provide

³ Funding was distributed as a ratable increase to all grantees.

⁴ Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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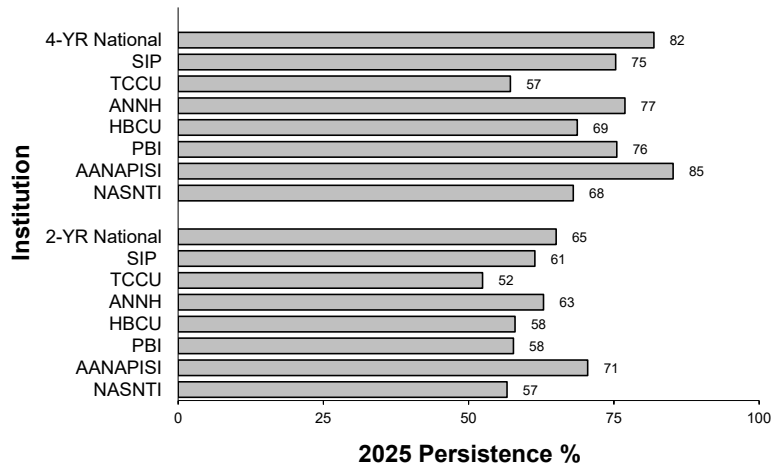
complete and useful performance data to support program administration, transparency, and responsible stewardship of taxpayer funds.

No fiscal year 2027 targets are established for select measures because certain programs are proposed for elimination.

PERFORMANCE MEASURES

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.

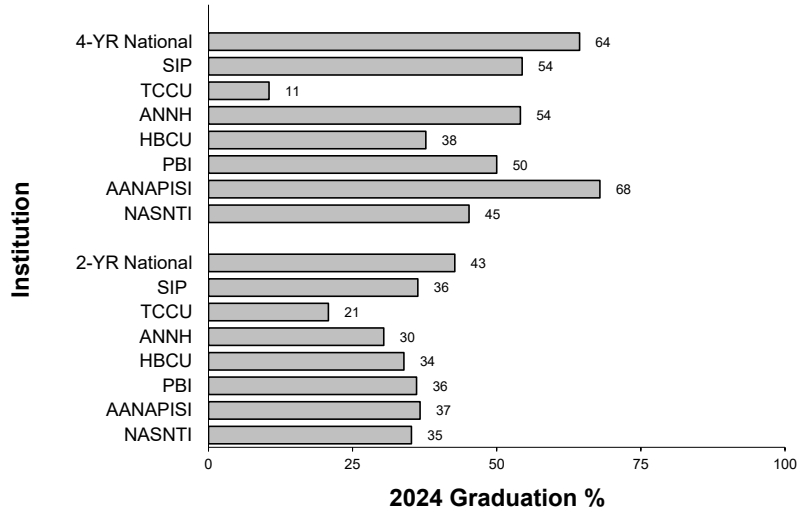
Persistence Rates at Title III Institutions



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Graduation Rates at Title III Institutions



Additional information: AANAPISI grantee institutions had the highest persistence rates in 2025 for 4-year and 2-year Title III institutions (85 percent and 71 percent, respectively), exceeding the national rate of 82 percent and 65 percent, respectively. Additionally, AANAPISI grantee institutions had the highest graduation rates for 4-year and 2-year Title III institutions (68 percent and 37 percent, respectively), exceeding the 4-year national rate of 64 percent and falling short of the 2-year national rate of 43 percent in 2024.

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.

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	-18.2 (5-year change)

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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 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. There has been a steady decline in enrollment at SIP-grantee institutions since 2014. Thus, the Department set the target for 2023 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.

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
2022	75.5%	73.0%	63.5%	60.0%
2023	76.0	75.0	64.0	60.4
2024	76.0	76.1	64.0	62.8
2025	76.0	75.3	64.0	61.4
2026	76.0	—	64.0	—

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
2022	54.0%	55.2%	25.5%	30.4%
2023	54.0	56.1	25.5	34.3
2024	54.5	54.4	30.0	36.3
2025	54.5	—	30.0	—
2026	54.5	—	30.0	—

Additional information: Persistence at 4-year SIP institutions is 7 percentage points lower than persistence rates at all 4-year public and private institutions (82 percent), while the 2-year SIP persistence rate is 4 percentage points lower than the rate for all 2-year public and private schools nationally (65 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 43 percent.

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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	-14.0 (5-year change)

Additional information: The Department uses fall enrollment data for all full-time degree seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target of 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.

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
2022	52.0%	52.0%	55.0%	43.0%
2023	52.0	64.4	55.0	45.4
2024	53.0	58.2	55.0	52.5
2025	53.0	57.2	55.0	52.4
2026	53.0	—	55.0	—
2027	53.0	—	55.0	—

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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
2022	19.0%	21.0%	30.0%	14.3%
2023	19.0	17.1	30.0	15.7
2024	19.0	10.5	30.0	20.8
2025	19.0	—	30.0	—
2026	19.0	—	30.0	—
2027	19.0	—	30.0	—

Additional information: The 4-year persistence rate at TCCUs exceeded the target set for 2025; while the 2-year rate is short of the target. Graduation rates at 4-year and 2-year TCCUs did not meet the targets set for 2024; graduation rates at 4-year and 2-year institutions failed to meet the national rates (64 percent and 43 percent, respectively).

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	-11.7 (5-year change)

Additional information: The Department uses fall enrollment data for all full-time degree seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. The initial target set for 2013 reflects the anticipated percentage increase in enrollment over the performance period of fiscal year 2008–2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 (11 institutions), i.e., grantees from the fiscal years 2004–2007 competitions. There has been a steady decline in enrollment at ANNH-grantee institutions since 2014. 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 based on NCES’ projection for the change in total undergraduate enrollment at degree-granting institutions from 2013–2018.

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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
2022	78.5%	74.0%	72.0%	65.0%
2023	78.5	73.0	72.0	63.4
2024	78.5	72.4	72.0	62.6
2025	78.5	76.9	72.0	62.9
2026	78.5	—	72.0	—

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
2022	49.0%	52.9%	17.5%	27.3%
2023	49.5	51.1	18.0	28.7
2024	49.5	54.1	18.0	30.4
2025	49.5	—	18.0	—
2026	49.5	—	18.0	—

Additional information: Persistence rates at 2-year and 4-year ANNH-grantee institutions fell short of the targets set for 2025. Graduation rates at 4-year and 2-year grantee institutions exceeded the targets set for 2024; yet both rates fell short of the national graduation rates at 4-year and 2-year institutions.

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	-8.4 (5-year change)

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

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2010, more than 230,000 full-time degree-seeking undergraduate students attended Title III HBCUs. Full-time degree-seeking undergraduate enrollment in recent years has dropped to below 180,000. 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.

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
2022	71.0%	68.0%	60.0%	59.0%
2023	71.0	68.1	60.0	56.5
2024	71.0	68.4	60.0	56.4
2025	71.0	68.7	60.0	58.0
2026	71.0	—	60.0	—
2027	71.0	—	60.0	—

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
2022	41.5%	37.8%	19.5%	26.1%
2023	42.0	37.1	19.5	30.6
2024	42.0	37.7	20.0	33.9
2025	42.0	—	20.0	—
2026	42.0	—	20.0	—
2027	42.0	—	20.0	—

Additional information: The 2025 HBCU persistence rates lag behind the national rates for both 4-year (82 percent) and 2-year institutions (65 percent). Graduation rates at 2-year institutions exceeded the target set for 2024 by 14 percentage points.

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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	-1.8 (5-year change)

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated against the base year. There are no intermediate annual targets. 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 fell short of the target set for 2022 for degree completion.

Measure: The number of PhDs, first professional, and master’s degrees awarded at HBGIs.

Year	Target	Actual
2022	7,200	7,455
2023	7,200	12,227
2024	7,300	9,321
2025	7,300	—
2026	7,300	—
2027	7,300	—

Additional information: The Actuals for 2023 and 2024, while provided here, are being validated.

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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)
2026	To be determined	—

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.

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
2022	75.0%	71.0%	56.5%	59.0%
2023	75.0	73.7	56.5	58.8
2024	75.0	73.9	57.0	58.0
2025	75.0	75.5	57.0	57.7
2026	75.0	—	57.0	—

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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
2022	31.5%	47.5%	16.0%	27.5%
2023	31.5	46.5	16.0	32.8
2024	45.0	50.0	28.0	36.1
2025	45.0	—	28.0	—
2026	45.0	—	28.0	—

Additional information: Data are for both the discretionary and mandatory PBI programs. Persistence rates at 4-year and 2-year grantee institutions exceeded the targets set for 2025 by almost 1 percentage point. Graduation rates at 4-year and 2-year grantee institutions exceeded the targets set for 2024 by approximately 5 percentage points and 8 percentage points, respectively.

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%	+0.8 (5-year change)
2026	To be determined	—

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.

Targets are 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.

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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
2022	82.5%	83.0%	72.5%	71.0%
2023	82.5	85.2	72.5	69.9
2024	83.0	84.3	73.0	71.0
2025	83.0	85.2	73.0	70.5
2026	83.0	—	73.0	—

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
2022	60.0%	70.7%	24.5%	33.3%
2023	60.0	67.5	25.0	36.3
2024	63.0	67.9	30.0	36.7
2025	63.0	—	30.0	—
2026	63.0	—	30.0	—

Additional information: The performance rate of AANAPISI-grantee institutions not only exceeded the 2025 target set for persistence at 4-year grantee institutions, but also exceeded the national persistence rate for 4-year public and private schools (82 percent). In addition, the graduation rate at 4-year and 2-year AANAPISI-grantee institutions exceeded the targets set for 2024 by approximately 5 percentage points and 7 percentage points, respectively. Both 4-year and 2-year persistence exceeded the national rates.

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%	-12.3 (5-year change)
2026	To be determined	—

Additional information: This program received its first year of funding in 2008. Recent data in the NASNTI program are from 13 grantees who received funding in the discretionary NASNTI program in 2010—ten 2-year institutions and three 4-year institutions. For enrollment, the percentage change is calculated against the base year. There are no intermediate annual targets.

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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 are 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.

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
2022	74.0%	68.0%	54.5%	57.0%
2023	74.0	69.1	54.5	57.5
2024	74.0	69.8	54.5	58.1
2025	74.0	68.0	54.5	56.6
2026	74.0	—	54.5	—

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
2022	40.0%	45.7%	22.5%	31.3%
2023	40.0	47.8	22.5	32.8
2024	44.0	45.2	28.5	35.2
2025	44.0	—	28.5	—
2026	44.0	—	28.5	—

Additional information: The 2-year persistence rate at NASNTI-grantee institutions exceeded the target set for 2025. The graduation rates at both 4-year and 2-year institutions exceeded the targets set for 2024. Both 4-year and 2-year persistence and graduation rates fell short of meeting the national persistence and graduation rates.

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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 2019.

Specifically, data examined were:

- The percentage of bachelor’s degrees conferred by MSEIP grantees in 2005, 2010, 2015, and 2019 that were in STEM fields.
- The percentage of bachelor’s degrees conferred by all Title IV eligible institutions in 2005, 2010, 2015, and 2019 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, 2015, and 2019.

	2005 MSEIP Grantees	2010 MSEIP Grantees	2015 MSEIP Grantees	2019 MSEIP Grantees	2005 All Title IV IHEs	2010 All Title IV IHEs	2015 All Title IV IHEs	2019 All Title IV IHEs
All Students: # of STEM degrees	4,430	4,896	6,239	9,810	227,131	253,431	357,571	438,304
All Students: # of degrees	23,866	32,663	34,276	49,543	1,411,002	1,620,629	1,916,129	2,034,071
All Students: % of degrees in STEM fields	15.7%	15.0%	18.2%	19.8%	16.1%	15.6%	18.3%	21.5%
Black Students: # of STEM degrees	915	847	1,890	2,714	16,405	16,196	21,138	25,904

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	2005 MSEIP Grantees	2010 MSEIP Grantees	2015 MSEIP Grantees	2019 MSEIP Grantees	2005 All Title IV IHEs	2010 All Title IV IHEs	2015 All Title IV IHEs	2019 All Title IV IHEs
Black Students: # of degrees	7,193	6,956	11,747	23,160	127,978	152,404	182,778	189,471
Black Students: % of degrees in STEM fields	12.7%	12.2%	16.1%	17.2%	12.8%	10.6%	11.6%	13.7%
Hispanic Students: # of STEM degrees	1,237	1,713	2,688	4,495	15,596	19,607	35,805	53,263
Hispanic Students: # of degrees	9,407	12,688	14,966	15,735	111,616	147,205	226,900	294,537
Hispanic Students: % of degrees in STEM fields	13.1%	13.5%	18.0%	19.4%	14.0%	13.3%	15.8%	18.1%

In 2005, approximately 15.7 percent of all bachelor’s degrees conferred by the 2005 cohort of MSEIP grantees were in STEM fields, a figure that was slightly higher than the 2010 and 2015 percentages. These percentages are comparable to that of those at all Title IV institutions in 2005, 2010, and 2015. Overall, the percentages of STEM degrees awarded to “all students” in 2005, 2010, and 2015 were higher than the comparable percentages of STEM degrees awarded to both Black or Hispanic students, and the percentages did not change appreciably 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 21.5 percent, 13.7 percent, and 18.1 percent, respectively.

EFFICIENCY MEASURES

The Department developed a common efficiency measure for the Aid for Institutional Development 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. The Actuals for 2023 and 2024, while provided here, are being validated.

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

Year	Target	Actual
2022	\$395	\$402
2023	395	359
2024	390	329
2025	390	—
2026	390	—

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

Year	Target	Actual
2022	\$27,000	\$42,878
2023	26,500	20,422
2024	26,000	17,698
2025	26,000	—
2026	26,000	—
2027	26,000	—

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

Year	Target	Actual
2022	\$1,950	\$2,639
2023	1,925	783
2024	1,900	540
2025	1,875	—
2026	1,875	—

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

Year	Target	Actual
2022	\$6,800	\$9,844
2023	6,800	5,034
2024	6,800	4,045
2025	6,800	—
2026	6,800	—
2027	6,800	—

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

Year	Target	Actual
2022	\$8,750	\$13,519
2023	8,750	4,099
2024	8,750	4,150
2025	8,750	—
2026	8,750	—
2027	8,750	—

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

Year	Target	Actual
2022	\$875	\$1,185
2023	875	691
2024	875	770
2025	875	—
2026	875	—

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

Year	Target	Actual
2022	\$100	\$144
2023	100	88
2024	100	87
2025	100	—
2026	100	—

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

Year	Target	Actual
2022	\$450	\$1,064
2023	450	466
2024	450	569
2025	450	—
2026	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

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metric may enable the Department to assess program performance across institutions with similar types of missions.

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

(dollars in thousands)

FY 2027 Authorization: 0 (discretionary);¹ \$100,000 (mandatory)²

BUDGET AUTHORITY

	2025 Actual	2027 Request	Change from 2025 to 2027
Discretionary			
Developing Hispanic-serving Institutions (HSIs) (HEA V-A)	\$336	0	-\$336
Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) (HEA V-B)	0	0	0
Subtotal	\$336	0	-\$336
Mandatory			
Developing Hispanic-serving Institutions Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation (HEA III-F)	94,300	0	-94,300
Subtotal	\$94,300	0	-\$94,300
Total	\$94,636	0	-\$94,636

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

¹ The GEPA extension expired September 30, 2015.

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

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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 students 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.

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.

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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 ¹	(dollars in thousands)
2022	\$296,815
2023	349,365
2024	350,641
2025	94,636 ²
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration does not request discretionary or mandatory funding for the three programs under Aid for Hispanic-serving Institutions, \$256.3 million less than the fiscal year 2025 appropriation.

On December 2, 2025, the Office of Legal Counsel at the U.S. Department of Justice issued a memo to the acting general counsel at the Department of Education that concluded that the race-based eligibility criteria of these programs are unconstitutional and inseverable. The Department recognizes that the HEA authorizes grants under these programs and that these programs are authorized by Congress. However, these programs, like other grant programs for Minority Serving Institutions, are based on explicit racial criteria that could be subject to challenge as triggering strict scrutiny under the Fifth Amendment's Due Process Clause and its reverse incorporation of the Equal Protection Clause of the Fourteenth Amendment. See, *Bolling v. Sharpe*, 347 U.S. 497, 498–99 (1954), *supp. sub nom. Brown v. Bd. of Educ. of Topeka, Kan.*, 349 U.S. 294 (1955). Discrimination in admissions that would violate the Equal Protection Clause if committed by an institution that accepts funding under these programs would also violate Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.; 34 C.F.R. § 100, et

¹ The funding levels for all fiscal years include \$94,300 thousand in mandatory funds provided under the HEA.

² Reflects a reprogramming of \$494,538 thousand from various areas across the higher education portfolio (Aid for Institutional Development (\$93,365 thousand); Aid for Hispanic-serving Institutions (\$256,005 thousand); International Education and Foreign Language Studies (\$85,664 thousand); and Teacher Quality Partnership (\$59,505 thousand) to Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A) (\$56,575 thousand) and Strengthening Historically Black Colleges and Universities (HBCUs) (Part B) (\$437,963 thousand) in the Aid for Institutional Development portfolio.

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seq. These programs facially discriminate based on race because they incentivize colleges and universities to discriminate in zero-sum admissions decisions against students of other races in order to maintain the demographic thresholds required for eligibility. In order to survive strict scrutiny under established Supreme Court precedent, these programs would need to serve a compelling interest and be narrowly tailored, or necessary, to achieve that interest. The Department invites Congress to assess whether these programs, in light of established Supreme Court precedent, can survive strict scrutiny.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2025	2027
Developing HSIs		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Peer review	\$336	0
Total program funding	\$336	0
Total number of awards	0	0
PPOHA		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Total program funding	0	0
Total number of awards	0	0

¹ The Department is authorized to reserve up to 0.5 percent of funds appropriated for most HEA programs, and to pool such funds for use in evaluating any HEA program. The Department did not reserve funds for this purpose from any programs in the Aid for Hispanic-serving Institutions portfolio in fiscal year 2025, but may do so in fiscal years 2026 and 2027.

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Output Measures ¹	2025	2027
HSI STEM and Articulation		
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	\$188,600	0
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	83	0
Average continuation award	\$813	0
Total continuation award funding	\$67,519	0
Supplemental award funding ²	\$26,781	0
Mandatory (Section 371) funds remaining at the end of the fiscal year ³	\$94,300	0
Total program funding	\$94,300	0
Total number of awards	83	0

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Data for these programs may be unavailable or incomplete due to the descoping, pausing, or cancelation of certain contracts or program capacity relating to data collection, analysis, or reporting. Performance measurement approaches for Aid for Hispanic-serving Institutions are currently under reassessment.

No fiscal year 2027 targets are established for these measures because the program is proposed for elimination.

² Funding was distributed as a ratable increase to all grantees.

³ Any unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

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PERFORMANCE MEASURES

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.

DEVELOPING HISPANIC-SERVING INSTITUTIONS

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

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	-14.1

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.

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
2022	80.0%	79.6%	70.0%	63.8%
2023	80.0	79.4	70.0	66.7
2024	80.0	80.5	70.0	68.2
2025	80.0	80.8	70.0	67.9
2026	80.0	—	70.0	—

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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
2022	50.0%	58.2%	24.0%	28.9%
2023	50.0	58.8	24.0	31.1
2024	50.0	60.3	24.0	34.4
2025	50.0	—	24.0	—
2026	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.

PROMOTING POSTSECONDARY OPPORTUNITIES FOR HISPANIC AMERICANS

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

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	-3.8

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.

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

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institutions in 2013. The 2023 target is based on NCES projections for the growth in graduate degrees and certificates conferred between 2018 and 2023.

HSI STEM

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

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

Year	Target	Actual
2016		-0.8%
2021	+4.5%	-2.7
2026	To be determined	—

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.

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
2022	80.0%	78.4%	67.0%	66.0%
2023	80.0	70.7	67.0	66.8
2024	80.0	80.5	67.0	69.1
2025	80.0	80.9	67.0	66.0
2026	80.0	—	67.0	—

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
2022	49.0%	56.2%	25.0%	29.3%
2023	49.5	58.8	25.5	33.1
2024	50.0	58.7	26.0	33.4
2025	50.5	—	26.5	—
2026	51.0	—	27.0	—

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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 HISPANIC-SERVING INSTITUTIONS

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

Year	Target	Actual
2022	\$400	\$423
2023	400	267
2024	400	257
2025	400	—
2026	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.

PROMOTING POSTSECONDARY OPPORTUNITIES FOR HISPANIC AMERICANS

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

Year	Target	Actual
2022	\$525	\$885
2023	525	248
2024	525	255
2025	525	—
2026	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.

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HSI STEM

Measure: 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
2022	\$550	\$421
2023	540	358
2024	530	329
2025	520	—
2026	510	—

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

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INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES: DOMESTIC PROGRAMS

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
0	0	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 the 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 private sector corporation or foundation during any fiscal year in which the contribution exceeds

¹ The GEPA extension expired September 30, 2015.

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\$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:

NATIONAL RESOURCE CENTERS PROGRAM

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.

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

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

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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.

Applications for awards must include an explanation of how the activities funded by the grant will reflect 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.

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM

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 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.

INTERNATIONAL RESEARCH AND STUDIES PROGRAM

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.

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CENTERS FOR INTERNATIONAL BUSINESS EDUCATION PROGRAM

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 a minimum of 3 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 any following years, respectively.

LANGUAGE RESOURCE CENTERS PROGRAM

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.

AMERICAN OVERSEAS RESEARCH CENTERS PROGRAM

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

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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 up to 4 years of support.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$71,853
2023	75,353
2024	75,353
2025	0 ¹
2026	To be determined

FY 2027 BUDGET REQUEST

The Administration does not request funding for the Domestic Programs for fiscal year 2027. Elimination of these programs is part of the Administration’s overall effort to return education to the States by reducing the Federal role in education and restoring fiscal discipline to Federal education spending. States, localities, and institutions of higher education, not the Federal government, are best suited to determine whether to support the activities authorized under these programs or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

PROGRAM OUTPUT MEASURES²

(dollars in thousands)

Output Measures	2025	2027
National Resource Centers Program		
Number of new awards	0	0
Average new award	0	0

¹ Reflects a reprogramming of \$494,538 thousand from various areas across the higher education portfolio (Aid for Institutional Development (\$93,365 thousand); Aid for Hispanic-serving Institutions (\$256,005 thousand); International Education and Foreign Language Studies (\$85,664 thousand); and Teacher Quality Partnership (\$59,505 thousand) to Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A) (\$56,575 thousand) and Strengthening Historically Black Colleges and Universities (HBCUs) (Part B) (\$437,963 thousand). Of these amounts, \$401,173 thousand was reprogrammed from outside of the Aid for Institutional Development portfolio.

² The Department is authorized to reserve up to 0.5 percent of funds appropriated for most HEA programs, and to pool such funds for use in evaluating any HEA program. The Department did not reserve funds for this purpose from any programs in the International Education and Foreign Language Studies: Domestic Programs portfolio in fiscal year 2025, but may do so in fiscal years 2026 and 2027.

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Output Measures	2025	2027
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Subtotal	0	0
Subtotal, number of awards	0	0
Foreign Language and Area Studies Fellowships Program		
Academic year graduate fellowships	0	0
Average academic year graduate fellowship	0	0
Academic year undergraduate fellowships	0	0
Average academic year undergraduate fellowship	0	0
Summer fellowships	0	0
Average summer fellowship	0	0
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Subtotal	0	0
Subtotal, number of awards	0	0
Undergraduate International Studies and Foreign Language Program		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0

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Output Measures	2025	2027
Average continuation award	0	0
Total continuation award funding	0	0
Subtotal	0	0
Subtotal, number of awards	0	0
International Research and Studies Program		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Subtotal	0	0
Subtotal, number of awards	0	0
Centers for International Business Education Program		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Subtotal	0	0
Subtotal, number of awards	0	0
Language Resource Centers Program		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0

HIGHER EDUCATION

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES: DOMESTIC PROGRAMS

Output Measures	2025	2027
Average continuation award	0	0
Total continuation award funding	0	0
Subtotal	0	0
Subtotal, number of awards	0	0
American Overseas Research Centers Program		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Number of continuation awards	0	0
Average continuation award	0	0
Total continuation award funding	0	0
Subtotal	0	0
Subtotal, number of awards	0	0
Total new award funding	0	0
Total continuation award funding	0	0
Program evaluation, national outreach, and information dissemination	0	0
MS Forms Customer Voice License Update	0	0
Peer review	0	0
Total Domestic funding	0	0
Total Domestic awards	0	0

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

No fiscal year 2027 targets are established for these measures because the program is proposed for elimination.

HIGHER EDUCATION

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES: DOMESTIC PROGRAMS

PERFORMANCE MEASURES

No data for the NRCs are available to report at this time. However, the Department does collect and report data for one performance measure, as shown below.

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: 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.

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
2022	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 this program will be unavailable or incomplete for fiscal year 2022 (typically, such data would be available in fiscal year 2026) due to the descope, pausing, or cancelation of certain contracts or program capacity relating to data collection, analysis, or reporting. The Department is reassessing performance measurement for its programs, while remaining committed to stewardship of and accountability for taxpayer funds, and will, in future years, report complete performance data to the extent useful for program administration and transparency.

HIGHER EDUCATION

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES: OVERSEAS PROGRAMS

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

(dollars in thousands)

FY 2027 Authorization: Indefinite

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
0	0	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 education 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:

DOCTORAL DISSERTATION RESEARCH ABROAD PROGRAM

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.

FACULTY RESEARCH ABROAD PROGRAM

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.

HIGHER EDUCATION

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES: OVERSEAS PROGRAMS

GROUP PROJECTS ABROAD PROGRAM

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.

SEMINARS ABROAD—SPECIAL BILATERAL PROJECTS

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, bi-national commissions, U.S. embassies, and the J. William Fulbright Foreign Scholarship Board are involved in the merit-based selection of the Overseas Programs grantees and/or project participants.

The Overseas Programs specifically improve the supply of specialists in area, international, and language studies. There is a focus on less commonly taught foreign languages, and areas of the world in which those languages are spoken. The Overseas Programs are designed to 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 preparation; 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)
2022	\$9,811
2023	10,311
2024	10,311
2025	0 ¹
2026	To be determined

¹ Reflects a reprogramming of \$494,538 thousand from various areas across the higher education portfolio (Aid for Institutional Development (\$93,365 thousand); Aid for Hispanic-serving Institutions (\$256,005 thousand); International Education and Foreign Language Studies (\$85,664 thousand); and Teacher Quality Partnership (\$59,505 thousand) to Strengthening Tribally

HIGHER EDUCATION

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES: OVERSEAS PROGRAMS

FY 2027 BUDGET REQUEST

The Administration does not request funding for the Overseas Programs for fiscal year 2027. Elimination of this program is part of the Administration’s overall effort to return education to the States by reducing the Federal role in education and restoring fiscal discipline to Federal education spending. States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government. Furthermore, the Administration believes, consistent with Executive Order 14169, “Reevaluating and Realigning United States Foreign Aid,” that each federal dollar spent should be in alignment with American interests and promote American values. This program has funded projects not in alignment with Administration priorities, including dissertation research on the transgender community and related topics.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Group Projects Abroad (GPA)		
Short-Term Projects		
Number of new projects	0	0
Average new project	0	0
Total new project funding	0	0
Advanced Overseas Projects		
Number of new projects	0	0
Average new project	0	0
Total new project funding	0	0
Total project funding	0	0
Total number of GPA projects	0	0
Total number of GPA participants	0	0

Controlled Colleges and Universities (TCCUs) (Part A) (\$56,575 thousand) and Strengthening Historically Black Colleges and Universities (HBCUs) (Part B) (\$437,963 thousand). Of these amounts, \$401,173 thousand was reprogrammed from outside of the Aid for Institutional Development portfolio.

HIGHER EDUCATION

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES: OVERSEAS PROGRAMS

Doctoral Dissertation Research Abroad		
Number of new fellows	0	0
Average new fellowship	0	0
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Faculty Research Abroad		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Seminars Abroad—Special Bilateral Projects		
Number of new awards	0	0
Average new award	0	0
Total new award funding	0	0
Total number of participants	0	0
Department of State administrative costs	0	0
Program evaluation, national outreach, and information dissemination	0	0
Peer review	0	0
Total Overseas funding	0	0

PROGRAM PERFORMANCE INFORMATION

This section typically 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. However, data for this program is unavailable or incomplete due to the descoping, pausing, or cancellation of certain contracts or limitations in program capacity related to data collection, analysis, or reporting. Performance measurement approaches for the Overseas Programs are currently under reassessment.

HIGHER EDUCATION

MODEL TRANSITION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES INTO HIGHER EDUCATION

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$13,800	\$13,800	0

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 education 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 education programs for students with intellectual disabilities aimed at supporting continuous improvement of such programs.

Grants under this program are awarded for up to five 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.

¹ The GEPA extension expired September 30, 2015.

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)
2022	\$13,800
2023	13,800
2024	13,800
2025	13,800
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration requests \$13.8 million for the TPSID program, the same as the fiscal year 2025 level. All funds appropriated in fiscal year 2027 will support continuation awards to IHEs and continued support of a combined coordination and national technical assistance center, established in fiscal year 2025.

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 Plan (IEP) in high school and are among the least likely (along with students with multiple disabilities) to enroll in post-secondary education within four 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),¹ 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 seven percent enrolled in four-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.²

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 (TPSID-CC) is Think College, a project of the Institute for Community Inclusion at the University of Massachusetts Boston. The most recent annual report for the 2020–2025 grantee cohort was released in 2024, (i.e., year three data from grantee cohort three). The Center reported that TPSID served a total of 534 students on 39 college and

¹ <https://ies.ed.gov/ncser/projects/nlts2/>

² Ibid.

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MODEL TRANSITION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES INTO HIGHER EDUCATION

university campuses in 16 states.¹ Findings from this cohort reflected growth in student numbers as well as growth in inclusive course access, Comprehensive Transition and Postsecondary program approval, and credential attainment. The one-year outcomes of individuals who have completed a TPSID program continue to be positive, with 74 percent of respondents having a paid job one year after TPSID program completion. This rate of employment is markedly higher than the 17 percent employment rate of adults with developmental disabilities in the general population.² Data from the 2015–2020 grantee cohort, released in 2021, served a total of 956 students on 56 campuses across 19 states. TPSID reported successes in several 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 the majority of students (89 percent) participated in at least one employment or career development activity, such as work-based learning, job-seeking skills, and career awareness/exploration. Forty-four percent of students had at least one paid position.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ³	2025	2027
Number of new awards	28	0
Number of continuation awards	0	28
Average continuation award	0	\$421
Total new award funding	\$11,689	0
Total continuation award funding	0	\$11,800 ⁴
Total estimated cost per participant	\$20	\$20
Coordinating Center	\$2,000	\$2,000
Peer Review	\$111	0
Total amount	\$13,800	\$13,800

¹ https://thinkcollege.net/sites/default/files/files/resources/22-23_TPSID%20Annual%20Report_R.pdf

² https://idd.nationalcoreindicators.org/wp-content/uploads/2024/07/22-23_NCI-IDD_IPS_DataGlance.pdf

³ The Department is authorized to reserve up to 0.5 percent of funds appropriated for most HEA programs, including TPSID, and to pool such funds for use in evaluating any HEA programs. The Department did not reserve funds for this purpose in fiscal year 2025 but may do so in fiscal year 2027.

⁴ Amounts shown for fiscal year 2027 are estimates. Continuation awards are not guaranteed and are contingent upon review of performance and compliance with allowable activities to ensure funds are expended in the best interest of the federal government.

HIGHER EDUCATION

MODEL TRANSITION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES INTO HIGHER EDUCATION

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

PERFORMANCE MEASURES

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.

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
2022	85%	99%
2023	85	100
2024	85	100
2025	85	—
2026	85	—
2027	85	—

Additional information: Possible credentials include certificates available to all students, certificates specifically for TPSID students granted by an IHE, specialized certificates granted by a program, specialized certificates issued by a local educational agency, and bachelor's or associate degrees available to all students. In fiscal year 2023 (year 3 of cohort 2), all of the 150 (100 percent) students who completed their TPSID program received a meaningful credential. Fiscal year 2025 performance data are expected to be available in December 2026.

HIGHER EDUCATION

MODEL TRANSITION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES INTO HIGHER EDUCATION

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.

Year	Target	Actual
2022	90%	85%
2023	90	91
2024	90	96
2025	90	—
2026	90	—
2027	90	—

Additional Information: The Center-developed standards used to assess this performance measure were updated in 2021. These new standards comprise the following: Students Served, Individual Supports and Services, Focus of Services, Person Centered Planning, Coordinating Center Participation, local educational agency (LEA) Partnerships, and Sustainability. In fiscal year 2023, 91 percent of TPSIDs met the standards. Fiscal year 2025 performance data are expected to be available in December 2026.

HIGHER EDUCATION

TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$11,953	\$13,953	+\$2,000

PROGRAM DESCRIPTION

This program makes grants to tribally controlled postsecondary career and technical institutions to provide career and technical education to Indian students. 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.

¹ The GEPA extension expired September 30, 2025.

HIGHER EDUCATION

TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS

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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$10,934
2023	11,953
2024	11,953
2025	11,953
2026	To be determined

FY 2027 BUDGET REQUEST

For fiscal year 2027, the Administration requests \$14 million for the Tribally Controlled Postsecondary Career and Technical Institutions (TCPCTI) program, \$2 million more than the fiscal year 2025 level. 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). UTTC is located in an urban setting and serves a diverse Indian student population; Navajo Tech is a rural institution that serves an almost entirely Navajo population. Both institutions serve an 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 education 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.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Range of awards	\$4,638–7,315	\$5,414–8,539
Number of awards	2	2

HIGHER EDUCATION

TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the 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
2022	17%	73%	20%	19%
2023	25	13	14	12
2024	25	6	20	34
2025	25	5	20	21
2026	25	—	20	—
2027	25	—	20	—

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
2022	213	106	76	63
2023	120	137	76	63
2024	200	156	60	131
2025	200	178	80	130
2026	200	—	80	—
2027	200	—	80	—

Measure: The percentage of full-time, first-time degree or certificate-seeking undergraduates who, within 8 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
2022	44%	Unavailable	22%	53%
2023	30	35%	60	48
2024	50	87	20	34
2025	50	36	20	51
2026	50	—	20	—
2027	50	—	20	—

Additional information: Data was improperly reported for Navajo Tech for 2022.

HIGHER EDUCATION

TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS

Measure: Percent of part-time, first-time degree or certificate-seeking undergraduates who, within 8 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
2022	39%	47%	36%	65%
2023	28	29	45	53
2024	28	18	20	38
2025	40	10	20	100
2026	40	—	20	—
2027	40	—	20	—

Measure: Percent of full-time, non-first-time degree or certificate-seeking undergraduates who, within 8 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
2022	50%	40%	41%	33%
2023	60	56	50	33
2024	60	60	50	73
2025	60	49	50	63
2026	60	—	50	—
2027	60	—	50	—

Measure: Percent of part-time, non-first-time degree or certificate-seeking undergraduates who, within 8 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
2022	31%	30%	32%	58%
2023	30	31	32	33
2024	40	44	33	44
2025	40	33	33	67
2026	40	—	33	—
2027	40	—	33	—

HIGHER EDUCATION

TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTIONS

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.

EFFICIENCY MEASURE

Measure: Cost of attendance (tuition and fees) for full-time, first-time, degree or certificate-seeking undergraduate students.

Year	Cost per participant, Navajo Tech	Cost per participant, UTTC
2022	\$3,825	\$2,993
2023	3,724	3,137
2024	3,244	3,642
2025	3,441	3,381
2026	—	—
2027	—	—

Additional information: The Department is providing targeted technical assistance to grantees regarding performance reporting and has seen an increase in reported data accuracy and reliability.

HIGHER EDUCATION

FEDERAL TRIO PROGRAMS

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$1,191,000	0	-\$1,191,000

PROGRAM DESCRIPTION

The Federal TRIO Programs consists of six discretionary grant programs—Talent Search, Upward Bound, Student Support Services, Educational Opportunity Centers, McNair Postbaccalaureate Achievement, and the Training Program for Federal TRIO Programs Staff—that provide services to encourage disadvantaged individuals to enter and complete college and postgraduate education. Competitive grants are awarded for five years to eligible applicants, which include institutions of higher education; public and private agencies, including community-based organizations with experience in supporting disadvantaged youth; and, as appropriate to the purposes of the program, secondary schools. At least two-thirds of the program participants must be students from low-income backgrounds, first-generation college students (or individuals with disabilities for the Student Support Services program). The majority of TRIO funds are used to subsidize four-year colleges for activities for which these institutions bear sole responsibility, such as student achievement and graduation.

Talent Search provides grants for projects designed to identify qualified youths with potential to succeed educationally at the postsecondary level and to encourage them to complete secondary school and undertake a program of postsecondary education. Projects also publicize the availability of (and facilitate the application for) student financial assistance and encourage persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete these programs.

The Upward Bound program provides grants to projects designed to cultivate the skills necessary to complete a program of secondary education and the motivation to enter and succeed in a program of postsecondary education. The program supports three types of projects, Upward Bound, Upward Bound Math and Science, and Veterans Upward Bound.

The Educational Opportunity Centers program provides grants for projects designed to provide information regarding financial and academic assistance available to individuals who desire to pursue a program of postsecondary education; to provide assistance to individuals in applying to

¹ The GEPA extension expired September 30, 2015.

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FEDERAL TRIO PROGRAMS

admission to institutions that offer programs of postsecondary education, including assistance in preparing necessary applications for use by admissions and financial aid officers; and to improve the financial and economic literacy of participants on topics such as basic personal income, household money management, financial planning skills, and basic economic decision-making skills.

The Student Support Services program provides grants for projects designed to increase the college retention and graduation rates of eligible students; increase the transfer rate of eligible students from two-year to four-year institutions; foster an institutional climate supportive of individuals with disabilities, homeless children or youth, or foster care youth; and improve the basic financial and economic literacy of students.

The McNair Postbaccalaureate Achievement (McNair) program awards grants to institutions of higher education for projects designed to provide disadvantaged college students with effective preparation for doctoral study. On December 2, 2025, the Department of Justice's Office of Legal Counsel published an opinion finding, in part, that certain race-based classifications in the McNair program's authorizing statute and implementing regulations violate the Fifth Amendment's equal-protection component. The full opinion is available at: <https://www.justice.gov/olc/media/1421576/dl>.

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 72 percent of all TRIO funding in 2024. The Talent Search program serves the largest number of students. TRIO programs vary greatly in service intensity, with annual per-student costs ranging from \$10,138 for the McNair program to \$302 for the Educational Opportunity Centers. Most projects are located at two- and four-year postsecondary institutions, although nonprofit organizations operate a substantial number of Talent Search and Educational Opportunity Center projects.

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Number of Participants, Participants per Project, and Cost per Participant (FY 2024)¹

Award Type	Number of Participants	Average Number of Participants per Project	Federal Cost per Participant
Talent Search	341,744	627	\$574
Upward Bound	73,519	72	\$5,167
Upward Bound Math and Science	15,555	62	\$5,070
Veterans Upward Bound	8,973	132	\$2,480
Educational Opportunity Centers	215,303	1,203	\$302
Student Support Services	208,343	180	\$1,822
McNair	5,935	27	\$10,138

Percentage of Funds by Institution Type (FY 2024)²

Institution Type	Talent Search	Upward Bound ³	Educational Opportunity Centers	Student Support Services	McNair
Postsecondary Institutions					
Public, four-year	44.9%	48.0%	35.8%	37.2%	75.0%
Public, two-year	27.5	25.7	34.7	50.8	0
Private, four-year	8.2	14.0	3.6	11.4	25.0
Private, two-year	0	0.1	0	0.5	0
Total, Postsecondary	80.5%	87.8%	74.1%	100.0%	100.0%
Other organizations ⁴	19.5	12.2	25.9	0	0
Total	100.0%	100.0%	100.0%	100.0%	100.0%

¹ Data reflect number of participants projects were funded to serve in fiscal year 2024, not the number of participants actually served by projects in that year.

² Column details may not add to totals due to rounding.

³ Includes regular Upward Bound, Upward Bound Math and Science, and Veterans Upward Bound.

⁴ 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. Data are based on entity provided data at time of application submission.

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$1,137,000
2023	1,191,000
2024	1,191,000
2025	1,191,000
2026	To be determined

FY 2027 BUDGET REQUEST

The Administration does not request funding for the Federal TRIO programs for fiscal year 2027. Elimination of this program is part of the Administration’s overall effort to return education to the states by reducing the Federal role in education and restoring fiscal discipline to federal education spending. TRIO has failed to meet the vast majority of its performance measures, and studies of program effectiveness have shown that it has not increased college enrollment. States, localities, and institutions of higher education, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2025	2027
Talent Search		
Continuation Awards	\$185,676	0
Subtotal	\$185,676	0
Upward Bound		
Continuation Awards	386,919	0
Subtotal	\$386,919	0
Upward Bound Math and Science		
Continuation awards	80,904	0
Subtotal	\$80,904	0

¹ Column totals may not add due to rounding.

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FEDERAL TRIO PROGRAMS

Output Measures ¹	2025	2027
Veterans Upward Bound		
Continuation awards	\$20,429	0
Subtotal	\$20,429	0
Educational Opportunity Centers		
Continuation awards	52,758	0
Subtotal	\$52,758	0
Student Support Services		
New awards	375,101	0
Continuation awards	26,161	0
Subtotal	\$401,262	0
McNair Postbaccalaureate		
Continuation awards	58,054	0
Subtotal	\$58,054	0
Staff Training		
Continuation awards	2,110	0
Subtotal	\$2,110	0
Total new awards	\$375,101	0
Total continuation awards	\$813,011	0
Administrative expenses		
Peer review	1,568	0
Other expenses	1,320	0
Subtotal	\$2,888	0
Total	\$1,191,000	0

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined 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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No fiscal year 2027 targets are established for these measures because the program is proposed for elimination.

Fiscal year 2025 performance data is expected to be available in December 2026.

PERFORMANCE MEASURES

Goal: Increase the percentage of first-generation college students from low-income backgrounds who successfully enroll in postsecondary education.

Objective: Increase post-secondary 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
2022	81.0%	67.5%	84.0%	74.6%	62.0%	56.3%
2023	81.0	68.5	84.0	77.0	62.0	55.4
2024	81.0	71.5	84.0	78.6	62.0	57.2
2025	81.0	—	84.0	—	62.0	—
2026	81.0	—	84.0	—	62.0	—

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

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

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enrolled in postsecondary education, postsecondary dropouts, or potential post-secondary 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
2022	45.0%	45.8%
2023	45.0	49.9
2024	45.0	49.9
2025	45.0	—
2026	45.0	—

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
2022	58.0%	59.8%
2023	58.0	60.5
2024	58.0	61.2
2025	58.0	—
2026	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
2022	71.0%	67.9%	85.0%	78.5%
2023	71.0	66.7	85.0	80.7
2024	71.0	60.7	85.0	80.7
2025	71.0	—	85.0	—
2026	71.0	—	85.0	—

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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.

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
2022	\$460	\$702	\$4,525	\$5,666	\$1,630	\$1,805
2023	460	651	4,525	5,514	1,630	2,014
2024	460	634	4,510	5,450	1,630	2,049
2025	460	—	4,510	—	1,630	—
2026	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
2022	\$30,000	\$30,589
2023	30,000	30,224
2024	30,000	33,200
2025	30,000	—
2026	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.

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OTHER PERFORMANCE INFORMATION

The Department is authorized under Section 402 of the HEA to conduct evaluations of the Federal TRIO Programs.

Descriptions of past studies are available at the following link: <http://www.ed.gov/about/ed-offices/oepd/policy-and-program-studies-service--postsecondary>. The Department is currently examining the feasibility of an impact evaluation of the TRIO programs. 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 was released in May 2023, assessed the impact of the intervention on EOC participants' FAFSA completion and college enrollment rates. The study found that adding personalized text messaging to existing EOC services did not increase participants' rates of college enrollment or FAFSA completion. More information is available at the following link: <https://ies.ed.gov/use-work/resource-library/report/evaluation-report/possible-ways-increasing-college-access-among-adults-underserved-backgrounds-study-college>.

HIGHER EDUCATION

GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$388,000	0	-\$388,000

PROGRAM DESCRIPTION

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provide grants that encourage eligible entities to provide support, and maintain a commitment, to eligible low-income students, including students with disabilities, to assist the students in obtaining a secondary school diploma (or its recognized equivalent) and to prepare for and succeed in postsecondary education. GEAR UP grants provide financial assistance, academic support, additional counseling, mentoring, outreach, and supportive services to secondary school students, including students with disabilities, to reduce the risk of such students dropping out of school or the need for remedial education for such students at the postsecondary level. They also provide information to students and their families about the advantages of obtaining a postsecondary education, and college financing options for the students and their families. Grants are awarded for 6 years, and 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 are competitive, 6-year matching grants that must include both an early intervention component designed to increase college attendance and success and raise the expectations of low-income students and a scholarship component.
- Partnership grants are competitive, 6-year matching grants that must support an early intervention component and may support a scholarship component designed to increase college attendance and success and raise the expectations of low-income students.

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

¹ The GEPA extension expired September 30, 2015.

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GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS

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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$378,000
2023	388,000
2024	388,000
2025	388,000
2026	To be determined

FY 2027 BUDGET REQUEST

The Administration does not request funding for GEAR UP for fiscal year 2027. Elimination of this program is part of the Administration’s overall effort to return education to the States by reducing the Federal role in education and restoring fiscal discipline to federal education spending. States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government. Additionally, GEAR UP does not meet any of its performance measures in high school graduation, college enrollment, or enrollment in college preparation math classes.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
State Grants		
Number of new awards	11	0
Average new award	\$6,190	0
Total new award funding	\$68,098	0
Number of continuation awards	33	0
Average continuation award	\$3,150	0
Total continuation award funding	\$103,961	0
Subtotal, award funding	\$172,059	0
Subtotal, number of awards	44	0

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Output Measures	2025	2027
Partnership Grants		
Number of new awards	36	0
Average new award	\$2,348	0
Total new award funding	\$84,510	0
Number of continuation awards	58	0
Average continuation award	\$2,260	0
Total continuation award funding	\$131,093	0
Subtotal, award funding	\$215,603	0
Subtotal, number of awards	94	0
Total new award funding	\$152,608	0
Total continuation award funding	\$235,054	0
Peer review of new award applications	\$197	0
Data collection	\$141	0
Total funding	\$388,000	0
Total number of awards	138	0

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

No fiscal year 2027 targets are established for these measures because the program is proposed for elimination.

PERFORMANCE MEASURES

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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GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS

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

Year	Target	Actual
2022	89.0%	88.3%
2023	89.0	90.6
2024	89.0	86.8
2025	89.0	88.3
2026	89.0	—

Additional Information: This measure indicates the percentage of GEAR UP high school seniors who graduated from high school. That is, the denominator used in the calculation includes only GEAR UP participants who persisted until the 12th grade while the numerator includes participants who both persisted until the 12th grade and graduated. The figures are based on data submitted by 158 Partnership and State grantees in their Annual Performance Reports and by 32 Partnership and State grantees in their Final Performance Reports. 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.

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

Year	Target	Actual
2022	66.0%	81.6%
2023	66.0	59.3
2024	66.0	41.8
2025	66.0	47.9
2026	66.0	—

Additional Information: This measure indicates the percentage 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 56 Partnership and State grantees in their Annual Performance Reports and by 32 Partnership and State grantees in their Final Performance Reports. 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.

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 8th grade who passed the course and the percentage of GEAR UP students enrolled in Algebra I by the end of the 9th grade who passed the course.

Year	Pre-algebra Target	Pre-algebra Actual	Algebra I Target	Algebra I Actual
2022	65.0%	62.6%	75.0%	54.9%
2023	65.0	56.7	75.0	48.8
2024	65.0	N/A	75.0	61.0
2025	N/A	N/A	75.0	64.0
2026	N/A	—	75.0	—

Additional Information: This measure tracks completion rates for two mathematics classes that research has shown are key indicators of college readiness. The GEAR UP grantees have expressed challenges with collecting data on Pre-algebra because many States and districts no longer classify math courses as Pre-algebra. Therefore, beginning with the 2024 Annual Performance Report, the Department no longer collects performance data on Pre-algebra. Data for the Algebra I measure reflects student completion levels from the prior year. The figures are based on data submitted by 69 Partnership and State grantees on their Annual Performance Reports and by 32 Partnership and State grantees on their Final Performance Reports. 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.

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 grantees that reported students enrolling in postsecondary education by the total number of postsecondary enrollees they produce. Using this methodology, the annual cost per successful outcome for the included GEAR UP cohorts in 2024 was \$579. The Department provided approximately \$3.1 million per year to the grantees in this cohort, which produced 5,433 postsecondary enrollees. The figures are based on data submitted by 56 Partnership and State grantees on their Annual Performance Reports and by 13 Partnership and State grantees on their Final Performance Reports. The Department is reviewing 2025 cost efficiency data and will provide updated data in the fiscal year 2028 Congressional Justification.

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.

HIGHER EDUCATION

GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$23,547	0	-\$23,547

PROGRAM DESCRIPTION

Graduate Assistance in Areas of National Need (GAANN) provides grants to degree-granting post-secondary institutions for fellowships for graduates of superior ability and high financial need studying in areas of national need. These grants last for up to 3 years. The Department may also 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” by taking into account the extent to which such areas fulfill a compelling national interest, whether post-baccalaureate studies in such areas are supported by other Federal programs, and the potential impact of the Federal investment.

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

¹ The GEPA extension expired September 30, 2015.

HIGHER EDUCATION

GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$23,547
2023	23,547
2024	23,547
2025	23,547
2026	To be determined

FY 2027 BUDGET REQUEST

The Administration does not request funding for the Graduate Assistance in Areas of National Need program for fiscal year 2027. Elimination of this program is part of the Administration’s overall effort to return education to the states by reducing the Federal role in education and restoring fiscal discipline to federal education spending. States, localities, and institutions of higher education, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Number of continuation awards	60	0
Number of continuation fellowships	332	0
Average continuation award	\$392	0
Total continuation funding	\$23,547 ¹	0
Average institution payment	\$20	0
Average stipend	\$37	0
Total average fellowship	\$57	0

¹ This amount includes \$4,118,000 in frontloaded funds.

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GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

No fiscal year 2027 targets are established for these measures because the program is proposed for elimination.

PERFORMANCE MEASURES

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
2022	65%	56%
2023	65	56
2024	65	40
2025	65	—
2026	65	—

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

Because a fellow can receive no more than 5 years of funding and most doctoral students take 6–7 years to complete their doctoral programs, advancing to candidacy is used as a proxy for degree completion where appropriate. Use of such proxy data may inflate outcomes on this measure, as not all doctoral candidates who advance to candidacy actually complete their doctoral degrees. Fiscal year 2025 data are expected to be available in spring 2026 and will be reported in the fiscal year 2028 Congressional Justification.

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GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED

Measure: Median time to degree completion (years).

Year	Target	Actual
2022	5.0	4.0
2023	5.0	4.0
2024	5.0	4.7
2025	5.0	—
2026	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 2020. According to the 2021 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 6.0 years for the physical sciences, 6.6 years for engineering, and 6.8 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. Fiscal year 2025 data are expected to be available in spring 2026 and will be reported in the fiscal year 2028 Congressional Justification.

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 PhD and those who pass preliminary exams.

Year	Target	Actual
2022	\$68,000	—
2023	68,000	\$97,000
2024	68,000	84,145
2025	68,000	—
2026	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 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

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usefulness of the measure at the program level. Fiscal year 2022 performance data is unavailable, as there was no fiscal year 2017 cohort. Fiscal year 2025 data will not be reported due to the lack of a cohort in fiscal year 2020.

HIGHER EDUCATION

CHILD CARE ACCESS MEANS PARENTS IN SCHOOL

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$75,000	0	-\$75,000

PROGRAM DESCRIPTION

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

Institutions may use the funding to establish or support a campus-based child care program primarily serving the needs of students from low-income backgrounds enrolled at the institution. Grants may also be used to provide before- and after-class and other student support 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 \$350,000. The minimum grant amount is \$30,000 and the maximum grant award cannot exceed 1 percent of the total amount of all Pell Grant funds awarded to students enrolled at the institution during the preceding fiscal year. Grantees must submit annual reports to the Department regarding their activities, including data and information on the population served by the grant; campus and community resources and funding used to help students from low-income backgrounds access child care services; progress made toward accreditation of any child care facility; and the impact of the grant on the quality, availability, and affordability of campus-based child care services.

¹ The GEPA extension expired September 30, 2015.

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CHILD CARE ACCESS MEANS PARENTS IN SCHOOL

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$65,000
2023	75,000
2024	75,000
2025	75,000
2026	To be determined

FY 2027 BUDGET REQUEST

The Administration does not request funding for the CCAMPIS program for fiscal year 2027. The Department of Health and Human Services provides more than \$25 billion to support child care through programs like the Child Care and Development Block Grant and the Head Start program, both of which are designed to support low-income families.¹ States, localities, and institutions of higher education, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Number of continuation awards	133	0
Average continuation award	\$415	0
Total continuation award funding	\$69,085 ²	0
Number of new awards	2	0
Average new award	\$2,958	0
Total new award funding	\$5,915	0
Total number of awards	135	0
Total amount	\$75,000	0

¹ Under Public Law 119-37, 2025, the Federal government may make payments in the amount of \$12,271,820,000 via the Head Start Act, and under the same Public Law (119-37, 2025), the Federal government may make payments of \$8,746,387,000 via the Child Care and Development Block Grant. The Federal government may also make payments of \$3,550,000,000 via the Child Care Entitlement to States program.

² This amount includes \$13,930,063 in frontloaded funds.

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CHILD CARE ACCESS MEANS PARENTS IN SCHOOL

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program. Fiscal year 2025 data will be available in summer 2026 and will be reported in the fiscal year 2028 Congressional Justification.

No fiscal year 2027 targets are established for these measures because the program is proposed for elimination.

PERFORMANCE MEASURES

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 Institution Target	4-Year Institution Actual	2-Year Institution Target	2-Year Institution Actual
2022	81%	85%	62%	67%
2023	81	87	62	69
2024	81	84	62	67
2025	81	—	62	—
2026	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. According to the most recent annual performance report, the CCAMPIS program served over 250 campuses and just over 4,000 student parents. Fiscal year 2025 data will not be available until December 2028.

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FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$171,000	0	-\$171,000

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 were funded with fiscal year 2025 appropriations:

SPECIAL PROJECTS PROGRAM. The Special Projects (SP) program, authorized under section 744 of the Higher Education Act, funds grants to institutions of higher education, combinations of such institutions, and other public and private nonprofit institutions and agencies to support innovative projects in areas of national need. The 2025 areas of national need were:

(1) expanding the understanding and use of Artificial Intelligence (AI) technology in education; (2) protecting and promoting civil discourse on college and university campuses; (3) promoting accreditation reform; and (4) supporting capacity-building for high-quality short-term programs. In fiscal year 2025, the Department funded 71 new awards and one partial award through a competition.

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

¹ The GEPA extension expired September 30, 2015.

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financial aid and veterans’ benefits, and admission into college. In fiscal year 2025, the Department fully funded the single partial award that was initially funded in fiscal year 2024.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$76,000
2023	184,000
2024	171,000
2025	171,000
2026	To be determined

FY 2027 BUDGET REQUEST

The Administration does not request funding for FIPSE for fiscal year 2027. Elimination of this program is part of the Administration’s overall effort to return education to the States by reducing the Federal role in education and restoring fiscal discipline to Federal education spending. States, localities, and institutions of higher education, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2025	2027
SP		
Area #1: AI		
Number of new awards	18	0
Average new award	\$2,826	0
Total award funding	\$50,876	0
Area #2: Civil Discourse		
Number of new awards ²	17	0

¹ The Department is authorized to reserve up to 0.5 percent of funds appropriated for most HEA programs, and to pool such funds for use in evaluating any HEA program. The Department did not reserve funds for this purpose from this program in fiscal year 2025, but may do so in fiscal years 2026 and 2027.

² Includes a single partial award.

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Output Measures ¹	2025	2027
Average new award	\$3,045	0
Total award funding	\$51,771	0
Area #3: Accreditation Reform		
Number of new awards	15	0
Average new award	\$966	0
Total award funding	\$14,492	0
Area #4: Short-term Programs		
Number of new awards	22	0
Average new award	\$2,368	0
Total award funding	\$52,085	0
CEVSS		
Number of awards ²	1	0
Average award	\$244	0
Total award funding	\$244	0
Contracts		
Peer review	\$1,532	0
Total FIPSE funding	\$171,000	0
Total number of awards	73	0

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Data for some of the FIPSE programs may be unavailable or incomplete due to the descopeing, pausing, or cancellation of certain contracts or limitations in program capacity related to data collection, analysis, or reporting. Performance measurement approaches for these programs are currently under reassessment.

² CEVSS used \$244 thousand from the fiscal year 2025 appropriation to complete funding for a partial grant award first funded in fiscal year 2024.

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No fiscal year 2027 targets are established for these measures because the program is proposed for elimination.

PERFORMANCE MEASURES

The Department has established goals and performance measures to report for the Open Textbooks Pilot (OTP) program; the Postsecondary Student Success Grant program; and the HBCU, TCCU, and MSI R&D Infrastructure Grants program. 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.

OPEN TEXTBOOK PILOT

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 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. 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 2018 and 2019 appropriations, as outlined in the fiscal year 2018 Notice Inviting Applications (NIA). The Department set separate performance measures for all remaining programs funded under the fiscal year 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.

2018 AND 2019 COHORT

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

Year	Target	Actual
2021	Baseline	72,699
2022	Baseline	105,702
2023	90,700	31,361

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Additional information: In past years, actual data from 2020, 2021 and 2022 reflected data from the fiscal year 2018 grantee, while data from 2021 and 2022 also reports actual data from the fiscal year 2019 grantees. The 2018 grantee closed out their grant in fiscal year 2023. The 2023 actual data only includes final performance data for the two fiscal year 2019 awardees who recently closed out their grant awards in fiscal year 2024. Data for this measure will not be reported after this year.

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

Year	Target	Actual
2021	Baseline	3,878
2022	Baseline	3,878
2023	4,800	27,102

Additional information: In past years, actual data from 2020, 2021 and 2022 reflected data from the fiscal year 2018 grantee, while data from 2021 and 2022 also reports actual data from the fiscal year 2019 grantees. The 2018 grantee closed out their grant award in fiscal year 2023. The 2023 actual data reflect final performance data for the fiscal year 2019 grantees who recently closed out their grant awards in fiscal year 2024. Since course completion data is typically a final performance measure for the program, in previous year's this data comprised of final performance data from one 2018 awardee and only initial data from the two 2019 awardees. The significant increase in course completion data in 2023 was a result of having complete final performance data from the 2019 awardees. Data for this measure will not be reported after this year.

Measure: The average cost savings per student.

Year	Target	Actual
2021	Baseline	\$254
2022	Baseline	741
2023	\$800	436

Additional information: In past years, actual data from 2020, 2021 and 2022 reflected data from the fiscal year 2018 grantee, while data from 2021 and 2022 also reports actual data from the fiscal year 2019 grantees. The 2018 grantee closed out their grant award in fiscal year 2023. The 2023 actual data above reflects final performance data for fiscal year 2019 grantees who recently closed out their grant awards in fiscal year 2024. Average cost savings in this report was calculated using the total average costs savings (\$871) divided by the number of awardees (2) that reported data on this measure during this reporting cycle. Data for this measure will not be reported after this year.

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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
2021	Baseline	\$10,215,588
2022	Baseline	10,799,560
2023	\$11,000,000	3,550,639

Additional information: In past years, actual data from 2020, 2021 and 2022 reflected data from the fiscal year 2018 grantee, while data from 2021 and 2022 also reports actual data from the fiscal year 2019 grantees. The 2018 grantee closed out their grant award in fiscal year 2023. The 2023 actual data above reflects final performance data for fiscal year 2019 grantees who recently closed out their grant awards in fiscal year 2024. Data for this measure will not be reported after this year.

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
2021	Baseline	743
2022	Baseline	827
2023	850	724

Additional information: In past years, actual data from 2020, 2021 and 2022 reflected data from the fiscal year 2018 grantee, while data from 2021 and 2022 also reports actual data from the fiscal year 2019 grantees. The 2018 grantee closed out their grant award in fiscal year 2023. The 2023 actual data above reflect final performance data for fiscal year 2019 grantees who recently closed out their grant awards in fiscal year 2024. Data for this measure will not be reported after this year.

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

Year	Target	Actual
2021	Baseline	386
2022	Baseline	2,060
2023	2,100	63

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. In past years, actual data from 2020, 2021 and 2022 reflected data from the fiscal year 2018 grantee, while data from 2021 and 2022 also reports actual data from

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the fiscal year 2019 grantees. The 2018 grantee closed out their grant award in fiscal year 2023. The 2023 actual data above reflect final performance data for fiscal year 2019 grantees who recently closed out their grant awards in fiscal year 2024. Data for this measure will not be reported after this year.

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	Baseline	641
2023	Baseline	22,470
2024	215,000	95,940
2025	—	—
2026	—	—

Additional information: This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language.” Data is collected from annual and final performance reports. As a result of the majority of the program’s performance measures being final performance measures, complete data is not yet available for all 15 grantees in the fiscal year 2020, 2021, and 2022 cohorts. Fiscal year 2024 data was available for 16 grantees. Fiscal year 2025 performance data is expected to be available in Spring 2026, which will include final performance data for the fiscal year 2021 cohort, as well as initial data for the fiscal year 2024 cohort.

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	Baseline	36
2023	Baseline	224
2024	4,250	1,316
2025	—	—
2026	—	—

Additional information: This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language.” Data is collected from annual and final performance reports. As a result of the majority of the program’s performance measures being

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final performance measures, complete data is not yet available for all 15 grantees in the fiscal year 2020, 2021, and 2022 cohorts. Fiscal year 2024 data was available for 16 grantees. Fiscal year 2025 performance data is expected to be available in Spring 2026, which will include final performance data for the fiscal year 2021 cohort, as well as initial data for the fiscal year 2024 cohort.

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	Baseline	20
2023	Baseline	94
2024	1,500	285
2025	—	—
2026	—	—

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 collected from annual and final performance reports. As a result of the majority of the program’s performance measures being final performance measures, complete data is not yet available for all 15 grantees in the fiscal year 2020, 2021, and 2022 cohorts. Fiscal year 2024 data was available for 16 grantees. Fiscal year 2025 performance data is expected to be available in Spring 2026, which will include final performance data for the fiscal year 2021 cohort, as well as initial data for the fiscal year 2024 cohort.

Measure: The average cost savings per student.

Year	Target	Actual
2021	Baseline	\$113.66
2022	Baseline	457.00
2023	Baseline	346.40
2024	\$700.00	204.31
2025	—	—
2026	—	—

Additional information: This measure remained the same in the NFP for fiscal year 2020 competitions and beyond. Data is collected from annual and final performance reports. As a result of the majority of the program’s performance measures being final performance measures,

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complete data is not yet available for all 15 grantees in the fiscal year 2020, 2021, and 2022 cohorts. Fiscal year 2024 data was available for 16 grantees. Average cost savings in this report was calculated using the total average cost savings divided by the number of awardees that reported data on this measure during this reporting cycle. Fiscal year 2025 performance data is expected to be available in Spring 2026, which will include final performance data for the fiscal year 2021 cohort, as well as initial data for the fiscal year 2024 cohort.

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	Baseline	45,865
2023	Baseline	2,432,007
2024	\$55,000,000	11,838,493
2025	—	—
2026	—	—

Additional information: This measure was revised in the NFP for fiscal year 2020 competitions and beyond to include “ancillary materials language.” Data is collected from annual and final performance reports. As a result of the majority of the program’s performance measures being final performance measures, complete data is not yet available for all 15 grantees in the fiscal year 2020, 2021, and 2022 cohorts. Fiscal year 2024 data was available for 16 grantees. Fiscal year 2025 performance data is expected to be available in Spring 2026, which will include final performance data for the fiscal year 2021 cohort, as well as initial data for the fiscal year 2024 cohort.

POSTSECONDARY STUDENT SUCCESS GRANTS

The Department established five performance measures for the Postsecondary Student Success Grant program that are aligned to metrics established by the Institute for Higher Education Policy.¹ Targets will be established after the Department has collected 3 years of baseline data from 2024, 2025, and 2026. Project year 2024 data (for the cohort awarded at the end of calendar year 2023) is delayed.

Goal: To equitably improve postsecondary student outcomes by leveraging data and implementing, scaling, and rigorously evaluating evidence-based activities to support data-driven decisions and actions by institutional leaders committed to inclusive student success.

¹ <https://www.ihep.org/publication/toward-convergence-a-technical-guide-for-the-postsecondary-metrics-framework/>

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Objective: *To improve rates of student retention, upward transfer, credit accumulation and completion for underserved students.*

Measure: First-year credit accumulation.

Measure: Annual retention (at initial institution) and persistence (at any institution) rates.

Measure: Success rates including graduation and upward transfer for 2-year institutions.

Measure: Time to credential.

Measure: Number of credentials conferred.

HBCU, TCCU, AND MSI R&D INFRASTRUCTURE GRANTS

The Department established five performance measures for the HBCU, TCCU, and MSI R&D Infrastructure Grants program. Targets will be established after the Department has collected 3 years of baseline data from 2024, 2025, and 2026. Project year 2024 data (for the cohort awarded at the end of calendar year 2023) is delayed.

Goal: **To make transformative investments in the research capacity of IHEs that serve historically underserved students.**

Objective: *To improve research infrastructure, including physical infrastructure and human capital development, at HBCUs, TCCUs, and MSIs.*

The following measures will be reported for grants to HBCUs and MSIs:

Measure: The annual number and percentage change in the number of doctoral students enrolled at the lead applicant university.

Measure: The annual number and percentage change in the number of doctoral conferrals.

Measure: The annual number and percentage change in the number of doctoral conferrals to underrepresented students.

The following measures will be reported for grants to HBCUs, TCCUs, and MSIs:

Measure: The annual faculty development expenditures and percentage change from the prior year.

Measure: The annual research and development expenditures and percentage change from the prior year in (1) science and engineering and (2) non-science and engineering.

HIGHER EDUCATION

TEACHER QUALITY PARTNERSHIP

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$10,495	0	-\$10,495

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 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.

Only partnerships may apply for funding under this program. Partnerships must include a high-need local education agency (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. 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.
- **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

¹ The GEPA extension expired September 30, 2015.

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TEACHER QUALITY PARTNERSHIP

undertaking a guided teaching mentorship; learning opportunities alongside a trained and experienced mentor teacher.

- **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.

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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2022	\$59,092
2023	70,000
2024	70,000
2025 ¹	10,495
2026	To be determined

FY 2027 BUDGET REQUEST

The Administration does not request funding for the Teacher Quality Partnership program for fiscal year 2027. Elimination of this program is part of the Administration's overall effort to return education to the States by reducing the Federal role in education and restoring fiscal discipline to Federal education spending. States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

¹ Reflects reprogramming of \$59,504,655 to the Strengthening Historically Black Colleges and Universities program and the Strengthening Tribally Controlled Colleges and Universities program.

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TEACHER QUALITY PARTNERSHIP

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2025	2027
Continuations ¹	\$10,204	0
State teacher quality accountability reports	291	0
Total amount	\$10,495	0

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Data for this program may be unavailable or incomplete for 2024 and 2025 due to the descoping, pausing, or cancellation of certain contracts or program capacity relating to data collection, analysis, or reporting. Performance measurement approaches for the TQP program are currently under reassessment.

No fiscal year 2027 targets are established for these measures because the program is proposed for elimination.

PERFORMANCE MEASURES

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 degree within 3 years.

¹ Continuations total includes frontloading in the amount of \$6,201,172.

HIGHER EDUCATION

TEACHER QUALITY PARTNERSHIP

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 Actual	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2022	85%	90%	95%	93%
2023	85	89	95	90
2024	85	—	95	—
2025	85	—	95	—
2026	85	—	95	—

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

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

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

Year	Pre-Baccalaureate Target	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2022	80%	85%	90%	90%
2023	80	—	90	90
2024	80	—	90	—
2025	80	—	90	—
2026	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. In addition, given that the 2019 cohort was residency only, only the “residency actual” information is reported for 2023. By comparison, the 2022 data from the 2018 cohort in the table above reflects both pre-baccalaureate actuals and residency actuals because grantees could select from those two preparation methods.

HIGHER EDUCATION

AUGUSTUS F. HAWKINS CENTERS OF EXCELLENCE

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

(dollars in thousands)

FY 2027 Authorization: 0¹

BUDGET AUTHORITY

2025 Actual	2027 Request	Change from 2025 to 2027
\$15,000	0	-\$15,000

PROGRAM DESCRIPTION

The Augustus F. Hawkins Centers of Excellence (Hawkins) program is designed to support a well-prepared pipeline of effective educators by expanding and strengthening 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 (TCCUs), 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 five 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 changes 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 three years of employment.

¹ The GEPA extension expired September 30, 2015.

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- Awarding scholarships based on financial need to help students pay the cost 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 HBCUs, Historically Black Graduate Institutions, Hispanic-serving Institutions, TCCUs, 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 two percent of their awards for administrative costs.

Funding levels for the past five fiscal years were:

Fiscal Year	(dollars in thousands)
2022 ¹	0
2023	\$15,000
2024	15,000
2025	15,000
2026	To be determined

FY 2027 BUDGET REQUEST

The Administration does not request funding for the Augustus F. Hawkins Centers of Excellence program for fiscal year 2027. Elimination of this program is part of the Administration's overall effort to return education to the States by reducing the Federal role in education and restoring fiscal discipline to Federal education spending. States and localities, not the Federal government, are best suited to determine whether to support the activities authorized under this program or similar activities within their own budgets and without unnecessary administrative burden imposed by the Federal government.

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

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures ¹	2025	2027
Number of continuation awards	15	0
Average continuation award	\$535	0
Total continuation award funding	\$15,000	0

PROGRAM PERFORMANCE INFORMATION

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 goals. Program results are based on the combined effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

No fiscal year 2027 targets are established for these measures because the program is proposed for elimination.

PERFORMANCE MEASURES

The Department established four performance measures for the Hawkins program and collected baseline information in 2023 and 2024. The fiscal year 2028 Congressional Justification will present more specific target data for all four performance measures below. Fiscal year 2025 data is expected to be available by July 2026 and will be included in the fiscal year 2028 Congressional Justification.

Objective: *To improve the recruitment, preparation, support, placement and retention of teachers for and in high-need schools to support underserved students.*

Measure: The percentage of teacher candidates who complete the teacher preparation program, disaggregated by race.

Year	Target	Actual
2023	Baseline	27%
2024	Baseline	72
2025	—	—
2026	—	—

² Totals include funding for higher education evaluation.

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Additional Information: The estimates reported in the table above provide an approximation of program performance, as they were collecting baseline information for the Department’s use.

Measure: The percentage of teacher candidates, disaggregated by race, served by the funded program who become fully certified and are placed as teachers of record in high-need LEAs or hard-to-staff schools.

Year	Target	Actual
2023	Baseline	10.2%
2024	Baseline	45
2025	—	—
2026	—	—

Additional Information: The estimates reported in the table above provide an approximation of program performance, as they were collecting baseline information for the Department’s use.

Measure: The percentage of bilingual and/or multilingual teacher candidates who complete the teacher preparation program.

Year	Target	Actual
2023	Baseline	8.4%
2024	Baseline	45
2025	—	—
2026	—	—

Additional Information: The estimates reported in the table above provide an approximation of program performance, as they were collecting baseline information for the Department’s use.

Measure: The percentage of bilingual and/or multilingual teacher candidates served by the funded program who become fully certified and are placed as teachers of record in high-need LEAs or hard-to-staff schools.

Year	Target	Actual
2023	Baseline	1.5%
2024	Baseline	29
2025	—	—
2026	—	—

Additional Information: The estimates reported in the table above provide an approximation of program performance, as they were collecting baseline information for the Department’s use.

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ACCOUNT SUMMARY TABLE

FY 2027 President's Budget (in thousands of dollars) for the Department of Education

Higher Education¹	Cat Code	2025 Final Operating Plan	2027 President's Budget	2027 President's Budget Compared to 2025 Final Operating Plan Amount	2027 President's Budget Compared to 2025 Final Operating Plan Percent
1. Aid for institutional development					
(a) Strengthening institutions (HEA III-A, section 311)	D	112,070	0	(112,070)	-100.00%
(b) Strengthening tribally controlled colleges and universities (HEA III-A, section 316)	D	108,382	53,807	(54,575)	-50.35%
(c) Mandatory strengthening tribally controlled colleges and universities (HEA III-F, section 371)	M	28,290	30,000	1,710	6.04%
Subtotal, TCCU		136,672	83,807	(52,865)	-38.68%
(d) Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-A, section 317)	D	42	0	(42)	-100.00%
(e) Mandatory strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-F, section 371)	M	14,145	0	(14,145)	-100.00%
Subtotal, ANNH		14,187	0	(14,187)	-100.00%
(f) Strengthening HBCUs (HEA III-B, section 323)	D	838,929	405,778	(433,151)	-51.63%
(g) Mandatory strengthening HBCUs (HEA III-F, section 371)	M	80,155	85,000	4,845	6.04%
Subtotal, HBCU		919,084	490,778	(428,306)	-46.60%
(h) Strengthening historically Black graduate institutions (HEA III-B, section 326)	D	101,286	102,501	1,215	1.20%
(i) Strengthening HBCU masters program (HEA Title VII, section 723)	D	20,037	20,277	240	1.20%
Subtotal, HBGI	D	121,323	122,778	1,455	1.20%
(j) Strengthening predominantly Black institutions (HEA III-A, section 318)	D	0	0	0	---
(k) Mandatory strengthening predominantly Black institutions (HEA III-F, section 371)	M	14,145	0	(14,145)	-100.00%
Subtotal, PBI		14,145	0	(14,145)	-100.00%
(l) Strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-A, section 320)	D	38	0	(38)	-100.00%
(m) Mandatory strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-F, section 371)	M	4,715	0	(4,715)	-100.00%
Subtotal, AANAPISI		4,753	0	(4,753)	-100.00%
(n) Strengthening Native American-serving nontribal institutions (HEA III-A, section 319)	D	36	0	(36)	-100.00%
(o) Mandatory strengthening Native American-serving nontribal institutions (HEA III-F, section 371)	M	4,715	0	(4,715)	-100.00%
Subtotal, NASNTI		4,751	0	(4,751)	-100.00%
(p) Minority science and engineering improvement (HEA III-E-1)	D	0	0	0	---
Subtotal, Aid for institutional development		1,326,985	697,363	(629,622)	-47.45%
Discretionary	D	1,180,820	582,363	(598,457)	-50.68%

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<i>Higher Education</i> ¹	Cat Code	2025 Final Operating Plan	2027 President's Budget	2027 President's Budget Compared to 2025 Final Operating Plan Amount	2027 President's Budget Compared to 2025 Final Operating Plan Percent
Mandatory	M	146,165	115,000	(31,165)	-21.32%
2. Aid for Hispanic-serving institutions					
(a) Developing Hispanic-serving institutions (HEA V-A)	D	336	0	(336)	-100.00%
(b) Mandatory developing HSI STEM and articulation programs (HEA III-F, section 371(b)(2)(B))	M	94,300	0	(94,300)	-100.00%
(c) Promoting postbaccalaureate opportunities for Hispanic Americans (HEA V, section 512)	D	0	0	0	---
Subtotal, Aid for Hispanic-serving institutions		94,636	0	(94,636)	-100.00%
Discretionary	D	336	0	(336)	-100.00%
Mandatory	M	94,300	0	(94,300)	-100.00%
3. Other aid for institutions					
(a) International education and foreign language studies					
(1) Domestic programs (HEA VI-A and B)	D	0	0	0	---
(2) Overseas programs (MECEA section 102(b)(6))	D	0	0	0	---
Subtotal, International education and foreign language studies	D	0	0	0	---
(b) Model transition programs for students with intellectual disabilities into higher education (HEA VII-D-2)	D	13,800	13,800	0	0.00%
(c) Tribally controlled postsecondary career and technical institutions (CTEA section 117)	D	11,953	13,953	2,000	16.73%
Subtotal, Other aid for institutions	D	25,753	27,753	2,000	7.77%
4. Assistance for students					
(a) Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	1,191,000	0	(1,191,000)	-100.00%
(b) Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)	D	388,000	0	(388,000)	-100.00%
(c) Graduate assistance in areas of national need (HEA VII-A-2)	D	23,547	0	(23,547)	-100.00%
(d) Child care access means parents in school (HEA IV-A-7)	D	75,000	0	(75,000)	-100.00%
Subtotal, Assistance for students	D	1,677,547	0	(1,677,547)	-100.00%
5. Fund for the improvement of post secondary education (FIPSE) (HEA VII-B)	D	171,000	0	(171,000)	-100.00%
6. Teacher quality partnership (HEA II-A)	D	10,495	0	(10,495)	-100.00%
7. Hawkins Centers of Excellence (HEA II-B-2)	D	15,000	0	(15,000)	-100.00%
8. Community Project Funding	D	0	0	0	---
Total Appropriation, Higher Education		3,321,417	725,116	(2,596,301)	-78.17%
Discretionary	D	3,080,952	610,116	(2,470,836)	-80.20%
Mandatory	M	240,465	115,000	(125,465)	-52.18%

NOTES:

- 1) D = discretionary program; M = mandatory program
- 2) Details may not add to totals due to rounding.
- 3) The 2027 mandatory amounts in the Higher Education account are pre-sequestration amounts.