Department of Education

HIGHER EDUCATION

Fiscal Year 2022 Budget Request

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For carrying out, to the extent not otherwise provided, titles II, III, IV, V, VI, VII, and VIII of the HEA, the Mutual Educational and Cultural Exchange Act of 1961, and section 117 of the Perkins Act, [$2,541,661,000]$3,308,802,000, [of which $96,000,000 shall remain available through December 31, 2021]:[1] *Provided*, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:[2] *Provided further,* That of the funds referred to in the preceding proviso up to 1 percent may be used for program evaluation, national outreach, and dissemination activities:[3] *Provided further,* That up to 1.5 percent of the funds made available under chapter 2 of subpart 2 of part A of title IV of the HEA may be used for evaluation]:[4] Provided further, That section 313(d) of the HEA shall not apply to an institution of higher education that is eligible to receive funding under 318 of the HEA.[5] *(Department of Education Appropriations Act, 2021.)*

TITLE III GENERAL PROVISIONS

SEC. 304. (a) An institution of higher education that maintains an endowment fund supported with funds appropriated for title III or V of the HEA for fiscal year [2021]2022 may use the income from that fund to award scholarships to students, subject to the limitation in section 331(c)(3)(B)(i) of the HEA. The use of such income for such purposes, prior to the

enactment of this Act, shall be considered to have been an allowable use of that income, subject to that limitation.[6]

(b) Subsection (a) shall be in effect until titles III and V of the HEA are reauthorized.[7]

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
[1] [… of which $96,000,000 shall remain available through December 31, 2021…]:	This language authorized the Department give an additional 3 months beyond the end of fiscal year 2020 to obligate funds for the Fund for the Improvement of Postsecondary Education (FIPSE) and Childcare Access Means Parents in School (CCAMPIS). It is deleted because multi-year funding is not requested for FIPSE and CCAMPIS in fiscal year 2022.
[2] *…Provided further*, That notwithstanding any other provision of law, funds made available in this Act to carry out title VI of the HEA and section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961 may be used to support visits and study in foreign countries by individuals who are participating in advanced foreign language training and international studies in areas that are vital to United States national security and who plan to apply their language skills and knowledge of these countries in the fields of government, the professions, or international development:…	This language permits International Education and Foreign Language Studies (IEFLS) program grantees to use funds for visits and study in foreign countries by individuals (in addition to teachers and prospective teachers) who plan to apply their language skills and knowledge in world areas that are vital to United States national security in the fields of government, the professions, or international development.
[3] *…Provided further*, That of the funds referred to in the preceding proviso up to 1 percent may be used for program evaluation, national outreach, and information dissemination activities:…	This language authorizes the use of up to 1 percent of the amounts appropriated for the IEFLS programs for evaluation, national outreach, and information dissemination activities.
[4] *…Provided further*, That up to 1.5 percent of the funds made available under chapter 2 of subpart 2 of part A of title IV of the HEA may be used for evaluation:…	This language permits the Department to use up to 1.5 percent of the funds appropriated for Gaining Early Awareness and Readiness for Undergraduate Programs for evaluation.

Language Provision	Explanation
[5]…*Provided further*, That section 313(d) of the HEA shall not apply to an institution of higher education that is eligible to receive funding under 318 of the HEA.	This language exempts the Strengthening Predominantly Black Institutions program from the 2-year wait-out period applicable to the general Title III Part A programs.
TITILE III GENERAL PROVISIONS [6] SEC. 304. (a) An institution of higher education that maintains an endowment fund supported with funds appropriated for title III or V of the HEA for fiscal year [2021]2022 may use the income from that fund to award scholarships to students, subject to the limitation in section 331(c)(3)(B)(i) of the HEA. The use of such income for such purposes, prior to the enactment of this Act, shall be considered to have been an allowable use of that income, subject to that limitation.	This language permits institutions of higher education supported by funds authorized by title III or V of the HEA to use the income from their endowment funds to award scholarships to students.
[7] (b) Subsection (a) shall be in effect until titles III and V of the HEA are reauthorized.	This language recognizes that the preceding proviso shall remain in effect until the HEA is reauthorized.

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Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2020	2021	2022
Discretionary:			
Appropriation	$2,475,792	$2,541,661	$3,308,802
Supplemental, CARES Act (P.L. 116-136)	831,628	0	0
Supplemental, CRRSA Act (P.L. 116-260)	0	1,352,047	0
Total, discretionary appropriation	3,307,420	3,893,708	3,308,802
Mandatory:			
Appropriation	255,000	255,000	255,000
Sequester (P.L. 112-25)	-15,045	-14,535	0
Total, adjusted mandatory appropriation	239,955	240,465	255,000
Supplemental, ARP Act (P.L. 117-02)	0	2,359,409	0
Mandatory Appropriation, American Families Plan (AFP)	0	0	7,220,000
Total, adjusted discretionary and mandatory appropriation	3,547,375	6,493,582	7,475,000

HIGHER EDUCATION

Summary of Changes
(dollars in thousands)

2021 Discretionary	$2,541,661
2021 Mandatory	240,465
2021 Supplemental, CRRSA Act (P.L. 116-260) (non-add)	1,702,285
2021 Mandatory Supplemental, ARP Act (P.L. 117-02) (non-add)	2,968,843
2022 Discretionary	3,308,802
2022 Mandatory	255,000
2022 Mandatory Appropriation, American Families Plan	7,220,000
Net change	+8,001,676

Discretionary:	2021 base	Change from base
Increases:		
Program:		
Increase funding for individual HEA Title III, Title V, and Title VII program authorities to increase institutional capacity and student support at HBCUs, MSIs, and low-resourced institutions and provide additional support for disadvantaged students, including those at community colleges, to ensure they succeed in and graduate from college:		
• Strengthening Institutions Program	$109,007	+$100,000
• Strengthening Tribally Controlled Colleges and Universities	38,080	+15,000
• Strengthening Alaska Native and Native Hawaiian-serving Institutions	19,044	+6,000
• Strengthening Historically Black Colleges and Universities	337,619	+65,000
• Strengthening Historically Black Graduate Institutions	87,313	+15,000
• Strengthening HBCU Master's Program	10,956	+10,000
• Strengthening Predominantly Black Institutions	14,218	+9,000
• Strengthening Asian American and Native American Pacific Islander-serving Institutions	5,120	+15,000
• Strengthening Native American-serving Nontribal Institutions	5,120	+7,000
• Minority Science and Engineering Improvement Program	13,370	+5,000
• Developing Hispanic-Serving Institutions program	148,732	+88,000
• Postbaccalaureate Opportunities for Hispanic Americans program	13,845	+15,000

Summary of Changes—Continued
(dollars in thousands)

Discretionary:	2021 base	Change from base
Increases:		
Program:		
Increase funding for Model Transition Programs for Students with Intellectual Disabilities into Higher Education to create or expand high-quality, inclusive, model comprehensive transition and postsecondary programs for students with intellectual disabilities.	$13,800	+$1,380
Increase funding for Federal TRIO Programs that play an important role in assisting low-income students and students whose parents never completed college with support and preparation to enter and complete postsecondary education programs.	1,097,000	+200,761
Increase funding for Gaining Early Awareness and Readiness for Undergraduate Programs to support State efforts and build partnerships within communities, target entire cohorts of students in high-poverty middle schools, provide students with a full range of services through the 12th grade, and offer scholarships to attend college.	368,000	+40,000
Increase funding for Child Care Access Means Parents in School to help ensure low-income student parents enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care.	55,000	+40,000
Increase funding for Fund for the Improvement of Postsecondary Education to support a new grant program focused on the scaling of evidence-based approaches implemented in combination with each other to improve student success, access, completion, and connections to career.	41,000	+35,000
Increase funding for the Teacher Quality Partnership program to support partnerships that enhance professional development activities and training for current and prospective teachers and staff.	52,092	+80,000
Establish the Hawkins Centers of Excellence program to increase the quality and number of new minority teachers prepared at institutions of higher education and add to the research base on effective, comprehensive teacher preparation program models.	0	+20,000
Subtotal, discretionary increases		+767,141

Summary of Changes—Continued
(dollars in thousands)

Mandatory:	2021 base	Change from base
Increases:		
Program:		
Increase funding for individual HEA Title III, Title V, and Title VII program authorities to increase institutional capacity and student support at HBCUs and Minority-Serving Institutions (MSIs) to ensure they succeed in and graduate from college:		
• Mandatory Strengthening Tribally Controlled Colleges and Universities program	$28,290	+$60,710
• Mandatory Strengthening Alaska Native and Native Hawaiian-serving Institutions program	14,145	+29,855
• Mandatory Strengthening Historically Black Colleges and Universities program	80,155	+171,845
• Mandatory Strengthening Predominantly Black Institutions program	14,145	+29,855
• Mandatory Strengthening Asian American- and Native American Pacific Islander-serving Institutions program	4,715	+10,285
• Mandatory Strengthening Native American-serving Nontribal Institutions program	4,715	+10,285
• Mandatory Developing Hispanic-serving Institutions STEM and Articulation programs	94,300	+201,700
Mandatory Appropriation Proposal, American Families Plan:		
• Teacher Quality Partnership	0	+280,000
• Hawkins Centers of Excellence	0	+40,000
• Completion Grants	0	+6,200,000
• Health Professionals of the Future	0	+200,000
Subtotal, mandatory increases		+7,234,535
Net change		+8,001,676

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Authorizing Legislation
(dollars in thousands)

Activity	2021 Authorized	2021 Appropriation	2022 Authorized	2022 Request
Aid for institutional development:				
Strengthening institutions *(HEA-III-A-311)*	0	$109,007	To be determined[1]	$209,007
Strengthening tribally controlled colleges and universities *(HEA-III-A-316)*	0	38,080	To be determined[1]	53,080
Strengthening Alaska Native and Native Hawaiian-serving institutions *(HEA-III-A-317)*	0	19,044	To be determined[1]	25,044
Strengthening predominantly Black institutions *(HEA-III-A-318)*	0	14,218	To be determined[1]	23,218
Strengthening Native American-serving Nontribal institutions *(HEA-III-A-319)*	0	5,120	To be determined[1]	12,120
Strengthening Asian American and Native American Pacific Islander-serving institutions *(HEA-III-A-320)*	0	5,120	To be determined[1]	20,120
Strengthening historically Black colleges and universities *(HEA-III-B-323)*	0	337,619	To be determined[1]	402,619
Strengthening historically Black graduate institutions *(HEA-III-B-326)*	0	87,313	To be determined[1]	102,313
Strengthening HBCU Master's Program *(HEA-VII-A-4-723)*	0	10,956	To be determined[1]	20,956
Minority science and engineering improvement *(HEA-III-E-1)*	0	13,370	To be determined[1]	18,370
Strengthening tribally controlled colleges and Universities *(HEA-III-F-371) (mandatory)*	30,000[2]	28,290[2]	30,000[2]	89,000[2]
Strengthening Alaska Native and Native Hawaiian-serving institutions *(HEA-III-F-371) (mandatory)*	15,000[2]	14,145[2]	15,000[2]	44,000[2]
Strengthening historically Black colleges and universities *(HEA-III-F-371) (mandatory)*	85,000[2]	80,155[2]	85,000[2]	252,000[2]

Authorizing Legislation--Continued
(dollars in thousands)

Activity	2021 Authorized	2021 Appropriation	2022 Authorized	2022 Request
Strengthening predominantly Black institutions *(HEA-III-F-371) (mandatory)*	$15,000[2]	$14,145[2]	$15,000[2]	$44,000[2]
Strengthening Asian American and Native American Pacific Islander-serving institutions *(HEA-III-F-371)(mandatory)*	5,000[2]	4,715[2]	5,000[2]	15,000[2]
Strengthening Native American-serving Nontribal institutions *(HEA-III-F-371) (mandatory)*	5,000[2]	4,715[2]	5,000[2]	15,000[2]
Aid for Hispanic-serving institutions:				
Developing Hispanic-serving institutions *(HEA-V-A)*	0	148,732	To be determined[1]	236,732
Promoting postbaccalaureate opportunities for Hispanic Americans *(HEA-V-B-512) (discretionary)*	0	13,845	To be determined[1]	28,845
Mandatory developing HSI STEM and articulation programs *(HEA III-F-371(b)(2)(B)) (mandatory)*	100,000[2]	94,300[2]	100,000[2]	296,000[2]
Other aid for institutions:				
International education and foreign language studies:				
Domestic programs *(HEA-VI-A and B)*	0	69,353	To be determined[1]	69,353
Overseas programs *(MECEA-102(b)(6))*	Indefinite	8,811	Indefinite	8,811
Model comprehensive transition and postsecondary programs for students with intellectual disabilities into higher education *(HEA-VII-D-2)*	0	13,800	To be determined[1]	15,180
Tribally controlled postsecondary career and technical institutions *(Carl D. Perkins CTEA section 117)*	10,038	10,634	10,178	10,634
Assistance for students:				
Federal TRIO programs *(HEA IV-A-2-1)*	0	1,097,000	To be determined[1]	1,297,761
Gaining early awareness and readiness for undergraduate programs *(HEA-IV-A-2-2)*	0	368,000[3]	To be determined[1]	408,000
Graduate assistance in areas of national need *(HEA-VII-A-2)*	0	23,547	To be determined[1]	23,547

Authorizing Legislation--Continued
(dollars in thousands)

Activity	2021 Authorized	2021 Appropriation	2022 Authorized	2022 Request
Child care access means parents in school *(HEA-IV-A-7)*	0	$55,000	To be determined[1]	$95,000
Teacher quality partnership *(HEA II-A) (discretionary)*	0	50,092	To be determined[1]	132,092
Teacher quality partnership *(HEA II-A) (mandatory)*	0	0	To be determined[1]	280,000
Fund for the improvement of postsecondary education *(HEA-VII-B)*	0	41,000	To be determined[1]	76,000
Hawkins Centers of Excellence *(HEA-II-B-2) (discretionary)*	0	0	To be determined[1]	20,000
Hawkins Centers of Excellence *(HEA-II-B-2) (mandatory)*	0	0	To be determined[1]	40,000
Completion Grants *(proposed legislation)*	0	0	To be determined[1]	6,200,000
Health professionals of the future *(proposed legislation)*	0	0	To be determined[1]	200,000
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
Aid for Hispanic-serving institutions:				
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

Authorizing Legislation--Continued
(dollars in thousands)

Activity	2021 Authorized	2021 Appropriation	2022 Authorized	2022 Request
Unfunded authorizations				
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
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

Authorizing Legislation--Continued
(dollars in thousands)

Activity	2021 Authorized	2021 Appropriation	2022 Authorized	2022 Request
Unfunded authorizations				
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
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	$265,038		$265,178	
Total appropriation		$2,541,661		$10,783,802
Total discretionary appropriation		2,541,661		3,308,802
Portion of discretionary request subject to reauthorization		2,541,661		3,308,802

Authorizing Legislation--Continued
(dollars in thousands)

Activity	2021 Authorized	2021 Appropriation	2022 Authorized	2022 Request
Portion of the discretionary request not authorized		0		0
Total mandatory appropriation		$240,465		$7,475,000[4]
Portion of the mandatory request not authorized		0		7,220,000

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.
[2] Mandatory funds made available in fiscal year 2009 and each succeeding fiscal year through 2019. In December 2019, the President signed Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).
[3] Of the amount appropriated, not less than 33 percent shall be used for State Grants and not less than 33 percent shall be used for Partnership Grants.
[4] Includes pre-sequestered mandatory funding made available under the FUTURE Act.

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Appropriations History
(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2013 Discretionary	$1,950,590	$1,869,656[1]	$1,911,348[1]	$1,881,098
2013 Mandatory	428,000	428,000	428,000	406,173
2014 Discretionary	2,182,799	N/A[2]	1,906,394[2]	1,925,408
2014 Mandatory	428,000		428,000	397,184
2015 Discretionary	2,025,457	N/A[3]	1,968,799[3]	1,924,839
2015 Mandatory	4,902,000		255,000	236,385
2016 Discretionary	2,072,045	1,909,042[4]	2,038,510[4]	1,982,185
2016 Mandatory	2,266,842	255,000	255,000	237,660
2017 Discretionary	2,189,200	1,976,666[5]	1,986,792[5]	2,055,439[5]
2017 Mandatory	2,060,121	2,060,121	2,060,121	237,405
2018 Discretionary	1,545,305	2,038,126[6]	2,048,439[6]	2,246,551[6]
2018 Mandatory	255,000	255,000	255,000	238,170
2019 Discretionary	1,485,848	2,300,551[7]	2,260,551[7]	2,312,356[7]
2019 Mandatory	255,000	255,000	255,000	239,190
2020 Discretionary	1,534,487	2,748,533	2,313,356[8]	2,475,792[8]
2020 Mandatory	255,000	255,000	255,000	239,955
2020 Supplemental, CARES Act (P.L. 116-136)	0	0	0	1,046,438[9]
2021 Discretionary	1,788,634	2,557,315	2,488,157[10]	2,541,661[10]
2021 Mandatory	255,000	255,000	255,000	240,465
2021 Supplemental, CRRSA Act (P.L. 116-260)	0	0	0	1,702,285[11]
2021 Mandatory Supplemental, ARP Act (P.L. 117-02)	0	0	0	2,968,843[12]
2022 Discretionary	3,308,802			
2022 Mandatory	7,475,000[13]			

[1] The levels for the House and Senate allowance reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.
[2] The House allowance is shown as N/A because there was no Subcommittee action; Senate allowance reflects Committee action only.
[3] The House allowance is shown as N/A because there was no Subcommittee action; Senate allowance reflects Senate Subcommittee action only.
[4] The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bills, which proceeded in the 14th Congress only through the House Committee and Senate Committee.
[5] The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

Appropriations History--Continued

[6] 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).
[7] 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).
[8] The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriations Act, 2020 (P.L. 116-94).
[9] The Appropriation reflects the supplemental funds from the Coronavirus Aid, Relief, and Economic Security Act (P.L. 116-136).
[10] 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).
[11] The Appropriation reflects supplemental funds from Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260).
[12] The Appropriation reflects the American Rescue Plan Act of 2021 (P.L. 117-02).
[13] Includes pre-sequestered mandatory funding made available under the Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

HIGHER EDUCATION

Significant Items in FY 2021 Appropriations Reports

Strengthening Institutions

House: Within 180 days of enactment of this Act, the Committee requests the Department to issue a report on challenges faced by community college students. This includes housing and food insecurity. This report should focus on Minority Serving Institutions and institutions in low-income census areas.

Response: The Department does not have staff or other resources to readily conduct a report that would address all of the aspects of this directive within the timeline specified absent specific authority and funding for such activities. The Administration is requesting authority to enable the Department to reserve up to 0.5 percent of funding annually appropriated for certain Higher Education Act (HEA) programs for rigorous program evaluation, data collection, and analysis of outcome data. The Department plans to engage in consultation with the Committee to explore options for addressing this directive.

Developing Hispanic-Serving Institutions

House: The Committee directs the Department to work with HSIs and provide technical assistance to support comprehensive pipeline programs in the arts in partnership with school districts that enroll a majority, minority student population. The Committee requests periodic updates on any progress in developing such programs, including in the fiscal year 2022 Congressional Budget Justification.

Response: The Department was unable to begin work on this initiative in fiscal year 2021 due to the extraordinary workload involved in administering two additional award cycles under the Higher Education Emergency Relief Fund, first under the Coronavirus Response and Relief Act enacted in December 2020 and then under the American Rescue Plan enacted in March 2021. The Department plans to engage in consultation with the Committee regarding options for addressing this directive in fiscal year 2022.

House: The Committee notes that HSIs provide many benefits and educational opportunities to their students. However, the Committee is concerned that students at HSIs may be graduating at lower rates than students at non-HSIs. Therefore, the Committee directs the Department to provide an update in the fiscal year 2022 Congressional Budget Justification on graduation rates, retention rates, and persistence rates for students at HSIs, including a strategy on how to improve overall postsecondary completion at HSIs.

Response: The Department provides the requested information in the section addressing Aid for Hispanic-serving institutions. Additionally, the Administration is requesting an additional $265.6 million in discretionary funding for the two programs under Aid for Hispanic-serving Institutions and $296.1 million in mandatory funding for the HSI STEM and Articulation program, $103 million and $201.8 million more than the fiscal year 2021 amounts, respectively. This funding would increase institutional capacity and student support at HSIs. A significant number of postsecondary education institutions serving high percentages of students of color and students from low-income backgrounds face challenges that threaten their continued operation and ability to provide a high-quality education. The Department is committed to assisting institutions enrolling a large proportion of underserved students by providing funds to support, among other activities, improvements in academic quality, institutional management, administrative capacity and fiscal stability, infrastructure, and student support services, to ensure they succeed in and graduate from college.

Federal TRIO Programs

Explanatory Statement: The Committee directs the Department to include proposed funding levels for each of the TRIO programs in the operating plan required under section 516 of this act, and to brief the Committees on Appropriations of the House of Representatives and the Senate prior to issuing a Notice Inviting Applications.

Response: The Department included proposed funding levels for each of the TRIO programs for fiscal year 2021 is included in the Federal TRIO Programs section below.

House: Further, the Committee directs the Department to allocate any grant funding not needed for non-competitive continuation awards or for programs up for competition in fiscal year 2021 to provide inflationary increases for current grantees and to increase the number and size of new awards in the Talent Search and Educational Opportunity Centers grant competitions. The Department is also directed to ensure that the notices inviting applications for new awards for the Talent Search and Educational Opportunity Centers grant competitions no later than October 15, 2020 for Talent Search and no later than November 15, 2020 for Educational Opportunity Centers. The Department is further directed to take steps necessary to award funding as early as possible, but no later than June 30, 2021.

Response: In the fiscal year 2021 Talent Search and Educational Opportunity Centers competitions, maximum award sizes were increased from the comparable levels from the fiscal year 2016 competitions.

Significant Items in FY 2021 Appropriations Reports--Continued

Gaining Early Awareness and Readiness for Undergraduate Programs

House: Furthermore, the Committee directs the Department to announce Notices Inviting Applications for New Awards for State Grants and Partnership Grants in the Federal Register. In such notice for State grants, the Committee directs the Department to uphold the long-standing guidance that States may only administer one active State GEAR UP grant at a time. The Secretary is directed to provide written guidance in the Federal Register notifying applicants that only States without an active State GEAR UP grant, or States that have an active State GEAR UP grant that is scheduled to end prior to October 1, 2021, will be eligible to receive a new State GEAR UP award funded in whole or in part by this appropriation. The Secretary is further directed to ensure that no request from a State Grant applicant to receive an exception to the GEAR UP scholarship (as described in section 404E(b)(2) of the HEA) shall be denied on the basis of 34 CFR 694.14(c)(3).

Response: Notices Inviting Applications for fiscal year 2021 new awards under the GEAR UP Program were published in the Federal Register on April 29, 2021 (86 FR 22642; 86 FR 22650).

Explanatory Statement: The Committee directs the Department to announce Notices Inviting Applications for New Awards for State Grants and Partnership Grants in the Federal Register. In such notice for State grants, the Committee directs the Department to uphold the longstanding guidance that States may only administer one active State GEAR UP grant at a time. The Secretary is directed to provide written guidance in the Federal Register notifying applicants that only States without an active State GEAR UP grant, or States that have an active State GEAR UP grant that is scheduled to end prior to October 1, 2021, will be eligible to receive a new State GEAR UP award funded in whole or in part by this appropriation. The Secretary is further directed to ensure that no request from a State Grant applicant to receive an exception to the GEAR UP scholarship described in Sec. 404E(b)(2) of the HEA shall be denied on the basis of 34 CFR 694.14(c)(3).

Response: Notices Inviting Applications for fiscal year 2021 new awards under the GEAR UP Program were published in the Federal Register on April 29, 2021 (86 FR 22642; 86 FR 22650).

Child Care Access Means Parents in School

House: The Committee is concerned with the disproportionate levels of support that colleges and universities provide to students who are parents. The Committee directs the Secretary to provide a report on: (1) the percentage of students who are parents in colleges and universities, disaggregated by race, socioeconomic status, and age; (2) services institutions provide for student parents; (3) outreach methods to ensure students are informed of available resources; (4) the availability of on-campus and subsidized childcare; and (5) the availability of lactation rooms for nursing mothers. The Committee requests this report no later than one year after enactment of this Act.

Response: The Department does not have staff or other resources to readily conduct a report that would address all of the aspects of this directive within the timeline specified absent specific authority and funding for such activities. The Administration is requesting authority to enable the Department to reserve up to 0.5 percent of funding annually appropriated for certain Higher Education Act (HEA) programs for rigorous program evaluation, data collection, and analysis of outcome data. The Department plans to engage in consultation with the Committee to explore options for addressing this directive.

Fund for the Improvement of Postsecondary Education

House: The Department should ensure that this program continues to support comprehensive services including veteran benefits assistance, tutoring, counseling, and housing. The Committee directs the Department to brief the Committees on Appropriations no later than 90 days after enactment of this Act on its plan to continue to carry out this program, as well as a plan for evaluation and accountability, and to notify the Committees no later than 15 days in advance of making any new grant award or changes to the programs.

Response: The Department briefed the Committee regarding this program. The Department will notify the Committee no later than 15 days prior to making new awards from the fiscal year 2020 slate.

House: The Committee recommendation includes $2,000,000 to support a model center of educational excellence at an undergraduate HBCU with a demonstrable record in the production of Black teachers. The Committee directs the Department to provide a briefing within 90 days of enactment of this Act on its plans to establish this center.

Response: The Department briefed the Committee regarding its plans to establish this center.

Significant Items in FY 2021 Appropriations Reports--Continued

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

Response: The Department has engaged in initial conversations with the Department of Labor regarding this work and will comply with the directive.

House: The agreement includes $7,000,000 to continue the Open Textbook Pilot and fund a new grant competition in fiscal year 2021. The Department shall issue a notice inviting applications consistent with notice and comment procedures and allow for a 60-day application period. This funding should support a significant number of grant awards to IHEs as defined by 20 U.S.C. 1001, a group of IHEs, or State higher education agencies that lead the activities of (and serve as fiscal agent for) a consortium. Funding should be used to create new open textbooks and expand the use of open textbooks in courses that are part of a degree granting program, and particularly those with high enrollments. Allowable uses of funds should include professional development for faculty and staff, including relating to the search for and review of open textbooks; the creation or adaptation of open textbooks; development or improvement of tools and informational resources that support the use of open textbooks, including accessible instructional materials for students with disabilities; and research evaluating the efficacy of the use of open textbooks for achieving savings for students and the impact on instruction and student learning outcomes. The Secretary shall require that any open textbooks created with these funds shall be released to the public under a nonexclusive, royalty-free, perpetual, and irrevocable license to exercise any of the rights under copyright conditioned only on the requirement that attribution be given as directed by the copyright owner. Further, any tools, technologies, or other resources that are created, developed, or improved wholly or in part with these funds for use with any open textbook must be similarly licensed. Any eligible entity receiving a grant through the Open Textbooks Pilot, upon completion of the supported project, shall report to the Secretary regarding the effectiveness of the project in expanding the use of open textbooks and in achieving savings for students; the impact of the project on expanding the use of open textbooks at IHEs outside of the institution receiving the grant; open textbooks created or adapted under the grant, including instructions on where the public can access each open textbook; the impact of the project on instruction and student learning outcomes; and all project costs, including the value of any volunteer labor and institutional capital used for the project. The Secretary shall make such reports publicly available.

Response: The Department briefed the Committee on its plans to fund nine additional awards from the fiscal year 2020 slate.

Explanatory Statement: The recommendation includes $7,000,000 to continue the Open Textbook Pilot and support a new grant competition in fiscal year 2021. The Committee directs the Department to issue a notice inviting applications and allow for a 60 day application period. This funding should support a significant number of grant awards under the same terms and conditions as specified for this activity in fiscal year 2020.

Response: The Department briefed the Committee on its plans to fund nine additional awards from the fiscal year 2020 slate.

Omnibus Report: The agreement includes $7,000,000 to continue the Open Textbook Pilot and support a new grant competition in fiscal year 2021. The Department is directed to issue a notice inviting applications and allow for a 60- day application period. This funding should support a significant number of grant awards with the same terms and conditions as specified for this activity in the fiscal year 2020 notice and House Report 116-450.

Response: The Department briefed the Committee on its plans to fund nine additional awards from the fiscal year 2020 slate.

House: Within 180 days of enactment of this Act, the Committee directs the Department to provide a report on student diversity in film programs at IHEs and film schools. The report should include the following information: the number of film schools and institutions that receive any Federal funds and grants administered by the Department of Education; where data are available, the diversity of film school applicants; the diversity of accepted film students; and the diversity of students enrolled in their programs. This data should be disaggregated by race, ethnicity, and gender where applicable and where data are available. The report should also include an examination of recruitment efforts, including the results of these efforts, to help ensure a diverse class of accepted film school students.

Response: The Department does not have staff or other resources to readily conduct detailed, nationwide studies of degree programs at postsecondary institutions absent specific authority and funding for such activities. In addition, the proposed timeline for completion of the study is unrealistic given its scope, the novel issues it would address, and, as implied by the directive, challenges in obtaining relevant data, some of which may be restricted based on privacy considerations. The Department recommends further consultation with the Committee to explore the feasibility of such a study.

HIGHER EDUCATION

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DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2020 Appropriation	2021 Appropriation	2022 Request	2022 Request Compared to 2021 Appropriation	
					Amount	Percent
Higher Education						
1. Aid for institutional development:						
(a) Strengthening institutions (HEA III-A, section 311)	D	107,854	109,007	209,007	100,000	91.74%
(b) Strengthening tribally controlled colleges and universities (HEA III-A, section 316)	D	36,633	38,080	53,080	15,000	39.39%
(c) Mandatory strengthening tribally controlled colleges and universities (HEA III-F, section 371)	M	28,230	28,290	87,290	59,000	208.55%
Subtotal		64,863	66,370	140,370	74,000	111.50%
(d) Strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-A, section 317)	D	18,320	19,044	25,044	6,000	31.51%
(e) Mandatory strengthening Alaska Native and Native Hawaiian-serving institutions (HEA III-F, section 371)	M	14,115	14,145	43,145	29,000	205.02%
Subtotal		32,435	33,189	68,189	35,000	105.46%
(f) Strengthening HBCUs (HEA III-B, section 323)	D	324,792	337,619	402,619	65,000	19.25%
(g) Mandatory strengthening HBCUs (HEA III-F, section 371)	M	79,985	80,155	247,155	167,000	208.35%
Subtotal		404,777	417,774	649,774	232,000	55.53%
(h) Strengthening historically Black graduate institutions (HEA III-B, section 326)	D	83,995	87,313	102,313	15,000	17.18%
(i) Strengthening HBCU masters program (HEA Title VII, section 723)	D	9,956	10,956	20,956	10,000	91.27%
(j) Strengthening predominantly Black institutions (HEA III-A, section 318)	D	13,197	14,218	23,218	9,000	63.30%
(k) Mandatory strengthening predominantly Black institutions (HEA III-F, section 371)	M	14,115	14,145	43,145	29,000	205.02%
Subtotal		27,312	28,363	66,363	38,000	133.98%
(l) Strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-A, section 320)	D	4,444	5,120	20,120	15,000	292.97%
(m) Mandatory strengthening Asian American- and Native American Pacific Islander-serving institutions (HEA III-F, section 371)	M	4,705	4,715	14,715	10,000	212.09%
Subtotal		9,149	9,835	34,835	25,000	254.19%
(n) Strengthening Native American-serving nontribal institutions (HEA III-A, section 319)	D	4,444	5,120	12,120	7,000	136.72%
(o) Mandatory strengthening Native American-serving nontribal institutions (HEA III-F, section 371)	M	4,705	4,715	14,715	10,000	212.09%
Subtotal		9,149	9,835	26,835	17,000	172.85%
(p) Minority science and engineering improvement (HEA III-E-1)	D	12,635	13,370	18,370	5,000	37.40%
Subtotal, Aid for institutional development		762,125	786,012	1,337,012	551,000	70.10%
Discretionary	D	616,270	639,847	886,847	247,000	38.60%
Mandatory	M	145,855	146,165	450,165	304,000	207.98%

NOTES: D = discretionary program; M = mandatory program

Detail may not add to totals due to rounding.

Note: Pursuant to the Budget Control Act of 2011 (P.L. 112-25), for most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates the levels shown in the 2020 Appropriation column reflect the 5.9 percent reduction that went into effect on October 1, 2019; the levels shown in the 2021 Appropriation column reflect the 5.7 percent reduction that went into effect on October 1, 2020; and the levels shown in the 2022 Appropriation column reflect the 5.7 percent reduction that, under current law, will go into effect on October 1, 2021.

DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2020 Appropriation	2021 Appropriation	2022 Request	2022 Request Compared to 2021 Appropriation	
					Amount	Percent
Higher Education (continued)						
2. Aid for Hispanic-serving institutions:						
(a) Developing Hispanic-serving institutions (HEA V-A)	D	143,081	148,732	236,732	88,000	59.17%
(b) Mandatory developing HSI STEM and articulation programs (HEA III-F, section 371(b)(2)(B))	M	94,100	94,300	290,300	196,000	207.85%
(c) Promoting postbaccalaureate opportunities for Hispanic Americans (HEA V, section 512)	D	12,838	13,845	28,845	15,000	108.34%
Subtotal		250,019	256,877	555,877	299,000	116.40%
Discretionary		155,919	162,577	265,577	103,000	63.35%
Mandatory		94,100	94,300	290,300	196,000	207.85%
3. Other aid for institutions:						
(a) International education and foreign language studies:						
(1) Domestic programs (HEA VI-A and B)	D	68,103	69,353	69,353	0	0.00%
(2) Overseas programs (MECEA section 102(b)(6))	D	8,061	8,811	8,811	0	0.00%
Subtotal		76,164	78,164	78,164	0	0.00%
(c) Model transition programs for students with intellectual disabilities into higher education (HEA VII-D-2)	D	11,800	13,800	15,180	1,380	10.00%
(d) Tribally controlled postsecondary career and technical institutions (CTEA section 117)	D	10,000	10,634	10,634	0	0.00%
4. Assistance for students:						
(a) Federal TRIO programs (HEA IV-A-2, Chapter 1)	D	1,090,000	1,097,000	1,297,761	200,761	18.30%
(b) Gaining early awareness and readiness for undergraduate programs (GEAR UP) (HEA IV-A-2, Chapter 2)	D	365,000	368,000	408,000	40,000	10.87%
(c) Graduate assistance in areas of national need (HEA VII-A-2)	D	23,047	23,547	23,547	0	0.00%
(d) Child care access means parents in school (HEA IV-A-7)	D	53,000	55,000	95,000	40,000	72.73%
5. Fund for the improvement of post secondary education (FIPSE) (HEA VII-B)	D	24,500	41,000	76,000	35,000	85.37%
6. Teacher quality partnership (HEA II-A)	D	50,092	52,092	132,092	80,000	153.57%
7. Teacher quality partnership (HEA II-A)	M	0	0	280,000	280,000	---
8. Hawkins Centers of Excellence (HEA II-B-2)	D	0	0	20,000	20,000	---
9. Hawkins Centers of Excellence (HEA II-B-2)	M	0	0	40,000	40,000	---
10. Health professionals of the future (proposed legislation)	M	0	0	200,000	200,000	---
11. Completion Grants (proposed legislation)	M	0	0	6,200,000	6,200,000	---
Discretionary	D	2,475,792	2,541,661	3,308,802	767,141	30.18%
Mandatory	M	239,955	240,465	7,460,465	7,220,000	3002.52%

NOTES: D = discretionary program; M = mandatory program
Detail may not add to totals due to rounding.

Note: Pursuant to the Budget Control Act of 2011 (P.L. 112-25), for most mandatory programs, with the exception of Pell Grants, Credit Liquidating, and Credit Reestimates the levels shown in the 2020 Appropriation column reflect the 5.9 percent reduction that went into effect on October 1, 2019; the levels shown in the 2021 Appropriation column reflect the 5.7 percent reduction that went into effect on October 1, 2020; and the levels shown in the 2022 Appropriation column reflect the 5.7 percent reduction that, under current law, will go into effect on October 1, 2021.

HIGHER EDUCATION

Summary of Request

The Administration's fiscal year 2022 Request includes $3.8 billion in discretionary funds for Higher Education Programs aimed at improving student achievement and completion rates at colleges and universities that serve high numbers of low-income students. President Biden's fiscal year 2022 Request for the Department includes transformational investments from early childhood to postsecondary education so that all children and young people are able to grow, learn, and gain the skills they need to succeed. The Request provides increases that are key to increasing racial equity, combatting the effects of COVID-19, and bolstering our economy for those who are underserved.

To help close gaps among racial and socioeconomic groups in college enrollment and degree attainment, the Request includes $1.9 billion in discretionary and mandatory funding authorized under Titles III and V of the Higher Education Act of 1965, as amended. Within this amount, the Request provides $886.8 million in discretionary funding for the Aid for Institutional Development (AID) programs, an increase of $247 million or 38.6 percent, over the 2021 appropriation. The Request for Title III demonstrates the Administration's commitment to assisting institutions that enroll a large proportion of minority and disadvantaged students by providing funds to improve institutions' academic programs and administrative and fundraising capabilities.

The Administration requests $209 million for the **Strengthening Institutions Program** and includes a total request of $549.1 million to strengthen institutions of higher education that serve high proportions of African Americans and low-income students, by providing $402.6 million, an increase of $65 million over the 2021 appropriation, for **Historically Black Colleges and Universities (HBCUs)**; $102.3 million for **Historically Black Graduate Institutions (HBGIs)**, $21 million for **Master's Degree Programs at HBCUs**, and $23.2 million for **Strengthening Predominantly Black Institutions (PBIs)**.

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

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

In addition to these discretionary requested levels, the Administration is proposing to triple mandatory funding to minority-serving institutions authorized under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA). Currently, $255 million is available in mandatory funding in fiscal year 2022. President Biden's American Families Plan (AFP) would increase that funding level for HBCUs, TCCUs, and other MSIs to $755 million, an increase of $500 million in fiscal year 2022 and a total investment of $5 billion over ten years.

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

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

The Request also includes $15.2 million for model comprehensive transition programs through the **Model Transition Programs for Students with Intellectual Disabilities (TPSID)** program, $23.5 million for the **Graduate Assistance in Areas of National Need (GAANN)** program, $10.6 million for the **Tribally Controlled Postsecondary Career and Technical Institutions (TCPCTI)** program, and $95 million for the **Child Care Access Means Parents in School** program.

The Request includes $76 million for the **Fund for the Improvement of Postsecondary Education (FIPSE)**, an increase of $35 million over the 2021 appropriation, to support a new grant program focused on the growing and scaling of integrated, evidence-based approaches designed to improve student access to, success in, and completion of postsecondary education as well as connections to career opportunities.

Summary of Request--Continued

The Request would provide $132.1 million, an increase of $80 million over the 2021 appropriation, for **Teacher Quality Partnership (TQP)** program to help support a variety of effective pathways into teaching and support our Nation's teaching force in improving student outcomes.

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

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

Aid for institutional development

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

(dollars in thousands)

FY 2022 Authorization: To be determined (discretionary)[1]; $155,000 (mandatory appropriation)[2]; $304,000 (mandatory request)

Budget Authority:

	2021 Appropriation	2022 Request	Change from 2021 to 2022
Discretionary:			
Strengthening Institutions Program (SIP) (Part A)	$109,007	$209,007	+$100,000
Strengthening Tribally Controlled Colleges and Universities (TCCUs) (Part A)	38,080	53,080	+15,000
Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNHs) (Part A)	19,044	25,044	+6,000
Strengthening Historically Black Colleges and Universities (HBCUs) (Part B)	337,619	402,619	+65,000
Strengthening Historically Black Graduate Institutions (HBGIs) (Part B)	87,313	102,313	+15,000
Strengthening HBCU Master's Degree Program (Section 723)	10,956	20,956	+10,000
Strengthening Predominantly Black Institutions (PBIs) (Part A)	$14,218	$23,218	+$9,000
Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) (Part A)	5,120	20,120	+15,000
Strengthening Native American-serving Nontribal Institutions (NASNTIs) (Part A)	5,120	12,120	+7,000
Minority Science and Engineering Improvement Program (MSEIP) (Part E)	13,370	18,370	+5,000

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.
[2] Mandatory funds made available in fiscal year 2009 and each succeeding fiscal year through 2019. In December 2019, Congress enacted Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).

Aid for institutional development

	2021 Appropriation	2022 Request	Change from 2021 to 2022
Mandatory (Part F, Section 371):			
Strengthening TCCUs	$28,290	$89,000	+$60,710
Strengthening ANNHs	14,145	44,000	+29,855
Strengthening HBCUs	80,155	252,000	+171,845
Strengthening PBIs	14,145	44,000	+29,855
Strengthening AANAPISIs	4,715	15,000	+10,285
Strengthening NASNTIs	4,715	15,000	+10,285
Total, Discretionary Appropriation	639,847	886,847	+247,000
Total, Mandatory Appropriation	146,165 [1]	459,000 [2]	+312,835
Supplemental Appropriation, CRRSA Act (P.L. 116-260)			
Strengthening Institutions Program	241,719	0	0
Strengthening TCCUs	82,101	0	0
Strengthening ANNHs	41,058	0	0
Strengthening HBCUs	727,912	0	0
Strengthening HBGIs	188,247	0	0
Strengthening HBCU Master's	22,313	0	0
Strengthening PBIs	29,577	0	0
Strengthening AANAPISIs	9,560	0	0
Strengthening NASNTIs	9,560	0	0
Total, CRRSA Act	1,352,047	0	0
Mandatory Supplemental Appropriation, ARP Act (P.L. 117-02)			
Strengthening Institutions Program	421,565	0	0
Strengthening TCCUs	143,186	0	0
Strengthening ANNHs	71,607	0	0
Strengthening HBCUs	1,269,503	0	0
Strengthening HBGIs	328,308	0	0
Strengthening HBCU Master's	38,917	0	0
Strengthening PBIs	51,583	0	0
Strengthening AANAPISIs	17,370	0	0
Strengthening NASNTIs	17,370	0	0
Total, ARP Act	2,359,409	0	0

[1] In December 2019, Congress enacted Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189). The 2020 level for mandatory programs has been reduced by 5.7 percent which became effective on October 1, 2020, pursuant to the Budget Control Act of 2011 (P.L. 112-25).

[2] Includes mandatory funding that is a part of the American Families Plan and included in the President's fiscal year 2022 budget request.

Aid for institutional development

PROGRAM DESCRIPTION

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

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).

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: plan, develop, and implement activities that encourage faculty and academic program development; support improvement in fund and administrative management; support joint use of libraries and laboratories; support construction, maintenance, renovation, and improvement of instructional facilities; support student services; and provide education or counseling services designed to improve the financial literacy and economic literacy of students or their families. To further facilitate the development of eligible institutions, funds may be used to support activities that strengthen an institution’s technological capabilities. Institutions may use no more than 20 percent of grant funds to establish or increase an institution’s endowment fund. These endowment funds must be matched dollar for dollar with non-Federal funds.

Aid for institutional development

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 and include in its enrollment a significant percentage of financially needy students, as measured by enrollment of Pell Grant recipients or other Title IV need-based aid recipients.

Strengthening Tribally Controlled Colleges and Universities (TCCUs)

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

The Department may reserve 30 percent of the funds appropriated to award 1-year grants of at least $1 million for institutional 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.

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; 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; improving the financial literacy and economic literacy of students or their families; and facilities for Internet use or other distance education technologies.

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

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

The ANNH program, authorized by Part A, Section 317 of the HEA, makes competitive 5-year development grants that enable these institutions to improve and expand their capacity to serve Alaska Native and Native Hawaiian students. Like TCCUs, institutions receiving grants under Section 317 do not have to wait 2 years between grants and thus may be funded continuously. Uses of funds are similar to those authorized under SIP.

Aid for institutional development

Alaska Native-serving institutions and Native Hawaiian-serving institutions are institutions that meet the definition of an eligible institution under Section 312(b) of the HEA and have, respectively, undergraduate enrollments that are at least 20 percent Alaska Native students or 10 percent Native Hawaiian students.

Strengthening Historically Black Colleges and Universities (HBCUs)

The Strengthening HBCUs program, authorized by Part B, Section 323 of the HEA, makes 5-year formula-based discretionary grants to help HBCUs strengthen their infrastructure and achieve greater financial stability. 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.

HBCUs 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.

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 African 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 African Americans are underrepresented. The statute provides for a $250,000 minimum grant for each eligible institution.

Strengthening Historically Black Graduate Institutions (HBGIs)

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

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

Aid for institutional development

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.

Of the amount appropriated: the first $56.9 million (or any lesser amount appropriated) must be used to make grants to the first 18 HBGIs listed in the HEA; any amount appropriated in excess of $56.9 million but less than $62.9 million must be used to make grants to the six remaining HBGIs listed in the HEA. Any appropriated amount in excess of $62.9 million must be made available to each of the 24 HBGIs pursuant to a formula that is based on: (1) an institution's ability to match funds; (2) the number of students enrolled in the postgraduate program; (3) the average cost of education per student enrolled in the postgraduate program; (4) the number of students who received a degree from the postgraduate program in the previous year; and (5) the contribution of the institution as calculated by the ratio of programs for which the institution is eligible to receive funds to the number of African Americans receiving graduate or professional degrees in those programs.

Strengthening HBCU Master's Program

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

Per statute, the first $9 million (or any lesser amount appropriated) in funding for this program must be used to make minimum grant awards of $500,000 to each eligible institution. If the amount appropriated is not sufficient to cover minimum grants to eligible institutions, each institution's grant award is ratably reduced. Any appropriated amount in excess of $9 million must be made available to each of the eligible institutions identified in the statute based on: (1) the ability of the institution to match Federal funds with non-Federal funds; (2) the number of students enrolled in the qualified master's degree program at the eligible institution in the previous academic year; (3) the average cost of attendance per student, for all full-time students enrolled in the qualified master's degree program; (4) the number of students who received a degree in the qualified master's degree program in the previous year; and (5) the contribution of the institution as calculated by the ratio of programs for which the institution is eligible to receive funds to the number of African Americans receiving master's degrees in disciplines related to the program.

Aid for institutional development

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 students pursuing a master's degree in mathematics, engineering, the physical or natural sciences, computer science, information technology, nursing, allied health, or other scientific disciplines in which African Americans are underrepresented; 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.

Strengthening Predominantly Black Institutions (PBIs)

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

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

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

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

The AANAPISI program, authorized by Part A, Section 320 of the HEA, makes 5-year competitive grants to eligible IHEs, as defined under Section 312(b) of the HEA, that have, at the time of application, an enrollment of undergraduate students that is at least 10 percent Asian American or Native American Pacific Islander students. The term "Asian American" means a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam) as defined in the Office of Management and Budget's Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity as published on October 30, 1997 (62 Federal Register 58789). The term "Native

American Pacific Islander" means any descendant of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the U.S. 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 low-income individuals. Funds may be used for a range of activities, including: the purchase, rental, or lease of scientific or laboratory equipment for educational purposes; renovation and improvement of instructional facilities; faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction; curriculum development and academic instruction; endowment funds; and academic instruction in disciplines in which Asian American and Native American Pacific Islanders are underrepresented.

Strengthening Native American-serving Nontribal Institutions (NASNTI)

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

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

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

Minority Science and Engineering Improvement Program (MSEIP)

The MSEIP, authorized by Part E, Subpart 1 of the HEA, supports competitive 3-year grants to IHEs that are designed to promote long-range improvement in science and engineering education at predominantly minority institutions and increase the participation of underrepresented 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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	$614,001[1]
2018	681,514[2]
2019	687,501[3]
2020	762,125[4]
2020 CARES Act	831,628
2021	786,012[5]
2021 CRRSA Act	1,352,845
2021 Mandatory ARP Act	2,359,408

[1] Includes $144,305 thousand in mandatory funds provided under the HEA.
[2] Includes $144,770 thousand in mandatory funds provided under the HEA.
[3] Includes $145,390 thousand in mandatory funds provided under the HEA.
[4] Includes $145,855 thousand in mandatory funds provided under the HEA.
[5] Includes $146,165 thousand in mandatory funds provided under the HEA.

FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests a total of $886.8 million in discretionary funding for the Aid for Institutional Development programs authorized under Title III of the Higher Education Act of 1965, as amended (HEA), an increase of $247 million, or nearly 39 percent over the fiscal year 2021 appropriation. In addition to these discretionary requested levels, the Administration is proposing in President Biden's American Families Plan (AFP) to nearly triple mandatory funding to minority-serving institutions authorized under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act (Section 371 of the HEA). Currently, $255 million is available in mandatory funding in fiscal year 2022 for the Title III and Title V programs authorized by Section 371 of the HEA--$155 million for the Title III programs and $100 million for Title V programs. The AFP would increase that funding level for HBCUs, TCCUs, and other MSIs to $755 million, an increase of $500 million in fiscal year 2022 and a total investment of $5 billion over ten years.

The Request for discretionary and mandatory funding would increase institutional capacity and student support at Minority-Serving Institutions (MSIs) and low-resourced institutions, including community colleges. A significant number of postsecondary education institutions serving high percentages of students of color and students from low-income backgrounds face challenges that threaten their continued operation and ability to provide a high-quality education. The Administration is committed to assisting institutions enrolling a large proportion of underserved students by providing funds to support, among other activities, improvements in academic quality, institutional management, administrative capacity and fiscal stability, infrastructure, and student support services, to ensure they succeed in and graduate from college.

Aid for institutional development

These investments, combined with the $41 billion in additional support for these institutions over 10 years proposed in the AFP, will enable HBCUs, TCUs, and MSIs to play a critical role in addressing longstanding inequities in postsecondary education and make the U.S. more competitive on the global stage.

Title III, Part A (Other MSI Programs)

- The Request would provide $209 million for the Strengthening Institutions program, an increase of $100 million or 47.8 percent over the 2021 appropriation. This funding level would continue to support the Administration's commitment to assist institutions that provide educational opportunities to low-income students and students of color. The Request will enable the Department to award approximately 200 new awards in fiscal year 2022. The Department funded down the fiscal year 2019 slate to make new awards in 2020. Of the 194 applications received in fiscal year 2019, the Department funded 65 percent of the applicants--64 grants (33 percent) were funded in 2019 and 62 grants (32 percent) were funded in fiscal year 2020. Forty-nine percent of the appropriation was awarded to 2-year public institutions of higher education (IHEs), 28 percent to 4-year public IHEs, and 23 percent to 4-year or above private not-for-profit IHEs in fiscal year 2020.

- The Request would provide $53.1 million for the Strengthening TCCUs program, an increase of $15 million, or 28.3 percent over the fiscal year 2021 appropriation. Funding would support 35 fully accredited Tribal Colleges and Universities. The majority of TCCUs are 2-year schools, primarily located in regions of the Midwest and Southwest not served by other postsecondary education institutions. TCCUs play a critical role by offering a broad range of degree and certificate programs to students for whom these educational opportunities would otherwise be geographically and culturally inaccessible. The Budget also includes $30 million in mandatory funding for the Strengthening TCCUs program authorized by the FUTURE Act. The AFP would increase this level by $59 million, for a mandatory total of $89 million in fiscal year 2022 for the Strengthening TCCUs program. The Department will award funding to all eligible TCCUs using the formula outlined in the program statute.

  Approximately 10 percent of all American Indian/Alaska Native college students were enrolled in TCCUs in 2018. In 2018-2019, American Indian/Alaska Natives earned only 0.5 percent of the bachelor's degrees, 0.5 percent of the master's degrees, and 0.4 percent of doctoral degrees awarded in the U.S., though American Indian/Alaska Natives comprise 1.3 percent of the population.

- $25 million in fiscal year 2022 for discretionary grants under Part A, Section 317 for the Strengthening Alaska Native and Native Hawaiian-serving Institutions (ANNH) program, an increase of $6 million, or 24 percent over the 2021 appropriation. Like TCCUs, ANNH institutions are typically located in remote areas not served by other postsecondary educational institutions. The Budget also includes $15 million in mandatory funding for the Strengthening ANNH program authorized by the FUTURE Act. The AFP would increase this level by $29 million, for a total of $44 million in mandatory funding for fiscal year 2022.

Aid for institutional development

- $23.8 million in fiscal year 2022 for Part A, Section 318 Strengthening Predominantly Black Institutions (PBIs) program, an increase of $9 million, or 38.8 percent over the 2021 appropriation. PBIs are primarily urban and rural 2-year colleges where at least 40 percent of students are African American and at least 50 percent are low-income or first-generation college students. The Budget also includes $15 million in mandatory funding for the Strengthening PBIs program authorized by the FUTURE Act. The AFP would increase this level by $29 million, for a total of $44 million in mandatory funding for fiscal year 2022.

- $20.1 million in fiscal year 2022 for discretionary funds for Part A, Section 320 Strengthening Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) program, an increase of $15 million, or 74.6 percent over the 2021 appropriation. Most AANAPISI institutions are junior and community colleges where at least 10 percent of students are Asian American or Native American Pacific Islander students. AANAPISI-eligible institutions enroll 75 percent of the total population of low-income AAPI undergraduate students currently enrolled in higher education. They also serve communities with disproportionately high numbers of English language learners and individuals with significant academic needs. The Budget also includes $5 million in mandatory funding for the Strengthening AANAPISIs program authorized by the FUTURE Act; the AFP would increase this level by 10 million, for a total of $15 million in mandatory funding for fiscal year 2022.

- $12.1 million in fiscal year 2018 for discretionary funds for Part A, Section 319 Strengthening Native American-serving Nontribal Institutions (NASNTIs) program, an increase of $7 million, or 57.8 percent over the 2021 appropriation. NASNTI-eligible institutions must have an enrollment of undergraduate students that is at least 10 percent Native American and at least 50 percent are low-income. With increasing enrollment at institutions of higher education, nontribal institutions of higher education that serve large populations of Native American students require additional resources to improve and expand their capacity to serve the unique and diverse needs of their Native American student population. The Budget also includes $5 million in mandatory funding for the Strengthening NASNTIs program authorized by the FUTURE Act; the AFP would provide a $10 million increase in mandatory funding for NASNTIs, for a total of $15 million in mandatory funding for fiscal year 2022.

Title III, Part B (HBCU Funding)

The Administration's Request would maintain strong support for Historically Black Colleges and Universities (HBCUs). HBCUs enroll over 12 percent of all African American students in higher education. Figures compiled by National Center for Education Statistics (NCES) indicate that an estimated 291,767 African American students were enrolled at HBCUs in 2018. In addition, approximately 13 percent of African Americans who currently hold undergraduate degrees earned their credential from an HBCU. Grants provided under the Title III, Part B programs enable HBCUs and HBGIs to continue graduating large numbers of African American students and prepare them for advanced study while also helping these institutions improve their academic quality, institutional management, and fiscal stability.

Aid for institutional development

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

- $409.6 million for the Strengthening HBCUs program, an increase of $65 million, or 16.1 percent over the 2021 appropriation. In addition, the Administration requests $102.3 million for the Strengthening HBGIs program, an increase of $15 million, or 14.7 percent over the 2021 appropriation. HBCUs also would receive $85 million in mandatory funding for the Strengthening HBCUs program authorized by the FUTURE Act, and the AFP would increase mandatory funding for HBCUs by $167 million, for a mandatory of $252 million in fiscal year 2022. The fiscal year 2021 request demonstrates the Administration's continued support of HBCUs and HBGIs, which play a unique and vital role in providing higher education opportunities to minority and underserved students.

  African American enrollment at IHEs nearly tripled between 1976 and 2015, from about 1 million students to 3 million students. Despite these increases in college enrollment, African American students continue to lag behind their non-African American peers (and the national average) in overall educational attainment. In 2018-2019, African Americans earned only 10.3 percent of bachelor's degrees, 13.4 percent of master's degrees, and 9.2 percent of doctoral degrees awarded in the United States. Further, African American student participation in and completion of advanced programs in the physical and natural sciences, engineering, and mathematics continues to be lower than participation for other groups. Part B funding increases the capacity of HBCUs and HBGIs to provide such programs.

- $21 million for the Strengthening HBCU Master's Degree Program, an increase of $10 million, or 47.7 percent over the 2021 appropriation. This request would provide funding to 18 specified HBCUs that make a substantial contribution to graduate education opportunities for African 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.

Title III, Part E (MSEIP)

- $18.4 million for MSEIP, an increase of $5 million or 27.2 percent over the fiscal year 2021 appropriation. The fiscal year 2022 request would provide continued support for the improvement of STEM programs at IHEs enrolling large numbers of students of color and would further the Department's efforts to increase access to a quality higher education for individuals from underrepresented minority groups. MSIs play a critical role in serving underrepresented minorities.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Strengthening Institutions			
Number of new development awards	62[1]	38	200
Average new development awards	$415	$482	$550
Total new development award funding	$25,708	$18,324	$109,991
Number of continuation development awards	115	177	205
Average continuation development award	$433	$429	$428
Total continuation development award funding	$49,837	$75,969	$87,718
Number of continuation evidence awards	70	25	18
Average continuation evidence award	$459	$545	$512
Total continuation evidence award funding	$32,132[2]	$13,624[2]	$9,208[2]
Peer review of new award applications	$5	$1,090	$2,090
Total unobligated funding	$171	0	0
Total award funding (Section 311)	$107,854	$109,007	$209,007
Total number of awards	247	240	423
Strengthening TCCUs			
Discretionary funding:			
Number of new development awards	33	2	0
Average new development award	$1,078	$700	0
Total new development award funding	$35,577	$1,400	0
Number of continuation development awards	2	33	35
Average continuation development award	$528	$1,112	$1,517
Total continuation development award funding	$1,056	$36,680	$53,080
Mandatory funding:			
Number of new development awards	35	0	0
Average new development award	$807	0	0
Total new development award funding	$28,230	0	0

[1] The Department funded down the fiscal year 2019 slate to make new awards in fiscal year 2020.
[2] Continuation awards and related funding from prior SIP competitions (fiscal years 2016-2018) for projects that proposed evidence-based practices. The Department included a competitive preference priority for projects supported by evidence of effectiveness and evidence of promise as defined by the What Works Clearinghouse in a number of competitions for new awards beginning in fiscal year 2012.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Strengthening TCCUs (cont'd)			
Mandatory funding:			
Number of continuation development awards	0	35	35
Average continuation development award	0	$808	$2,543
Total continuation development award funding	0	$28,290	$89,000
Total award funding	$64,863	$66,370	$142,080
Discretionary (Section 316)	$36,633	$38,080	$53,080
Mandatory (Section 371)	$28,230	$28,290	$89,000[1]
Total number of awards (discretionary and mandatory)	70	70	70
Strengthening ANNHs			
Discretionary funding:			
Number of new development awards	11	19	10
Average new development award	$440	$468	$573
Total new development award funding	$4,839	$8,883	$5,727
Number of continuation development awards	13	24	43
Average continuation development award	$406	$415	$443
Total continuation development award funding	$5,276	$9,971	$19,067
Total unobligated funding	$8,181	0	0
Peer review of new award applications	$25	$190	$250
Mandatory funding:			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	$9,346	$28,260	$58,145
Number of new development awards	0	30	0
Average new development award	0	$465	0
Total new development award funding	0	$13,974	0
Number of continuation development awards	11	0	30
Average continuation development award	$424	0	$472
Total continuation development award funding	$4,659	0	$14,145
Total unobligated funding	$4,687	0	0
Undistributed	0	0	$29,000

[1] Includes $59 million in new mandatory funding in fiscal year 2022 for the Strengthening TCCUs program. This request is a part of President Biden's American Families Plan.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Strengthening ANNHs (cont'd)			
Mandatory funding:			
Peer review of new award applications	0	$141	0
Total award funding	$27,666	$33,159	$68,189
Discretionary (Section 317)	$18,320	$19,044	$25,044
Mandatory (Section 371)	$9,346	$14,115	$43,145[1]
(Section 371) estimated carryover (funds remaining at the end of the fiscal year)	0	14,145[2]	$15,000[2]
Total number of awards (discretionary and mandatory)	35	97	73
Strengthening HBCUs			
Discretionary funding:			
Number of new awards	0	0	97
Average new award	0	0	$4,192
Total new award funding	0	0	$406,619
Number of continuation awards	97	97	0
Average continuation award	$3,348	$3,481	0
Total continuation award funding	$324,792	$337,619	0
Mandatory funding:			
Number of new awards	97	0	0
Average new award	$825	0	0
Total new award funding	$79,985	0	0
Number of continuation awards	0	97	97
Average continuation award	0	$826	$2,598
Total continuation award funding	0	$80,155	$252,000
Total award funding	$404,777	$417,774	$658,619
Discretionary (Section 318)	$324,792	$337,619	$406,619
Mandatory (Section 371)	$79,985	$80,155	$252,000[3]
Total number of awards (discretionary and mandatory)	194	194	194

[1] Includes $29 million in new mandatory funding in fiscal year 2022 for the Strengthening ANNH program. This request is a part of President Biden's American Families Plan.
[2] Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.
[3] Includes $167 million in new mandatory funding in fiscal year 2022 for the Strengthening HBCUs program. This request is a part of President Biden's American Families Plan.

Aid for institutional development

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Strengthening HBGIs			
Number of continuation awards	24	24	24
Average continuation award	$3,500	$3,638	$4,263
Total continuation award funding	$83,995	$87,313	$102,313
Total award funding	$83,995	$87,313	$102,313
Total number of awards (Section 326)	24	24	24
Strengthening HBCU Master's Program			
Number of new awards	0	0	18
Average new award	0	0	$1,164
Total new awards	0	0	$20,956
Number of continuation awards	18	18	0
Average continuation award	$553	$609	0
Total continuation awards	$9,956	$10,956	0
Total award funding	$9,956	$10,956	$20,956
Total number of awards (Section 723)	18	18	18
Strengthening PBIs			
Discretionary funding:			
Number of new development awards	0	23	15
Average new development award	0	$618	$600
Total new development award funding	0	$14,218	$9,000
Number of continuation development awards	10	0	23
Average continuation development award	$1,320	0	$618
Total continuation development award funding	$13,197	0	$14,218
Mandatory funding (competitive):			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	$29,185	$28,260	$58,145
Number of new awards	0	25	50
Average of new award	0	$562	$578
Total new award funding	0	$14,045	$28,900

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Strengthening PBIs (cont'd)			
Mandatory funding (competitive):			
Number of continuation development awards	24	0	25
Average continuation development award	$576	0	$566
Total continuation development award funding	$13,823	0	$14,145
Total unobligated funding	$247	0	$0
Peer review of new award applications	0	$70	$100
Total award funding	$27,267	$28,333	$66,363
Discretionary (Section 318)	$13,197	$14,218	$23,218
Mandatory (Section 371)	$14,070	$14,115	$43,145[1]
Mandatory (Section 371) estimated (funds remaining at the end of the fiscal year)	$14,115[2]	$14,145[2]	$15,000[2]
Total number of awards (discretionary and mandatory)	34	48	113
Strengthening AANAPISIs			
Discretionary funding:			
Number of new development awards	15	0	45
Average new development award	$295	0	$343
Total new development award funding	$4,420	0	$15,419
Number of continuation development awards	0	15	15
Average continuation development award	0	$341	$300
Total continuation development award funding	0	$5,120	$4,500
Peer review of new award applications	$24	0	$201

[1] Includes $29 million in new mandatory funding in fiscal year 2022 for the Strengthening PBIs program. This request is a part of President Biden's American Families Plan.
[2] Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Strengthening AANAPISIs (cont'd)			
Mandatory funding:			
Total mandatory (Section 371) funds available for obligation at the start of the year	$9,309	$9,420	$19,715
Number of new development awards	0	16	25
Average new development award	0	$287	$400
Total new development award funding	0	$4,597	$10,000
Number of continuation development awards	16	0	16
Average continuation development award	$288	0	$295
Total continuation development award funding	$4,604	0	$4,715
Peer review of new award applications	0	$41	$89
Total award funding	$9,048	$9,759	$39,924
Discretionary (Section 320)	$4,444	$5,120	$20,120
Mandatory (Section 371)	$4,604	$4,639	$14,804 [1]
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	$4,705 [2]	$4,715 [2]	$5,000 [2]
Total number of awards (discretionary and mandatory)	29	31	101
Strengthening NASNTIs			
Discretionary funding:			
Number of new development awards	14	0	20
Average new development award	$316	0	$375
Total new development award funding	$4,421	0	$7,499
Number of continuation development awards	0	14	14
Average continuation development award	0	$366	$321
Total continuation development award funding	0	$5,120	$4,500
Total unobligated funding	$7	0	0
Peer review of new award applications	$16	0	$121

[1] Includes $10 million in new mandatory funding in fiscal year 2022 for the Strengthening AANAPISIs program. This request is a part of President Biden's American Families Plan.
[2] Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Strengthening NASNTIs (cont'd)			
Mandatory funding:			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	$9,395	$9,420	$19,715
Number of new development awards	0	11	25
Average new development award	0	$424	$400
Total new development award funding	0	$4,658	$10,000
Number of continuation development awards	13	0	11
Average continuation development award	$321	0	$429
Total continuation development award funding	$4,174	0	$4,715
Total unobligated funding	$516	0	0
Peer review of new award applications	0	$46	$89
Total award funding (discretionary and mandatory)	$8,534	$9,825	$26,924
Discretionary (Section 319)	$3,864	$5,120	$12,120
Mandatory (Section 371)	$4,690	$4,705	$14,804 [1]
Mandatory (Section 371) estimated carryover (funds remaining at the end of the fiscal year)	$4,705 [2]	$4,715 [2]	$5,000 [2]
Total number of awards (discretionary and mandatory)	27	25	70
Minority Science and Engineering Improvement			
Number of new awards	17	13	45
Average new award	$232	$232	$247
Total new award funding	$3,943	$3,022	$11,129
Number of continuation awards	35	42	30
Average continuation award	$248	$244	$235
Total continuation award funding	$8,692	$10,238	$7,058
Peer review of new awards applications	0	$110	$183
Total award funding	$12,635	$13,370	$18,370
Total number of awards	52	55	75

[1] Includes $10 million in new mandatory funding in fiscal 2022 for the Strengthening NASNTIs program. This request is a part of President Biden's American Families Plan.

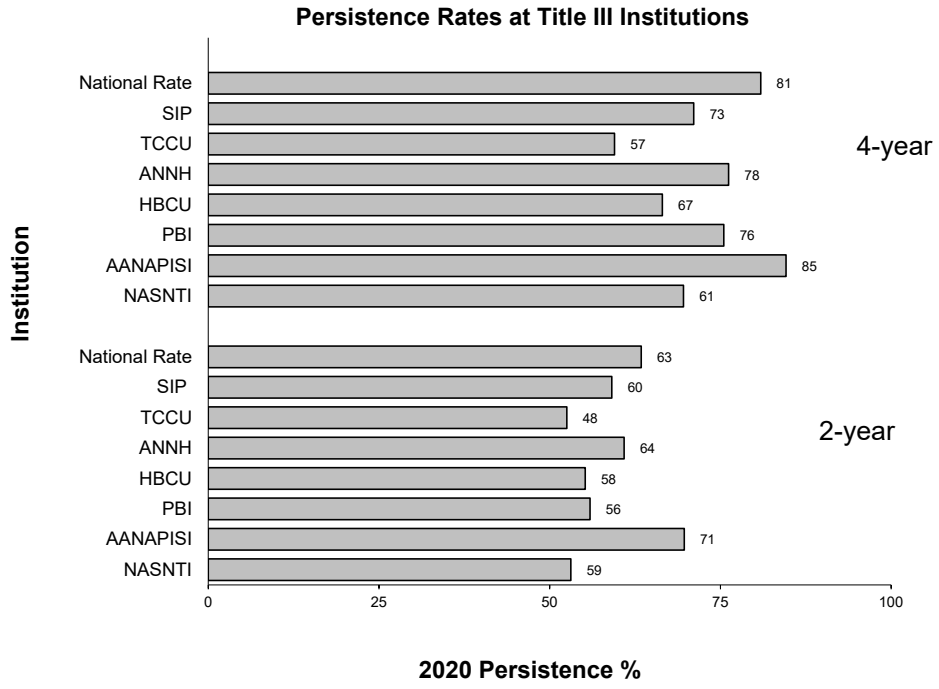
[2] Unobligated mandatory funding will be carried over for obligation in the succeeding fiscal year.

PROGRAM PERFORMANCE INFORMATION

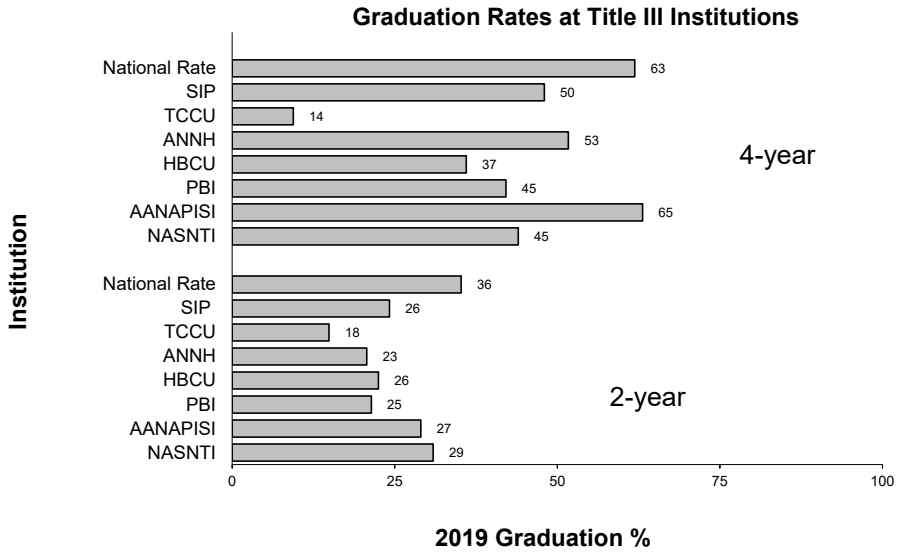
Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by the program. The Department will be reviewing GPRA program performance goals, objectives, and measures for the Aid for Institutional Development program for possible revision in future years to ensure alignment with Administration policy.

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.



Aid for institutional development



Additional information: AANAPISI grantee institutions had the highest persistence rates in 2020 for 4-year and 2-year Title III institutions (85 percent and 71 percent, respectively), exceeding the national rate of 81 percent and 63 percent, respectively. In addition, AANAPISI-grantee institutions had the highest graduation rates for 4-year grantee institutions—65 percent versus the national rate of 63 percent in 2019.

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

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

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

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

Additional information: The Department uses fall enrollment data for all full-time degree-seeking undergraduate students and tracks program enrollment at the beginning of, and 1 year after the end of, each 5-year grant period. The percentage change is calculated

against the base year. There are no intermediate annual targets. The initial target of 6.4 percent for 2013 reflects the anticipated percentage increase in enrollment over the period fiscal year 2008-2013 based on actual enrollment data from grantees receiving continuation funding in fiscal year 2008 which, at the time, was 5.1 percent.

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	75.0%	75.0%	63.0%	59.0%
2018	75.0	72.0	63.0	60.0
2019	75.5	71.0	63.5	59.0
2020	75.5	73.0	63.5	60.0
2021	75.5		63.5	
2022	75.5		63.5	

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	53.0%	46.0%	25.0%	23.0%
2018	53.5	48.0	25.0	24.0
2019	53.5	50.0	25.0	25.5
2020	53.5		25.0	
2021	53.5		25.0	
2022	54.0		25.5	

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

The 4-year graduation rate targets are intended to gradually narrow the gap with the national rate of 63 percent. The 2-year SIP-grantee graduation rate is well short of the national rate of 36 percent. Persistence data for 2021 and graduation data for 2019-2020 will be available in December 2021.

Aid for institutional development

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

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

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

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

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	51.0%	55.5%	53.0%	47.0%
2018	51.0	65.0	53.0	53.0
2019	51.5	59.5	53.5	52.5
2020	51.5	57.0	54.5	48.0
2021	51.5		54.5	
2022	52.0		55.0	

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	18.0%	8.0%	28.5%	14.5%
2018	18.0	9.5	28.5	15.0
2019	18.5	18.5	28.5	14.0
2020	18.5		28.5	
2021	18.5		28.5	
2022	19.0		30.0	

Additional information: Graduation data for 2018-2019 will be available in December 2020.

Aid for institutional development

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

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

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

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	78.0%	75.0%	71.5%	60.0%
2018	78.0	76.0	71.5	62.0
2019	78.0	76.0	71.5	61.0
2020	78.0	78.5	71.5	64.0
2021	78.0		71.5	
2022	78.5		72.0	

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	48.0%	52.0%	16.5%	19.0%
2018	48.0	52.0	16.5	21.0
2019	48.5	53.0	17.0	23.0
2020	48.5		17.0	
2021	49.0		17.5	
2022				

Aid for institutional development

Additional information: Graduation rates at 4-year and 2-year ANNH-grantee institutions exceeded the targets set for 2019; yet both rates fall short of the national graduation rate. Graduation data for 2019-2020 will be available in December 2021.

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

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

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

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	70.0%	66.0%	58.0%	57.0%
2018	70.0	66.0	58.0	55.0
2019	70.5	66.5	58.5	55.0
2020	70.5	67.0	58.5	57.5
2021	70.5		58.5	
2022	71.0		60.0	

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	41.0%	35.0%	18.0%	22.0%
2018	41.0	36.0	18.5	22.5
2019	41.5	37.0	19.0	26.0
2020	41.5		19.0	
2021	41.5		19.0	
2022	41.5		19.5	

Additional information: The 2019 HBCU persistence rates lag behind the national rates for both 4-year (81 percent) and 2-year institutions (63 percent). Persistence data for 2021 and graduation data for 2019-2020 will be available December 2021.

Aid for institutional development

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

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

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

Year	Target	Actual
2017	6,900	7,215
2018	7,000	7,601
2019	7,100	6,927
2020	7,000	
2021	7,100	
2022	7,200	

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

The program's performance exceeded the target set for 2018 for degree completion, yet dipped in 2019. Data for 2020 will be available in December 2021.

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

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

Additional information: This program received its first year of funding in 2008. Data for the 2013 persistence rate and the 2012 graduation rate are from PBI grantees who received a new award in 2010 and 2011 in the discretionary and mandatory PBI programs. For enrollment, the percentage change is calculated against the base year. Future progress will be assessed

against targets every 5 years. Student enrollment at PBI-grantee institutions in 2011 (59,908) was used to calculate the percentage change against student enrollment at PBIs in the base year 2008 (56,629). However, enrollment at grantee institutions decreased by 28 percent between 2011 and 2016; student enrollment at 19 grantee institutions decreased by 750 or more students during this time and one institution closed its doors. Program targets will be based on NCES' projection for the change in total undergraduate enrollment at degree-granting institutions. The target for 2021 is NCES' projection for the change in total undergraduate enrollment at all degree-granting institutions from 2016-2021.

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	73.5%	76.0%	55.5%	53.0%
2018	73.5	75.5	55.5	55.0
2019	74.0	75.5	56.0	56.0
2020	74.0	75.5	56.0	56.0
2021	75.0		56.0	
2022	75.0		56.5	

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	30.5%	39.0%	14.5%	22.0%
2018	30.5	42.0	14.5	21.5
2019	31.0	45.0	15.0	25.0
2020	31.0		15.0	
2021	31.5		16.0	
2022	31.5		16.0	

Additional information: Data are for both the discretionary and mandatory PBI programs. The persistence rate at 4-year PBIs exceeded the target set for 2020 by more than 1 percentage point but lags behind the national 2020 persistence rate by 6 percentage points. Persistence data for 2020 and graduation data for 2019-2020 will be available in December 2021.

Aid for institutional development

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

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

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

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

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	81.0%	84.5%	71.0%	70.0%
2018	81.5	85.0	71.5	70.5
2019	81.5	85.0	71.5	70.0
2020	82.0	85.0	72.0	71.0
2021	82.0		72.0	
2022	82.5		72.5	

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	49.5%	62.0%	23.5%	27.0%
2018	50.0	63.0	23.5	29.0
2019	50.0	65.0	24.0	26.5
2020	50.5		24.0	
2021	50.5		24.5	
2022	60.0		24.5	

Aid for institutional development

Additional information: The performance rate of AANAPISI-grantee institutions not only exceeded the 2020 target set for persistence at 4-year grantee institutions, but also exceeded the national persistence rate for 4-year public and private schools (81 percent). In addition, 4-year AANAPISI-grantee institutions exceeded the national graduation rate for 4-year public and private schools (63 percent) by 2 percentage points.

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

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

Additional information: This program received its first year of funding in 2008. Recent data in the NASNTI program are from 13 grantees who received funding in the discretionary NASNTI program in 2010—ten 2-year institutions and three 4-year institutions. For enrollment, the percentage change is calculated against the base year. There are no intermediate annual targets. Future progress will be assessed against targets periodically (about every 5 years). Student enrollment at NASNTI-grantee institutions in 2013 (20,637) was used to calculate the percentage change against student enrollment at NASNTIs in the base year 2011 (20,844). The change in enrollment for fiscal years 2011-2016 was 0.5 percent. Enrollment rates at current grantee institutions are on the decline.

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

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	73.0%	68.0%	53.5%	57.0%
2018	73.0	66.0	53.5	56.0
2019	73.5	69.5	54.0	53.0
2020	73.5	69.5	54.0	54.5
2021	73.5		54.0	
2022	74.0		54.5	

Aid for institutional development

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	35.0%	42.0%	21.5%	29.0%
2018	35.0	44.0	21.5	31.0
2019	35.5	45.0	22.0	28.5
2020	35.5		22.0	
2021	40.0		22.5	
2022	40.0		22.5	

Additional information: The 2-year persistence rate at NASNTI-grantee institutions exceeded the target set for 2020. Persistence data for 2021 and graduation data for 2019-2020 will be available in December 2021.

MSEIP Performance Measures

The Department believes that the current measures of enrollment and graduation for the MSEIP program may be unreliable or inconsistent due 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 2014. Specifically, data examined were:

- The percentage of bachelor's degrees conferred by the 2005 cohort of MSEIP grantees in 2005 and 2014 that were in STEM fields.

- The percentage of bachelor's degrees conferred by all Title IV eligible institutions in 2005 and 2014 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.

Aid for institutional development

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

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

In 2005, approximately 15.7 percent of all bachelor's degrees conferred by the 2005 cohort of MSEIP grantees were in STEM fields, a figure that was slightly higher than the 2010 and 2014 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 2016, 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 18.9 percent, 16.3 percent, and 11.8 percent, respectively.

Efficiency Measures

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

Aid for institutional development

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

Year	Target	Actual
2017	410	$434
2018	405	447
2019	400	412
2020	395	
2021	395	
2022	395	

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

Year	Target	Actual
2017	32,500	$21,769
2018	28,500	22,907
2019	28,500	24,293
2020	28,000	
2021	27,500	
2022	27,000	

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

Year	Target	Actual
2017	2,675	$2,296
2018	2,400	1,609
2019	2,225	1,283
2020	2,200	
2021	2,075	
2022	1,950	

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

Year	Target	Actual
2017	7,115	$5,834
2018	7,000	7,601
2019	6,900	8,448
2020	6,800	
2021	6,800	
2022	6,800	

Aid for institutional development

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

Year	Target	Actual
2017	8,975	$10,023
2018	8,900	10,179
2019	8,825	12,126
2020	8,750	
2021	8,750	
2022	8,750	

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

Year	Target	Actual
2017	1,000	$1,113
2018	990	1,162
2019	900	1,217
2020	875	
2021	875	
2022	875	

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

Year	Target	Actual
2017	280	$133
2018	175	125
2019	125	151
2020	100	
2021	100	
2022	100	

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

Year	Target	Actual
2017	985	$536
2018	550	476
2019	500	562
2020	450	
2021	450	
2022	450	

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

Aid for Hispanic-serving institutions

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

(dollars in thousands)

FY 2022 Authorization: To be determined (discretionary)[1]; $100,000 (mandatory)[2]

Budget Authority:

Program	2021 Appropriation	2022 Request	Change from 2021 to 2022
Discretionary Funding			
Developing Hispanic-serving Institutions (HSIs) (discretionary) (HEA V-A)	$148,732	$236,732	+$88,000
Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) (discretionary) (HEA V-B)	13,845	28,845	+15,000
Subtotal	162,577	265,577	+103,000
Mandatory Funding			
Developing Hispanic-serving Institutions Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation (mandatory) (HEA III-F)			
FUTURE Act	94,300 [3]	100,000	+5,700
American Families Plan	0	196,000 [4]	+196,078
Subtotal	94,300	296,000	+201,700
Total	256,877	561,577	+304,700
Supplemental Appropriation, CRRSA Act (P.L. 116-260)	349,440	0	0
Mandatory Supplemental Appropriation, ARP Act (P.L. 117-02)	609,435	0	0

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.
[2] In December 2019, the President signed Public Law 116-91, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) providing permanent mandatory appropriations for HBCUs and other minority-serving institutions under Part F of Title III of the Higher Education Act of 1965 (133 Stat. 1189).
[3] The 2021 level for mandatory programs has been reduced by 5.7 percent which became effective on October 1, 2020, pursuant to the Budget Control Act of 2011 (P.L. 112-25).
[4] Includes $196 million in mandatory funding is a part of the American Families Plan and included in the President's fiscal year 2022 budget request.

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 low-income individuals complete postsecondary degrees. HSIs are defined as "eligible institutions" if they: (1) have below-average educational and general expenditures per full-time equivalent undergraduate student; (2) enroll a significant percentage of students with a high financial need, as measured by Pell Grant status or receipt of other Title IV need-based aid; and (3) have an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic.

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

Grants are awarded for a period of up to 5 years. Grantees may use their funds to plan, develop, and implement a wide range of authorized activities, including activities that encourage: faculty and academic program development; better management of funds and administration; construction and maintenance of instructional facilities; student services designed to improve college completion; establishment of a program of teacher education; establishment of community outreach programs that encourage elementary and secondary school students to develop an interest in pursuing postsecondary education; and creation or improvement of facilities for Internet-based or other distance learning academic instruction, including purchase or rental of telecommunications technology equipment and services. Also, HSIs may use no more than 20 percent of the grant funds to establish or increase an institution's endowment fund so long as the Federal contribution is matched dollar-for-dollar by non-Federal funds. HSI grantees are not eligible to receive funding under Part A or Part B of Title III.

Promoting Postbaccalaureate Opportunities for Hispanic Americans

The PPOHA program, authorized under Title V of the HEA, seeks to expand the number of Hispanic students entering postbaccalaureate education and attaining advanced degrees. The program is designed to help institutions of higher education that are educating large numbers of Hispanic and low-income students 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.

Aid for Hispanic-serving institutions

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 low-income postbaccalaureate students through outreach programs, academic support services, mentoring, and student financial assistance; supporting faculty development, exchanges, and research, as well as curricular development and academic instruction; the creation or improvement of facilities for Internet-based or other distance education technologies; and collaboration with other IHEs to expand postbaccalaureate offerings.

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

The HSI STEM and Articulation Program, authorized under Title III, Part F of the HEA and funded through mandatory appropriations, is designed to increase the number of Hispanic and other low-income students 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 Aid for HSI programs for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	$210,566[1]
2018	227,635[2]
2019	229,378[3]
2020	250,019[4]
2020 CARES Act	214,810
2021	256,877[5]
2021 CRRSA Act	349,440
2021 Mandatory ARP Act	609,435

[1] Includes $93,100 thousand in mandatory funds provided under the HEA.
[2] Includes $93,400 thousand in mandatory funds provided under the HEA.
[3] Includes $93,800 thousand in mandatory funds provided under the HEA.
[4] Includes $94,100 thousand in mandatory funds provided under the HEA.
[5] Includes $94,300 thousand in mandatory funds provided under the HEA.

FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests $265.6 million in discretionary funding for the two programs under Aid for Hispanic-serving Institutions, $103 million more than the fiscal year 2021 amounts. The Department also requests $196 million in new mandatory funding for the HSI STEM and Articulation program. This request is a part of President Biden’s American Families Plan and is in addition to the $100 million in mandatory funding already authorized under this program.

Aid for Hispanic-serving institutions

The fiscal year 2022 request for discretionary and mandatory funding would increase institutional capacity and student support at HSIs. A significant number of postsecondary education institutions serving high percentages of students of color and students from low-income backgrounds face challenges that threaten their continued operation and ability to provide a high-quality education. The Administration is committed to assisting institutions enrolling a large proportion of underserved students by providing funds to support, among other activities, improvements in academic quality, institutional management, administrative capacity and fiscal stability, infrastructure, and student support services, to ensure they succeed in and graduate from college.

These investments will empower HSIs to tackle longstanding inequities in postsecondary education and make the U.S. more competitive on the global stage by almost doubling the number of awards under the Developing HSIs and PPOHA programs and tripling the number of awards under the HSI STEM and Articulation program in fiscal year 2022.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Developing HSIs			
Number of new awards	118	37	169
Average new award	$588	$589	$588
Total new award funding	$69,354	$21,802	$99,416
Number of continuation awards	129	217	234
Average continuation award	$569	$585	$586
Total continuation award funding	$73,432	$126,866	$137,016
Supplements	0	$64	0
Peer review of new award applications	$291	0	$300
Prior year peer review expenses	$3	0	0
Total unobligated funding	$1	0	0
Total program funding	$143,081	$148,732	$236,732
Total number of awards	247	254	403
PPOHA			
Number of new awards	2	2	25
Average new award	$600	$600	$584
Total new award funding	$1,200	$1,200	$14,631
Number of continuation awards	20	22	24
Average continuation award	$561	$575	$582
Total continuation award funding	$11,214	$12,645	$13,964
Peer review of new award applications	0	0	$250

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
PPOHA (cont'd)			
PPOHA: Total unobligated funding	$424	0	0
PPOHA: Total program funding	$12,838	$13,845	$28,845
PPOHA: Total number of awards	22	24	49
HSI STEM and Articulation			
Mandatory funding:			
Total mandatory (Section 371) funds available for obligation at the start of the fiscal year	$187,900	$188,400	$389,400
Number of new awards	0	91	195
Average new award	0	$1,024	$1,001
Total new award funding	0	$93,159	$195,241
Number of continuation awards	91	0	91
Average continuation award	$971	0	$1,024
Total continuation award funding	$88,357	0	$93,159
Supplements	$5,440	0	0
Peer review of new award applications	0	$941	$1,000
Total unobligated funding	$3	0	0
Total obligated funding	$93,800	$94,100	$289,400[1]
Total number of awards	91	91	286
Mandatory (Section 371) estimated carryover (mandatory funds remaining at the end of the fiscal year)	$94,100	$94,300	$100,000

[1] Includes $196 million in new mandatory funding in fiscal year 2022 for the HSI STEM and Articulation Programs. This request is a part of President Biden's American Families Plan.

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

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for these programs for possible revision in future years to ensure alignment with Administration policy.

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

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

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

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

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	79.0%	73.3%	66.0%	67.5%
2018	79.0	80.0	66.5	67.1
2019	79.0	79.5	66.5	65.6
2020	79.0	80.9	66.5	73.9
2021	80.0		70.0	
2022	80.0		70.0	

Aid for Hispanic-serving institutions

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	47.0%	53.3%	23.0%	23.8%
2018	47.0	54.4	23.0	26.4
2019	47.5	56.8	23.5	26.5
2020	47.5		23.5	
2021	50.0		24.0	
2022	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.

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

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

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

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

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

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

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

Aid for Hispanic-serving institutions

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

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

Year	Target	Actual
2016		-0.8%
2021	+4.5%	

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. The 2021 target is based on NCES projections for the change in total undergraduate enrollment at degree-granting institutions between 2016 and 2021.

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	79.0%	80.6%	66.0%	66.2%
2018	79.0	79.7	66.5	66.8
2019	79.5	80.3	66.5	65.3
2020	79.5	80.8	67.0	66.5
2021	80.0		67.0	
2022	80.0		67.0	

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

Year	4-year Target	4-year Actual	2-year Target	2-year Actual
2017	47.0%	52.8%	23.0%	25.6%
2018	47.0	55.2	23.0	27.4
2019	47.5	55.5	23.5	28.6
2020	48.0		24.0	
2021	48.5		24.5	
2022	49.0		25.0	

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.

Aid for Hispanic-serving institutions

Efficiency Measures

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

Year	Target	Actual
2016	$1,235	$353
2017	$1,220	$317
2018	500	344
2019	500	358
2020	475	
2021	425	
2022	400	

Additional Information: The Developing Hispanic-serving Institutions efficiency measure is calculated by dividing the amount awarded under the Developing HSIs program by the number of undergraduate and graduate degrees awarded. The Department notes that it is difficult to attribute increases or decreases under this measure to the Federal share of funds due to the limited amount of the Federal contribution. Given that the average cost per successful outcome for 2012-2017 was significantly lower than the established targets, the Department revised its targets, beginning in 2018, to more accurately reflect actual performance.

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

Year	Target	Actual
2017	$625	$550
2018	600	689
2019	575	732
2020	550	
2021	525	
2022	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. In fiscal year 2018, when PPOHA obligations totaled $10.9 million, grantee institutions awarded 15,886 graduate degrees and certificates.

Aid for Hispanic-serving institutions

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

Year	Target	Actual
2017	$600	$474
2018	590	427
2019	580	412
2020	570	
2021	560	
2022	550	

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.

International education and foreign language studies: Domestic programs

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

(dollars in thousands)

FY 2022 Authorization: To be determined[1]

Budget Authority:

2021 Appropriation	2022 Request	Change from 2021 to 2022
$69,353	$69,353	0

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

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

Funds are used to support a broad range of activities under 10 Domestic Programs, at all levels, 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.

International education and foreign language studies: Domestic programs

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 $250,000 in the aggregate; and (2) the aggregate contribution, or a significant part of the aggregate contribution, that is to be used by a center or program receiving funds under Title VI.

The Domestic Programs include the following program investment areas:

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

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

- In an instructional program with stated performance goals for functional foreign language use or in a program developing such performance goals, in combination with area studies, international studies, or the international aspects of a professional studies program;

- In the case of an undergraduate student, in the intermediate or advanced study of a less commonly taught language; or

- In the case of a graduate student, in graduate study in connection with a program described above, including pre-dissertation level study, preparation for dissertation research, dissertation research abroad, or dissertation writing.

Before awarding a fellowship for use outside the U.S., an institution must obtain approval from the Department. A fellowship may be approved for use outside the U.S. if: (1) the student is

enrolled in an overseas modern foreign language program approved by the institution where the student is enrolled in the U.S.; or (2) the student is engaged in research that cannot be effectively done in the U.S. and is affiliated with an IHE or other appropriate organization in the host country. Institutions are funded for up to 4 years and, in turn, award fellowships annually to individual students on a competitive basis.

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

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

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

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

Business and International Education (BIE) Projects supports IHEs in designing 2-year projects both to enhance international academic programs and to promote linkages between the IHEs and the international business community engaged in international economic activity. Eligible

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

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

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

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

dissemination of instructional materials in those languages; development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels; and operation of intensive summer language institutes. LRCs are eligible for up to 4 years of support.

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

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

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	$65,103
2018	65,103
2019	65,103
2020	68,103
2021	69,353

FY 2022 BUDGET REQUEST

The Administration requests a total of $69.4 million for the Domestic Programs, the same as the fiscal year 2021 appropriation. The fiscal year 2022 request for the Title VI Domestic Programs will, among other things, provide continued support for activities that help to make world language and area studies education accessible to more Americans and help ensure high levels of proficiency in the languages key to the Nation's economic and national security. Fiscal year 2022 is a pivotal year because existing awards in a number of key programs are ending in 2021 and virtually all of the funds requested in fiscal year 2022 would support new award competitions.

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

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

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
National Resource Centers Program:			
Number of new awards	4	0	96
Average new award	$242	0	$237
Total new award funding	$966	0	$22,743
Number of continuation awards	96	100	4
Average continuation award	$237	$237	$242
Total continuation award funding	$22,743	$23,709	$966
Total award funding	$23,709	$23,709	$23,709
Total number of awards	100	100	100

International education and foreign language studies: Domestic programs

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Foreign Language and Area Studies Fellowships Program:			
Academic year graduate fellowships	677	677	677
Average academic year fellowship	$33	$33	$33
Academic year undergraduate fellowships	298	298	298
Average academic year fellowship	$15	$15	$15
Summer fellowships	534	534	534
Average summer year fellowship	$8	$8	$8
Number of new awards	0	0	106
Average new award	0	0	$295
Total new award funding	0	0	$31,236
Number of continuation awards	106	106	0
Average continuation award	$295	$295	0
Total continuation award funding	$31,236	$31,236	0
Total award funding	$31,236	$31,236	$31,236
Total number of awards	106	106	106
Undergraduate International Studies and Foreign Language Program:			
Number of new awards	32	0	0
Average new award	$89	0	0
Total new award funding	$2,858	0	0
Number of continuation awards	1	32	32
Average continuation award	$114	$92	$92
Total continuation award funding	$114	$2,937	$2,937
Total award funding	$2,972	$2,937	$2,937
Total number of awards	33	32	32

International education and foreign language studies: Domestic programs

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
International Research and Studies Program:			
Number of new awards	15	3	0
Average new award	$58	$59	0
Total new award funding	$863	$176	0
Number of continuation awards	15	15	15
Average continuation award	$29	$32	$67
Total continuation award funding	$428 [1]	$473	$1,000
IRS Study of National Resource Centers	0	$279	$198
Total award funding	$1,291 [2]	$928	$1,198
Total number of awards	30	19	16
Business and International Education Projects:			
Number of new awards	0	20	0
Average new award	0	$81	0
Total new award funding	0	$1,611	0
Number of continuation awards	0	0	20
Average continuation award	0	0	$64
Total continuation award funding	0	0	$1,271
Total award funding	0	$1,611	$1,271
Total number of awards	0	20	20
Centers for International Business Education Program:			
Number of new awards	0	0	15
Average new award	0	0	$305
Total new award funding	0	0	$4,571
Number of continuation awards	15	15	0
Average continuation award	$305	$305	0
Total continuation award funding	$4,571	$4,571	0
Total award funding	$4,571	$4,571	$4,571
Total number of awards	15	15	15

[1] Frontloaded 2021 continuation costs from 2020 grantees.

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

International education and foreign language studies: Domestic programs

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Language Resource Centers Program:			
Number of new awards	0	0	16
Average new award	0	0	$172
Total new award funding	0	0	$2,747
Number of continuation awards	16	16	0
Average continuation award	$172	$172	0
Total continuation award funding	$2,747	$2,747	0
Total award funding	$2,747	$2,747	$2,747
Total number of awards	16	16	16
American Overseas Research Centers Program:			
Number of new awards	15	0	0
Average new award	$67	0	0
Total new award funding	$1,000	0	0
Number of continuation awards	0	15	15
Average continuation award	0	$67	$68
Total continuation award funding	0	$1,007	$1,015
Total award funding	$1,000	$1,007	$1,015
Total number of awards	15	15	15
Total award funding:			
Total new award funding	$5,687	$2,066	$61,297
Total continuation award funding	$61,839	$66,680	$7,387
Program evaluation, national outreach, and information dissemination	$531	$592	$469
Peer review of new award applications	$46	$15	$200
Total Domestic funding	$68,103	$69,353	$69,353
Total Domestic awards	315	323	320

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years. The Department will be reviewing GPRA program performance goals, objectives, and measures for the Domestic Programs for possible revision in future years to ensure alignment with Administration policy.

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

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

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

Year	Target	Actual
2017		77.0%
2018		81.0
2019	85%	83.0
2020	85	
2021	85	
2022	85	

Additional information: Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Data for this measure is obtained through NRC grantee language course uploads. The percentage of priority languages defined by the Department taught at NRCs is calculated by taking the total number of distinct priority language courses uploaded by institutions and dividing that number by the total number of priority languages defined by the Department. Currently, 65 languages of 78 critical languages are being taught in Title VI institutions.

International education and foreign language studies: Domestic programs

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

Year	Target	Actual
2017		65.0%
2018		63.0
2019		62.0
2020	65%	
2021	65	
2022	65	

Additional information: Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Data for the measure is obtained from grantee NRC language course uploads. The percentage of NRC grants teaching intermediate or advanced courses in priority languages is calculated by taking the total number of level 3 priority language courses uploaded by institutions and dividing that figure by the total number of priority languages defined by the Department. In 2019, NRC grantees taught intermediate or advanced courses in 48 of the 78 priority languages.

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

Year	Target	Actual
2017		32.0%
2018		33.0
2019		37.0
2020	38%	
2021	38	
2022	38	

Additional information: Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Data for this measure is obtained from grantee NRC language course uploads. The percentage of less and least commonly taught languages is calculated by taking the total distinct least commonly taught language courses uploaded by institutions and dividing that figure by the total of least commonly taught languages defined by the Department. During fiscal year 2019, 107 languages of 287 were taught in Title VI institutions.

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

International education and foreign language studies: Domestic programs

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

Year	Target	Actual
2017		83.0%
2018		77.0
2019		80.0
2020	85%	
2021	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 2019, 915 out of 1,148 FLAS masters and doctoral fellows were studying a priority language.

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

Year	Target	Actual
2012		77.0%
2014		80.0
2018		79.0

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

Other Performance Information

In February 2019, the Department released an International and Foreign Language Education Annual Report for 2017 that highlights the results of the IEFLS programs and provides a snapshot of the ways in which funded programs have benefited the nation's students, educators, institutions, and the nation at large. The Report provides a brief update on each program and summarizes the results of the most recent (fiscal year 2017) program competitions. More information is available at the following link: https://www2.ed.gov/about/offices/list/ope/iegps/2017ifleannualreport.pdf.

International education and foreign language studies: Domestic programs

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

Key findings of this report were as follows:

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

International education and foreign language studies: Overseas programs

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

(dollars in thousands)

FY 2022 Authorization: Indefinite

Budget Authority:

2021 Appropriation	2022 Request	Change from 2021 to 2022
$8,811	$8,811	0

PROGRAM DESCRIPTION

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

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

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 except for Western Europe.

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.

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.

International education and foreign language studies programs: Overseas programs

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

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

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	$7,061
2018	7,061
2019	7,061
2020	8,061
2021	8,811

FY 2022 BUDGET

The Administration requests $8.8 million for the Overseas Programs, the same as the 2021 appropriation. All of the funds would be used to support programs designed to develop expertise in strategic languages and area studies.

One of the expected outcomes of participation in the Seminars Abroad program is that U.S. educators and administrators will become more knowledgeable about the host countries so that they can apply their experiences to their teaching methodology, new or enhanced curriculum projects, and/or outreach activities that educate students, colleagues, civic and professional organizations, and the general public about the cultures, languages, and customs of the countries they visited.

The Overseas Programs use “competitive preference priorities” in many of its grant competitions to broaden access to international education content and opportunities. These priorities have

focused on community colleges, Minority-Serving Institutions (e.g., Hispanic-Serving Institutions and Historically Black Colleges and Universities), teacher education programs, less commonly taught languages, and new applicants.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Group Projects Abroad:			
Short-Term Projects:			
Number of new projects	19	17	17
Average new project	$90	$93	$93
Total new project funding	$1,701	$1,574	$1,574
Advanced Overseas Projects:			
Number of new projects	6	4	0
Average new project	$226	$230	0
Total new project funding	$1,356	$918	0
Number of continuation projects	0	0	4
Average continuation project	0	0	$230
Total continuation project funding	0	0	$918
Total project funding	$3,057	$2,492	$2,492
Total number of GPA projects	25	21	21
Total number of GPA participants	390	340	340
Doctoral Dissertation Research Abroad:			
Number of new fellows	112	146	146
Average new fellowship	$37	$37	$37
Number of new awards	39	60	60
Average new award	$109	$92	$92
Total new award funding	$4,266	$5,492	$5,492
Seminars Abroad—Special Bilateral Projects:			
Number of new awards	3	3	3
Average new award	$147	$159	$159
Total new award funding	$440	$477	$477
Total number of participants	48	48	48
Department of State administrative costs	$179	$200	$200
Program evaluation, national outreach, and information dissemination	$58	$62	$62
Peer review of new award applications	$61	$88	$88
Total Overseas funding	$8,061	$8,811	$8,811
Total Overseas participants	550	534	534

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

- Percentage of DDRA fellows who increased their foreign language scores in speaking, reading, and/or writing by at least one proficiency level (annual measure).

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

Data will be based on pre- and post-grant scores on standardized instructor-led examinations. Grantees are required to submit annual performance reports via the International Resource Information System (IRIS), the Web-based performance reporting tool for the IEFLS programs. Initial (baseline) data are expected to be available in December 2021.

Efficiency Measures

The Department also developed the following efficiency measures for the Overseas Programs. Data will be collected from grantee institutions via their performance reports; initial (baseline) data are expected to be available in December 2021.

- Cost per DDRA fellow who found employment that utilized their language and area studies skills within 8 years.

- Cost per GPA participant who increased his/her foreign language score in reading, writing, and/or listening/speaking by at least one proficiency level.

Other Performance Information

In February 2019, the Department released an International and Foreign Language Education Annual Report for 2017 that highlights the results of the IEFLS programs and provides a snapshot of the ways in which funded programs have benefited the nation's students, educators, institutions, and the nation at large. The report provides a brief update on each program and summarizes the results of the most recent (fiscal year 2017) program competitions. More information is available at the following link: https://www2.ed.gov/about/offices/list/ope/iegps/2017ifleannualreport.pdf.

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 2022 Authorization: To be determined[1]

Budget Authority:

2021 Appropriation	2022 Request	Change 2021 to 2022
$13,800	$15,180	+1,380

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

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

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

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

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)
2017	$11,800
2018	11,800
2019	11,800
2020	11,800
2021	13,800

FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests $15.2 million for TPSID, an increase of $1.4 million from the fiscal year 2021 appropriation. Funds appropriated in fiscal year 2022 would support new awards to IHEs as well as continuation awards to IHEs, the Coordinating Center, and the PPSID Center.

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

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

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

Model transition programs for students with intellectual disabilities into higher education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Number of new awards	25	0	4
Average new award	$388	0	$335
Total new award funding	$9,700	0	$1,340
Number of continuation awards	0	25	25
Average continuation award	0	$392	$392
Total continuation award funding	0	$9,800	$9,800
Coordinating Center	$2,000	$2,000	$2,000
TPSID Center	0	$1,980	$2,000
Peer review of new award applications	$100	0	$40
Total	$11,800	$11,800	$15,180

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

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

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

Model transition programs for students with intellectual disabilities into higher education

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

Year	Target	Actual
2017	85%	75%
2018	85	77
2019	85	78
2020	85	77
2021	85	
2022	85	

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

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

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

Year	Target	Actual
2017	90%	63%
2018	90	75
2019	90	88
2020	90	72
2021	90	
2022	90	

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

Tribally controlled postsecondary career and technical institutions

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

(dollars in thousands)

FY 2022 Authorization: $10,178

Budget Authority:

2021 Appropriation	2022 Request	Change from 2021 to 2022
$10,634	$10,634	0

PROGRAM DESCRIPTION

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

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

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.

Tribally controlled postsecondary career and technical institutions

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	$8,286
2018	9,469
2019	9,564
2020	10,000
2021	10,634

FY 2022 BUDGET REQUEST

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

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

Typical sources of institutional support, such as student tuition, endowments, and State assistance are not sufficient to meet student needs. Furthermore, according to Navajo Tech and UTTC officials, these institutions receive limited support from the tribes they serve because they are not the primary postsecondary institutions for those tribes. Consequently, these institutions rely on Federal assistance to help them provide postsecondary career and technical education services to their students.

Tribally controlled postsecondary career and technical institutions

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Range of awards	$2,449-$7,551	$2,605-$8,029	$2,605-$8,029
Number of awards	2	2	2

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for the TCPCTI program for possible revision in future years to ensure alignment with Administration policy.

In 2019, the Department adopted new performance measures focused on persistence and graduation. The first set of targets is for 2022, and the first year in which the Department is reporting data for the new measures is calendar year 2021.

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

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

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

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

HIGHER EDUCATION

Tribally controlled postsecondary career and technical institutions

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

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

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

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

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

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

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

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

Tribally controlled postsecondary career and technical institutions

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

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

Additional information: The source of data is the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data Systems (IPEDS). IPEDS data are subject to NCES' consistency and validity checks. Data for 2020 will be available in fall of 2022.

Efficiency Measures

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

Measure: Annual cost per participant (whole dollars).

Year	Cost per participant, Navajo Tech	Cost per participant, UTTC
2014	$3,172	$3,172
2015	4,086	4,086
2016	4,150	4,150
2017	4,089	4,089
2018	4,897	4,365
2019	5,059	4,561

Additional information: The statutory definition of Indian student count is an aggregate of the enrollment counts for each term: summer school, fall, spring, and continuing education; this means that an individual student may be included more than once in the total count. Since funding is distributed on an annual basis, the Department calculates the cost per participant by dividing the reported Indian student count by two to adjust for students who are counted multiple times. Data for fiscal year 2020 will be available by the fall of 2021. Note that the validity of the student count data provided by the recipients is uncertain.

Federal TRIO programs

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

(dollars in thousands)

FY 2022 Authorization: To be determined[1]

Budget Authority:

2021 Appropriation	2022 Request	Change 2021 to 2022
$1,097,000	$1,297,761	+$200,761

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

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

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

Federal TRIO programs

Upward Bound provides services to high school students that are designed to generate the skills and motivation needed to pursue and complete a postsecondary education. Projects provide the same services as Talent Search projects, except that Upward Bound projects may provide an on-campus residential summer component and work-study positions that expose students to careers requiring a postsecondary degree. In addition to regular projects, Upward Bound supports projects that focus on math and science and also on veterans. The *Upward Bound Math and Science* program establishes mathematics and science centers that encourage students to pursue postsecondary degrees specifically in those fields. The *Veterans Upward Bound* projects are designed to assist veterans in preparing for a program of postsecondary education.

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

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

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

The two largest programs, in terms of funding, are Upward Bound (which includes Upward Bound Math and Science and Veterans Upward Bound) and Student Support Services, which together accounted for over 70 percent of all TRIO funding in 2019, while Talent Search serves the largest number of students. TRIO programs vary greatly in service intensity, with annual per-student costs ranging from a high of $9,544 for the McNair program to a low of $280 for the Educational Opportunity Centers. Most projects are located at 2- and 4-year postsecondary

institutions, although nonprofit organizations operate a substantial number of Talent Search and Educational Opportunity Center projects.

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

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

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

Percentage of Funds by Institution Type (FY 2020)

Institution Type	Talent Search	Upward Bound[1]	Educational Opportunity Centers	Student Support Services	McNair
Postsecondary Institutions					
Public, 4-year	45.2%	50.3%	44.6%	45.1%	74.9%
Public, 2-year	26.3	23.9	25.9	41.3	0.0
Private, 4-year	9.5	15.1	5.2	12.1	24.6
Private, 2-year	0.0	0.1	0.0	0.4	0.0
Total, Postsecondary	80.9	89.4	75.7	98.8	99.5
Other organizations[2]	19.1	10.6	24.3	1.2	0.5
Total	100.0	100.0	100.0	100.0	100.0

[1] Includes regular Upward Bound, Upward Bound Math and Science, and Veterans Upward Bound.
[2] Other includes nonprofit organizations, State agencies, local educational agencies, county and city governments, private profit-making organizations, Indian Tribes, and private elementary and secondary schools.

Federal TRIO programs

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

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

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	$950,000
2018	1,010,000
2019	1,060,000
2020	1,090,000
2021	1,097,000

FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests $1.298 billion for the Federal TRIO programs, an increase of $209 million from the fiscal year 2021 appropriation. Of the total request, approximately $689 million of these funds will support new Upward Bound, Upward Bound Math and Science, Veterans Upward Bound, and McNair Postbaccalaureate competitions that would encourage applicants to identify and implement evidence-based strategies in these programs. Approximately $605 million would be used to support continuation awards to grantees that were successful in TRIO competitions in 2016 (Talent Search and Educational Opportunity Centers), 2017 (Upward Bound, Upward Bound Math and Science, Veterans Upward Bound, and McNair), 2020 (Student Support Services), and 2021 (Talent Search, Educational Opportunity Centers, and Staff Training). The request also includes $4.1 million to maintain administrative support for the TRIO programs, including the costs of peer review and collecting and analyzing grantee performance data.

The proposed funding increase would enable TRIO to serve up to an additional 4,000 students over the next five years, providing critical support as they seek to enter and succeed in postsecondary education and move on to graduate education. The Administration would focus increased funding on the goals of funding evidence-based student supports, continuing support

for high quality grantees with prior experience operating successful TRIO projects, and ensuring access to high-quality new applicants. The request increases funding for each of the programs scheduled for new competitions in fiscal year 2022 based, in part, on the number of unfunded high-quality applicants in the most recent competition under each program. The request also includes new supplemental funding for all current grantees under the Student Support Services program.

The TRIO programs are among the Department's largest and most important higher education investments. These programs can best serve students who are low-income or whose parents never completed college by supporting strategies proven to improve student outcomes. For this reason, as is the case in other higher education grant programs, the Department has, since 2015, placed an increasing emphasis on promoting evidence-based practices in TRIO grant competitions. The Department intends to continue this emphasis in its fiscal year 2022 competitions to maximize the potential impact of this critical investment in our nation's future.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020 Funding	2021 Funding	2022 Funding	2020 Awards	2021 Awards	2022 Awards
Talent Search:						
New Awards	0	$155,345	$14,629	0	435	35
Continuation Awards	$168,386	15,835	156,550	473	38	438
Total	168,386	171,180	171,179	473	473	473
Upward Bound:						
New Awards	0	0	446,597	0	0	1,250
Continuation Awards	352,094	355,968	26,668	966	966	57
Total	352,094	355,968	473,265	966	966	1,307
Upward Bound Math and Science:						
New Awards	0	0	88,616	0	0	285
Continuation Awards	65,439	65,928	5,962	212	212	19
Total	65,439	65,928	94,578	212	212	304
Veterans Upward Bound						
New Awards	0	0	27,266	0	0	85
Continuation Awards	19,228	19.289	2,192	60	60	7
Total	19,228	19,289	29,458	60	60	92

Federal TRIO programs

Output Measures	2020 Funding	2021 Funding	2022 Funding	2020 Awards	2021 Awards	2022 Awards
Educational Opportunity Centers						
New Awards	0	44,670	9,892	0	116	21
Continuation Awards	54,927	11,325	46,102	139	24	119
Total	54,927	55,995	55,994	139	140	140
Student Support Services:						
New Awards	341,701	20,306	38,483	1,093	51	6
Continuation Awards	24,217	343,785	362,007	63	1,099	1,144
Total	365,918	364,091	400,490	1,156	1,150	1,150
McNair Postbaccalaureate						
New Awards	0	0	59,971	0	0	263
Continuation Awards	56,492	38,023	5,476	187	187	20
Total	56,492	38,023	65,447	187	187	283
Staff Training						
New Awards	3,219	0	3,250	10	0	10
Continuation Awards	0	3,219	0	0	10	0
Total	3,219	3,219	3,250	10	10	10
Total awards						
New Awards	344,921	220,320	688,704	1,103	602	1,955
Continuation Awards	740,784	871,196	604,957	2,100	2,596	1,804
Evaluation	400	0	0			
Administrative expenses:						
Peer review of new award applications	2,354	2,034	2,400			
Other expenses	1,541	3,450	1,700			
Total	3,895	5,484	4,100			
Total	**1,090,000**	**1,097,000**	**1,297,761**			

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

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

Objective: *Increase postsecondary enrollment rates of low-income, first-generation individuals 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
2017	81.0%	77.3	82.0%	84.6	62.0%	56.7
2018	81.0	75.9	82.0	83.9	62.0	57.0
2019	81.0	75.6	82.5	83.2	62.0	58.6
2020	81.0		84.0		62.0	
2021	81.0		84.0		62.0	
2022	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.

Federal TRIO programs

- For Educational Opportunity Centers, the Department defines the cohort of participants comprising the denominator in the postsecondary enrollment calculation in the following way: participants who received a secondary school diploma or its equivalent during the reporting year, high school graduates or high school equivalency graduates not already enrolled in postsecondary education, postsecondary dropouts, or potential postsecondary transfers.

Objective: *Increase postsecondary persistence and completion rates of low-income, first-generation individuals 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
2017	38.0%	43.6%
2018	38.5	45.1
2019	39.0	46.2
2020	41.0	
2021	41.5	
2022	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
2017	49.0%	56.9%
2018	50.0	58.3
2019	51.0	59.1
2020	53.0	
2021	54.0	
2022	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. In 2018-2019, 59.1 percent of full-time, first-time freshmen from the 3023-3024 cohort obtained a bachelor's degree or an equivalent degree from the same grantee institution within 6 years of entering college. For 2-year institutions in 2018-2019, 46.2 percent of full-time, first-time freshmen from the 2015-2016 cohort completed an Associate's degree and/or transferred to a 4-year institution.

Federal TRIO programs

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

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

Additional information: The methodology for this enrollment measures counts as successes those 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. That is, 67.1 percent of McNair participants who graduated with their baccalaureate degree in 2016 had enrolled in graduate school by 2019. 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
2017	$465	$524	$4,555	$4,422	$1,660	$1,694
2018	465	522	4,540	4,543	1,650	1,734
2019	460	546	4,525	5,087	1,640	1,824
2020	460		4,510		1,640	
2021	460		4,510		1,640	
2022						

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.

Federal TRIO programs

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

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

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

Other Performance Information

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

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

Upward Bound: The Institute of Education Sciences began a new evaluation of Upward Bound promising practices in 2013, as required by section 402H(b)(1) of the Higher Education Act. The study tested the use of practices aimed at improving college fit by evaluating the effectiveness of a program that combines college information and text message reminders personalized to students' interests and academic backgrounds as well as professional development program for Upward Bound project staff. on college enrollment outcomes for participating Upward Bound students. The intervention's components include tools and resources, including information packets and a well-specified set of in-person college guidance are based on strategies informed by recent research. The effort leverages work in the field to design effective informational materials on college costs and outcomes, application fee waivers, and guidance on colleges to which individual students could consider applying based on their location and standardized test scores. The training component is designed so that it can be used with regular high school counselors or Upward Bound project staff to maximize the return on investment in the demonstration. The evaluation builds on the developing body of research suggesting that low-income students may not be attending colleges that match their academic abilities and career objectives, in part because they do not have adequate information about their college options.

In October 2018, the Department published the first report (available at this link: https://ies.ed.gov/ncee/pubs/20194002/pdf/20194002.pdf), which found that UB participants in the treatment group were 10 percentage points more likely to apply to four or more colleges and to those with a selectivity level of at least "Very Competitive." The intervention had no effect on

overall FAFSA completion rates, but may have increased early FAFSA submission for some subgroups. The next report will examine the effects on selectivity of students' college choices, and their persistence in college three years after expected high school graduation. It is scheduled to be released in the Fall of 2021. More information is available at the following link: https://ies.ed.gov/ncee/projects/evaluation/pathways_upward.asp

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

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 2022 Authorization: 0[1]

Budget Authority:

2021 Appropriation	2022 Request	Change 2021 to 2022
$368,000	$408,000	+$40,000

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

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

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

Gaining early awareness and readiness for undergraduate programs

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

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

Of the amount appropriated for GEAR UP, not less than 33 percent must be used to fund State grants and not less than 33 percent must be used to fund Partnership grants, with the remainder being allocated between States and Partnerships at the Department's discretion. 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)
2017	$339,754
2018	350,000
2019	360,000
2020	365,000
2021	368,000

FY 2022 BUDGET REQUEST

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

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

Most of the requested funds will be used to support continuation awards for State and Partnership grantees that were successful in the fiscal year 2016 through 2021 competitions. The Department would use approximately $50 million to conduct competitions for new State and Partnership awards. These competitions would further align the GEAR UP program with the Administration's evidence-building agenda. The Department would use the remaining funds to support evaluation and for the Web data collection contract, which enables the Department to collect and analyze performance data.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
State Grants:			
Number of new awards	2	11	4
Average new award	$4,240	$3,238	$3,750
Total new award funding	$8,480	$35,618	$15,000
Number of continuation awards	38	31	41
Average continuation award	$3,474	$3,746	$3,599
Total continuation award funding	$131,995	$116,119	$147,555

Gaining early awareness and readiness for undergraduate programs

Output Measures	2020	2021	2022
Total award funding	$140,475	$151,737	$172,555
Total number of awards	40	42	45
Partnership Grants:			
Number of new awards	6	28	20
Average new award	$2,409	$1,275	$1,768
Total new award funding	$14,459	$35,710	$35,379
Number of continuation awards	114	93	117
Average continuation award	$1,817	$1,937	$1,793
Total continuation award funding	$207,153	$180,139	$209,801
Total award funding	$221,612	$215,757	$245,180
Total number of awards	120	121	137
Total award funding:			
Total new award funding	$22,938	$71,327	$50,379
Total continuation award funding	$339,147	$296,258	$357,356
Evaluation	$700	$100	$100
Peer review of new award applications	$4	$200	$50
Web data collection	$115	$115	$115
Data Collection Supplements	$2,095	0	0
Total program funding	**$365,000**	**$368,000**	**$408,000**
Total number of awards	**160**	**163**	**182**

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

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

Gaining early awareness and readiness for undergraduate programs

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

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

Year	Target	Actual
2017	89.0%	92.7%
2018	89.0	86.5
2019	89.0	86.0
2020	89.0	
2021	89.0	
2022	89.0	

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

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

Year	Target	Actual
2017	62.0%	61.7%
2018	63.0	64.9
2019	63.0	58.3
2020	64.0	
2021	65.0	
2022	66.0	

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

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

Gaining early awareness and readiness for undergraduate programs

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
2017	55%	67.7%	54%	72.8%
2018	56	71.2	55	71.2
2019	60	60.6	60	74.1
2020	65	49.7	65	64.6
2021	65		70	
2022	65		75	

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

Efficiency Measures

The efficiency measure for this program is the cost of a successful outcome, where success is defined as enrollment in postsecondary education by GEAR UP students immediately following high school graduation. The Department calculates this measure by dividing the annual funding supporting closeout grantees (grantees serving cohorts of 12th graders) by the total number of postsecondary enrollees they produce. Using this methodology, the annual cost per successful outcome for the GEAR UP cohort that submitted Final Performance Reports in 2019 was $2,376. The Department provided approximately $2.2 million per year to the grantees in this cohort, which produced 52,800 postsecondary enrollees in the final year of their grants. It is important to note that this measure uses the strictest possible definition of "successful outcome." For instance, students from this cohort who graduate high school with the help of GEAR UP programs but do not enroll in postsecondary education are not considered "successes" under this methodology. The Department is exploring alternative methodologies to measuring efficiency in this program.

Other Performance Information

Early Outcomes Study

In 2001, the Department began an evaluation on the early effects of the GEAR UP program. This study, which was released in 2008, reported on the program's impact on participants attending middle schools and their parents, and the effects of GEAR UP on middle schools and on the sustainability of the program's activities after Federal funds are no longer available. The study did not report on two key outcomes of interest—secondary school graduation and postsecondary enrollment—because the data were not yet available. Overall, the study found that GEAR UP had significant impacts on students' and parents' knowledge and behavior and

academic offerings at GEAR UP schools. The study is available at the following link: http://www2.ed.gov/rschstat/eval/highered/gearup/early-outcomes.pdf.

Study of College Transition Messaging in GEAR UP

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

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

Current evaluation

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

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

Graduate assistance in areas of national need

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

(dollars in thousands)

FY 2022 Authorization: To be determined[1]

Budget Authority:

2021 Appropriation	2022 Request	Change from 2021 to 2022
$23,547	$23,547	0

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

Graduate Assistance in Areas of National Need (GAANN) provides fellowships, through 3-year grants to degree-granting postsecondary institutions, to graduate students of exceptional promise and high financial need studying in areas of national need. The Department 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.” This is done by considering 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 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)
2017	$28,047
2018	28,047
2019	23,047
2020	23,047
2021	23,547

FY 2022 BUDGET

The Administration requests $23.5 million for the Graduate Assistance in Areas of National Need (GAANN) program for fiscal year 2022, the same as the fiscal year 2021 appropriation. All of the program funds would be used to cover the continuation costs of awards made under the program in 2021.

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

For the 88 awards made in the fiscal year 2018 and 2019 competitions, the number of awards by eligible academic discipline were as follows: area studies (2); artificial intelligence (5); constitutional law (1); cybersecurity (9); engineering (45); interdisciplinary (24); multidisciplinary (1); and The American Founding (1).

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Number of new awards	0	72	0
Number of new fellowships	0	409	0
Average new award	0	$284	0
Total new award funding	0	$20,425	0

Graduate assistance in areas of national need

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Number of continuation awards	88	14	72
Number of continuation fellowships	393	58	409
Average continuation award	$224	$207	$284
Total continuation funding	$19,671	$2,892	$20,425
Supplemental awards	$3,376[1]	0	$3,122[1]
Average institution payment	$16	$16	$16
Average stipend	$34	$34	$34
Total average fellowship	$50	$50	$50
Total number of awards	88	86	72
Total number of fellowships	393	467	409
Peer review of new award applications	0	$230	0
Total program funding	$23,047	$23,547	$23,547

[1] Supplemental awards to support additional fellows in identified fields.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for GAANN for possible revision in future years to ensure alignment with Administration policy.

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.*

Graduate assistance in areas of national need

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

Year	Target	Actual
2017	60	65%
2018	60	63
2019	65	68
2020	65	
2021	65	
2022	65	

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

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

Measure: Median time to degree completion (years).

Year	Target	Actual
2017	5.0	4.9
2018	5.0	5.1
2019	5.0	4.9
2020	5.0	
2021	5.0	
2022	5.0	

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

Graduate assistance in areas of national need

Efficiency Measure

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

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

Year	Target	Actual
2017	68,500	$56,951
2018	68,500	69,702
2019	68,000	
2020	68,000	
2021	68,000	
2022	68,000	

The data used to calculate the efficiency measure come from the program's final performance reports, the Department's Grants and Payments database, and the GAANN program database. The data are calculated by dividing the total amount of Federal funds provided to support a cohort of fellows for the 3 years of the grant period by the number of GAANN fellows who complete their degree or successfully advance to candidacy during the 5-year fellowship period. As the efficiency measure is based on data from a relatively small number of students, significant year-to-year fluctuations may be expected. This may reduce the usefulness of the measure at the program level. Data for 2019 will be available in fall 2021 after the 2015 cohort of grantees has been closed out.

Child care access means parents in school

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

(dollars in thousands)

FY 2022 Authorization: To be determined[1]

Budget Authority:

2021 Appropriation	2022 Request	Change from 2021 to 2022
$55,000	$95,000	+$40,000

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

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

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

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

Grantees must submit annual reports to the Department regarding their activities, including data and information on the population served by the grant; campus and community resources and funding used to help low-income students 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.

Child care access means parents in school

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	$15,134
2018	50,000
2019	50,000
2020	53,000
2021	55,000

FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests $95 million for the Child Care Access Means Parents in School program, an increase of $40 million from the fiscal year 2021 appropriation. Approximately $38 million of these funds will support a competition for new awards in fiscal year 2021. Approximately $57 million would be used to support continuation awards to grantees that were successful in competitions conducted in fiscal years 2019, 2020, and 2021. The CCAMPIS program helps to ensure that low-income student parents enroll in, persist in, and complete postsecondary education by helping to meet their needs for affordable and convenient child care. The request reflects the Administration's strong commitment to closing equity gaps that limit access to and success in postsecondary education, including the extra challenges faced by underserved college student parents in finding high-quality, low-cost child care. The Department intends to continue this emphasis in its fiscal year 2022 competition in order to maximize the potential impact of this investment in our Nation's community colleges.

According to the Institute for Women's Policy Research (IWPR)'s analysis of data from the National Postsecondary Student Aid Study, more than one in five college students—or 22 percent of all undergraduates—are parents.[1] The largest share of student parents is enrolled in community colleges (40 percent of all student parents are community college students). Significant shares of student parents also attend private for-profit and public four-year institutions (18 percent and 17 percent, respectively), with the remainder enrolled in private nonprofit four-year (13 percent) and other/more than one institution (10 percent). Half of all 4-year public institutions offer daycare services for the children of student-parents.[2]

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

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

Child care access means parents in school

In addition, and based on the IWPR's data analysis, there are nearly 2.1 million single mothers in college today, many of whom are women of color and face significant challenges in postsecondary persistence and completion. Only eight percent of single mothers who start college earn an associate or bachelor's degree within six years, compared with about half of women who are not mothers. According to the IWPR, offering child care to a single mother pursuing a bachelor's degree improves success rates for community college students. Child care may allow many student parents to finish school much quicker, meaning they would likely spend more years in the labor market earning higher wages. Studies show that students who utilize a campus child care center had more than triple the rate of on-time completion than that of parents who did not use the center.

The fiscal year 2022 request would address these findings by significantly increasing the number of institutions that establish or expand campus-based child care programs; offer emergency back-up care and provide summer child care and before and after school services; subsidize the costs of child care for low-income students; and enhance other support for student parents.

In fiscal year 2021, the CCAMPIS grant competition included a range of priorities. In addition to the absolute priorities to leverage significant local or institutional resources or utilize a sliding fee scale to support low-income student parents required under section 419N of the Higher Education Act, in fiscal year 2021, the Department encouraged applicants to propose projects that:

- describe how they will, in addition to CCAMPIS funds, provide resources with institutional funds that will enhance the student-parents' educational, personal, and financial growth and;

- increase the number of licensed, quality child care centers in areas most impacted by the Novel Coronavirus where under-resourced community colleges are located, by, for example, utilizing unused classrooms on campus, working with community partners to create space in neighboring buildings, and hiring and training child care staff; and

- develop high-impact community engagement strategies and partner with community organizations in order to leverage institutional and community resources to provide wrap-around services (such as public benefits and additional financial aid to cover textbook costs, transportation costs, mental health services, faculty mentoring, tutoring, peer support groups, and emergency grants) that meet the whole need of low-income parents in postsecondary education.

The Department will review the use of these priorities to help inform a new fiscal year 2022 competition that would be funded by the requested increase.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Number of new awards	25	275	240
Average new award	$154	$158	$158
Total new award funding	$3,844	$43,500	$37,748
Number of continuation awards	268	97	372
Average continuation award	$183	$115	$153
Total continuation award funding	$49,074	$11,200	$56,852
Peer review of new award applications	$82	$300	$400
Total award funding	$53,000	$55,000	$95,000
Total number of awards	293	372	612

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for the CCAMPIS program for possible revision in future years to ensure alignment with Administration policy.

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

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

Child care access means parents in school

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

Year	4-year/2-year Target	4-year/2-year Actual	4-year Target	4-year Actual	2-year Target	2-year Actual
2016		79%		82%		75%
2017		81		85		76
2018	74%	78	81%	82	61%	75
2019	75		81		61	
2020	75		81		61	
2021	75		81		62	
2022	75		81			

Additional information: Previously reported CCAMPIS performance data have been updated to improve its accuracy and reliability. Grantees submitting incomplete data were excluded from the analysis. Performance data for 2019 will be available in December 2021.

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

Year	2-year Target	2-year Actual
2016		19.0%
2017		21.0
2018	22.0%	
2019	22.0	
2020	22.0	
2021	22.5	
2022	22.5	

Additional information: Previously reported CCAMPIS performance data have been updated to improve its accuracy and reliability. For the purposes of this performance measure, the term "within 3 years of enrollment" means within 3 years of enrolling in the CCAMPIS program. Grantees submitting incomplete data were excluded from the analysis. Data for 2018 has not been analyzed. It is expected to be available in December 2021.

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

Child care access means parents in school

Efficiency Measure

The efficiency measure tracks student cost per successful outcome.

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

Year	Target	Actual
2016		$6,983
2017		5,335
2018	$4,500	6,656
2019	4,500	
2020	4,500	
2021	4,500	
2022	6,000	

Additional information: For 2018, the cost per successful outcome is calculated by dividing the program allocation by the total number of students receiving child care services who remain in postsecondary education at the end of the academic year at 4-year and 2-year CCAMPIS-grantee institutions (includes 78 grantees from 2014 and 2017 cohorts). Program performance data for 2019 will be available in December 2021.

Other Performance Information

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

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

Fund for the Improvement of Postsecondary Education

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

(dollars in thousands)

FY 2022 Authorization: To be determined[1]

Budget Authority:

2021 Appropriation	2022 Request	Change from 2021 to 2022
$41,000	$76,000	+$35,000

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.

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. In recent years, Congress has provided funding for the Career Pathways program, the Centers of Excellence for Veterans Student Success (CEVSS) Program, the National Center for Information and Technical Support for Postsecondary Students with Disabilities (NCITSPSD), and the Open Textbook Pilot (OTP). In fiscal year 2021, Congress provided additional support for several existing programs (CEVSS, NCITSPSD and the OTP) and new funding for Basic Needs Grants, a Center of Educational Excellence, Modeling and Simulation, Rural Postsecondary and Economic Development, and Transitioning Gang-Involved Youth to Higher Education. Under FIPSE, all discretionary grants and contracts are awarded to institutions of higher education and other public and private nonprofit institutions and agencies. Grants typically are frontloaded to pay full multi-year project costs from a single appropriation.

Activities currently planned for fiscal year 2021 include the following:

The CEVSS program ($7 million), authorized under section 777(a) of the HEA, funds model programs to support veteran student success in postsecondary education by coordinating services to address the academic, financial, physical, and social needs of veteran students. CEVSS grantees establish on their campuses a single point of contact to coordinate, through a veteran student support team, comprehensive support services, including counseling, tutoring, assistance with special admissions, and transfer of credits from previous postsecondary education or experience, assistance with applying for financial aid and veterans' benefits, and admission into college.

The NCITSPSD ($2 million) provides technical assistance and information on best and promising practices for students with disabilities as they transition to, or attend, postsecondary education.

The OTP ($7 million) supports projects at institutions of higher education to create new open textbooks or expand their use while maintaining or improving instruction and student learning outcomes. This pilot program emphasizes the development of projects that demonstrate the greatest potential to achieve the highest level of savings for students through sustainable, expanded use of open textbooks in high-enrollment courses or in programs that prepare individuals for in-demand fields.

The Basic Needs Grants program ($5 million) helps address the basic needs of students (e.g., housing, food, transportation, and access to physical and mental health services).

The Center of Educational Excellence program ($2 million) supports a model center of educational excellence at an undergraduate HBCU with a demonstrable record in the production of Black teachers.

The Modeling and Simulation program ($7 million) promotes the study of modeling and simulation at institutions of higher education, through collaboration with new and existing programs to promote the use of technology in such study through the creation of accurate models that can simulate processes or recreate real life. This program is authorized under section 891 of the HEA.

The Rural Postsecondary and Economic Development program ($10 million) promotes innovative approaches to improve rates of postsecondary enrollment and completion among rural students through development of career pathways aligned to high-skill, high-wage or in- demand industry sectors and occupations.

The Transitioning Gang-Involved Youth to Higher Education program ($1 million) supports organizations that work directly with gang-involved youth to help such youth pursue higher education opportunities.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	0
2018	$6,000
2019	5,000
2020	24,500
2021	41,000

FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests $76 million for FIPSE, $35 million more than the fiscal year 2021 appropriation. Most funds—roughly $68 million—would support a new grant program for projects involving the design, implementation, and replication of both entrepreneurial and evidence-based, field-initiated innovations to increase postsecondary student success. The new program also would support the integration of innovations and the creation of the institutional capacity and infrastructure needed to support impact at scale—a growing need as institutions look for more effective ways to implement evidence-based interventions.[1] Eligible grantees would include individual institutions of higher education and those working in partnership with other institutions, States, non-profit service providers, or evaluators.

The new competition would use a multi-tiered approach, similar to that employed by the Education Innovation and Research program (described in detail in the Innovation and Improvement account), by providing differing levels of funding based on the level of prior evidence associated with the intervention. The expectations around the kind of information and evidence each funded project would produce would vary accordingly. Proposed areas of focus for potential projects could include increasing completion and employment success for returning adult students, innovative approaches to reducing the amount of time students spend taking courses not aligned with their program of study, increasing the career and employment alignment of in-demand community college programs, innovative strategies for increasing retention, and reducing the time to completion for low-income students and students of color.

The second component of the proposed grant program would fund projects to implement and evaluate changes in institutional practice or capacity intended to facilitate a holistic approach to student success, especially for underserved populations. Examples include implementing changes to reorient institutional decision-making practices to focus on student outcomes; the integration of evidence-based practices into comprehensive, efficient delivery models; the development of data systems allowing for the reporting of performance data associated with interventions across the institution; or training institutional leaders to adopt an enterprise-wide orientation toward student success. In addition to sharing successful implementation practices, grantees would be required to evaluate the impact of their projects on the target student populations.

The proposed student success grant program would complement the $62 billion Completion Grants program in the American Families Plan, which would be a primary source of Federal funding support for scaling up rigorously evaluated and previously validated interventions across public and non-profit institutions of higher education. Findings and results from this new FIPSE program would add to the universe of interventions States and institutions may choose to scale

[1] Kezar, A. (2019). Creating a diverse student success infrastructure: The key to catalyzing cultural change for today's student. Los Angeles, CA: University of Southern California, Pulias Center for Higher Education.

through the Completion Grants program, while also providing model practices for strengthening institutional capacity in areas that contribute to successful implementation of such interventions.

Remaining FIPSE funds would be used for continuation awards to OTP grantees.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Evidence-Based Approaches and Infrastructure			
Number of new awards	0	0	45
Average new award	0	0	$1,505
Total award funding	0	0	$67,737
Career Pathways			
Number of new awards	2	0	0
Average new award	$4,971	0	0
Total award funding	$9,942	0	0
CEVSS			
Number of new awards	16	17	0
Average new award	$435	$412	0
Total award funding	$6,954	$7,000	0
NCITSPSD			
Number of new awards	0	1	0
Average new award	0	$1,980	0
Total award funding	0	$1,980	0
Number of supplements	1	0	0
Average supplement	$500	0	0
Total supplement funding	$500	0	0
OTP			
Number of new awards	4	9	0
Average new award	$1,503	$659	0
Total award funding	$6,913 [1]	$7,000 [2]	$8,263 [3]
Basic Needs Grants			
Number of new awards	0	4	0
Average new award	0	$1,238	0
Total award funding	0	$4,950	0
Center of Educational Excellence			
Number of new awards	0	1	0
Average new award	0	$1,980	0
Total award funding	0	$1,980	0

Fund for the Improvement of Postsecondary Education

Output Measures	2020	2021	2022
Modeling and Simulation			
Number of new awards	0	5	0
Average new award	0	$1,386	0
Total award funding	0	$6,930	0
Rural Postsecondary and Economic Development			
Number of new awards	0	7	0
Average new award	0	$1,414	0
Total award funding	0	$9,900	0
Transitioning Gang-Involved Youth to Higher Education			
Number of new awards	0	1	0
Average new award	0	$990	0
Total award funding	0	$990	0
Contracts			
Peer review	$191	$270	0
Total FIPSE funding	$24,500	$41,000	$76,000
Total number of new awards	22	45 [4]	45 [4]

[1] In addition to the approximately $6 million used to make four new awards, the Department used $901 thousand provided in fiscal year 2020 to supplement and make whole an existing grantee first funded under the fiscal year 2019 slate.
[2] Of the $7 million appropriated for OTP in fiscal year 2021, the Department will fund nine new awards from the fiscal year 2020 slate. Approximately $5.9 million will be used to pay first-year costs, and approximately $1.1 million will be used to partially pay down the second-year costs associated with this OTP cohort.
[3] OTP will use $8.3 million from the fiscal year 2022 request to complete funding second year and third year costs associated with the OTP cohort first funded in fiscal year 2021.
[4] The totals reflected include the estimated number of awards that will be made under the Modeling and Simulation, Rural Postsecondary and Economic Development, and the Transitioning Gang-Involved Youth to Higher Education competitions in fiscal year 2021 and the Scaling Evidence-Based Approaches competition in fiscal year 2022, as applicable. These figures were estimated absent any concrete guidance from Congress (e.g., a minimum award amount or general language regarding the number of awards), and as a result, may change as the Department enters the NIA development process for each competition later this year.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by

those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for these programs for possible revision in future years to ensure alignment with Administration policy.

While the Department established a new set of performance measures for the Open Textbook Pilot in the 2018 notice inviting applications, most of these measures are final measures (i.e., data will not be reported until after the completion of the project, which is anticipated by late 2022). The partial data reported below is for annual measures. Data is currently limited due to the impact of the COVID-19 pandemic on the development, testing, and adoption of open educational resources. The Department anticipates that updated fiscal year 2020 data will be available in late 2021. The Department will set targets for future years when complete baseline data becomes available.

The Department will set performance measures for all remaining programs funded under the fiscal year 2020 and 2021 appropriations and will begin collecting data for these measures in fiscal years 2021 and 2022, respectively.

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

Year	Target	Actual
2020	Baseline	1,364
2021		
2022		

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

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

Year	Target	Actual
2020	Baseline	705
2021		
2022		

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

Fund for the Improvement of Postsecondary Education

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

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

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

Measure: The average cost savings per student.

Year	Target	Actual
2020	Baseline	$154
2021		
2022		

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

Year	Target	Actual
2020	Baseline	$117,656
2021		
2022		

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

Fund for the Improvement of Postsecondary Education

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

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

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

Year	Target	Actual
2020	Baseline	3
2021		
2022		

Teacher quality partnership

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

(dollars in thousands)

FY 2022 Authorization: To be determined[1]

Budget Authority:

	2021 Appropriation	2022 Request	Change from 2021 to 2022
Annual appropriation	$52,092	$132,092	+$80,000
Mandatory Supplemental Appropriation, AFP Act	0	280,000	+280,000

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.

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 teaching force in improving student outcomes. More specifically, TQP seeks to improve student 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; holding teacher preparation programs accountable for preparing effective teachers; recruiting highly qualified individuals, including people of color; and attracting talented professionals from outside the teaching pipeline into the classroom. Projects may also include a component to train school leaders in high-need or rural local educational agencies (LEAs) or a component to partner with a public broadcast television station or another entity that develops digital education content to improve the quality of teacher preparation programs.

Only partnerships may apply for funding under this program. Partnerships must include a high-need LEA; a high-need school or high-need ECE program (or a consortium of high-need schools or ECE programs served by the partner LEA); a partner institution of higher education (IHE); a school, department, or program of education within the partner IHE; and a school or department of arts and sciences within the partner IHE. A partnership may also include, among others, the Governor of the State, the State educational agency, the State board of education, the State agency for higher education, or a business.

Teacher quality partnership

In order to maximize resources and avoid duplication, applicants are required to explain how they plan to coordinate activities under the TQP program with other federally funded programs aimed at improving teacher effectiveness (e.g., Supporting Effective Instruction State Grants under Title II of the Elementary and Secondary Education Act (ESEA) and the Teacher and School Leader Incentive Grants program).

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

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

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

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

- Create a school climate conducive to professional development for teachers;
- Understand the teaching and assessment skills needed to support successful classroom instruction;
- Use data to evaluate teacher instruction and drive teacher and student learning;

Teacher quality partnership

- Manage resources and time to improve academic achievement;
- Engage and involve parents and other community stakeholders; and
- Understand how students learn and develop in order to increase academic achievement.

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

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

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

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

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

Fiscal Year	(dollars in thousands)
2017	$43,092
2018	43,092
2019	43,092
2020	50,092
2021	52,092

FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests $132 million for the TQP program, an increase of $80 million from the fiscal year 2021 appropriation. Approximately $91 million would support new pre-baccalaureate and residency competitions that would emphasize the creation or expansion of high-quality, comprehensive pathways into the classroom. These funds would have focus on projects designed to address identified teacher shortage areas and those developed and implemented in partnership with Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribally Controlled Colleges and Universities and other minority-serving institutions, in order to diversify the teacher pipeline. While teachers of color can have a particularly strong impact on students of color,[1] around one in five teachers[2] are people of color, compared to more than half of K-12 public school students.[3] The Administration believes that all students deserve well-prepared and effective teachers and that all teachers deserve access to high-quality mentoring and induction programs that support their professional development. Effective investments in teacher preparation can ensure we meet both priorities.

As described further in the Program Performance Information section below, research on the TQP program shows that high-quality residency models can expand the pool of well-prepared applicants entering the teaching profession, promoting diversity of the workforce and bringing a wide range of experiences into the classroom to support students. In addition, the close partnership between school districts and IHEs required by the TQP program ensures that training programs are closely aligned with practice. In a 2014 study, 83 percent of residents reported that their work as a resident teacher reinforced what they learned in their coursework, and residents were more likely than non-residents in the same districts to report receiving support from their preparation programs. Residents are more likely than nonresidents to report feeling prepared to enter the classroom, After program completion, more than 90 percent of residents stayed in their school district for three years. The Administration believes that support for high-quality residency programs is a critical part of ensuring that all students have access to well-prepared and qualified educators.

The Administration is also requesting $280 million in new mandatory funding in fiscal year 2022 for the TQP program. This request is a part of President Biden's American Families Plan to address teaching shortages, improve training and supports for teachers, and boost teacher diversity.

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[1] See, for example, https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf
[2] https://www.bls.gov/cps/cpsaat11.htm
[3] https://nces.ed.gov/programs/coe/indicator_cge.asp

Teacher quality partnership

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2020	2021	2022
Partnership Grants:			
New	$7,302	0	$91,250
Continuations	42,144	51,736	40,242
Subtotal	49,446	51,736	131,492
State teacher quality accountability reports	446	356	356
Peer review of new award applications	200	0	244
Total	50,092	52,092	132,092

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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

The Department will be reviewing GPRA program performance goals, objectives, and measures for the Teacher Quality Partnership grants for possible revision in future years to ensure alignment with Administration policy.

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

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

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

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 Target	Pre-Baccalaureate Actual	Residency Target	Residency Actual
2017	85%	81%	95%	72%
2018	85	72	95	75
2019	85	90	95	93
2020	85		95	
2021	85		95	
2022	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
2017	80%	63%	90%	55%
2018	80	70	90	77
2019	80		90	
2020	80		90	
2021	80		90	
2022	80		90	

Additional information: Performance on this measure increased significantly in 2018 and the Department is continuing its efforts to ensure that grantees provide the necessary supports to beginning teachers in partner LEAs. Data for 2019 is expected in summer 2021.

Other Performance Information

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

- How do teachers who complete teacher residency projects compare to other novice teachers and to all teachers in their district?

Teacher quality partnership

- What is the retention rate of the residency project teachers compared to their novice colleagues who weren't prepared through a teacher residency project?

- What are the characteristics of the teacher residency projects (e.g., length of overall program, nature of required coursework and apprenticeship activities, characteristics of their assigned mentor teacher, criteria for selecting program participants)?

- What are the characteristics of the teacher applicants and participants in the teacher residency projects?

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

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

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

A follow-up report published in 2015 (https://ies.ed.gov/ncee/pubs/20154015/) found that residency teachers were no more likely than non-residency teachers to remain in their school from spring 2012 to fall 2013 (62 percent versus 60 percent). However, residency teachers in their first year of teaching in spring 2012 were more likely than non-residency teachers in their first year in spring 2012 to remain in the same district through fall 2013 (81 percent versus 66 percent). These residency teachers, while remaining in the same district, tended to move to schools that were higher achieving and less diverse.

Hawkins Centers of Excellence

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

(dollars in thousands)

FY 2022 Authorization: To be determined[1]

Budget Authority:

	2021 Appropriation	2022 Request	Change from 2021 to 2022
Annual appropriation	0	$20,000	+$20,000
Mandatory Supplemental Appropriation, AFP Act	0	40,000	+40,000

[1] The GEPA extension expired September 30, 2015; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

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

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

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

- Providing extensive, sustained, and high-quality preservice clinical experience, including the mentoring of prospective teachers by exemplary teachers.

Hawkins Centers of Excellence

- Developing and implementing initiatives to promote retention of teachers and principals of color, such as programs that provide teacher or principal mentoring or induction and support for teachers and principals during their first 3 years of employment.

- Awarding scholarships based on financial need to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program, not to exceed the cost of attendance.

- Disseminating information on effective practices for teacher preparation and successful teacher certification and licensure assessment preparation strategies.

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

FY 2022 BUDGET REQUEST

The request includes $20 million in first-time funding for the Hawkins Centers of Excellence program to support diversifying the educator workforce by increasing the number of high-quality teacher preparation programs at Minority-Serving Institutions. An additional $40 million in mandatory funding would be provided under the American Families Plan.

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

Funding the Hawkins Centers of Excellence program, which emphasizes preparing teachers who meet applicable certification requirements, also would help address longstanding evidence that students of color have less access to qualified educators. For example, a 2012 analysis found that schools with high enrollments of students of color were four times as likely to employ uncertified teachers as were schools with low enrollments of students of color.[1] Students in schools with high enrollments of students of color also have less access to experienced teachers. In these schools, nearly one in every six teachers is just beginning his or her career, compared to one in every 10 teachers in schools with low enrollments of students of color.[2]

[1] https://files.eric.ed.gov/fulltext/EJ990114.pdf.
[2] https://learningpolicyinstitute.org/sites/default/files/product-files/CRDC_Teacher_Access_REPORT.pdf.

Hawkins Centers of Excellence

These data highlight the importance of the high-quality mentoring and induction programs for new teachers that are integral to the Hawkins Centers of Excellence program.

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

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Measures	2022
Number of new awards	20
Average new award	$975
Total new award funding	$19,500
Peer review of new award applications	$500

PROGRAM PERFORMANCE INFORMATION

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

Completion grants

(Proposed legislation)

(dollars in thousands)

FY 2022 Authorization: To be determined

Mandatory Budget Authority:

2021 Appropriation	2022 Request	Change from 2021 to 2022
0	$6,200,000	+$6,200,000

PROGRAM DESCRIPTION

The Completion Grants Program, proposed as part of President Biden's American Families Plan, would provide grants to States and Tribes to invest in completion and retention activities at colleges and universities that serve high numbers of low-income students. Funds would be distributed to States and Tribes based on a formula that accounts for low-income students enrolled in both public and non-profit colleges. States and Tribes would give priority in allocating funds to underserved institutions, particularly community colleges, serving a large share of low-income students.

States and Tribes would be required to submit an application that describes the allocation of funds to institutions, a strategy for adopting a diverse portfolio of promising and evidence-based practices, annual benchmarks for student outcomes, information about the evaluation of interventions funded by the program, and plans for a state equity audit of higher education financing. Funds could be used for a variety of evidenced-based and promising practices to support student retention, completion, and success, such as comprehensive academic support services (e.g., faculty and peer counseling, use of real-time data on student progress, and incentives for students to stay on track); providing direct students support services (e.g., mental health services, childcare, transportation, emergency financial assistance, assistance in addressing food or housing instability); offering career coaching, networking and work-based learning opportunities to support the development of skills, relationships, and experiences necessary to obtain and succeed in high-quality jobs; reforms to developmental education; utilizing career pathways; improving transfer student success; and efforts to recruit, retain, and develop faculty and other instructional staff. States, Tribes, and institutions would need to cooperate in efforts to evaluate the impact of the funds. The program would also include a maintenance of effort requirement to ensure that States maintain their own commitment to funding higher education.

Completion grants

FY 2022 BUDGET

President Biden's American Families Plan would provide $6.2 billion in mandatory funding for fiscal year 2022 and $62 billion over 10 years for the Completion Grants program, which would fund grants to States and Tribes to support completion and retention activities designed to ensure postsecondary success for low-income and underserved students in high-need institutions. This proposal is a critical complement to other investments proposed for fiscal year 2022 that make college more affordable, including making community college free and a $1,875 increase to the Pell Grant. Together, the Completion Grants program and college affordability proposals expand access to postsecondary education and ensure that students are also more likely to succeed in and complete their education or training. States and institutions would use the grants made through this program to make substantial investments in best practices to improve student success, including wraparound services ranging from child care and mental health services to faculty and peer mentoring, emergency basic needs grants, career coaching, practices that recruit and retain diverse faculty, transfer agreements between colleges, and evidence-based remediation programs.

PROGRAM PERFORMANCE INFORMATION

The Department will establish goals and performance indicators to assess the impact and effectiveness of activities supported through the Completion Grants program, including indicators based in part on the benchmarks for student outcomes established by grantees in their State plans.

Health professionals of the future

(Proposed legislation)

(dollars in thousands)

FY 2022 Authorization: To be determined

Mandatory Budget Authority:

2021 Appropriation	2022 Request	Change from 2021 to 2022
$0	$200,000	+$200,000

PROGRAM DESCRIPTION

The Health Professionals of the Future (HPOTF) program is a competitive grant program that provides funds to Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and Minority-Serving Institutions (MSIs), such as Hispanic-serving Institutions (HSIs) and Asian American and Native American Pacific Islander-serving Institutions (AANAPISIs) to create or expand graduate programs that prepare students for high-skilled jobs in the health care sector and help diversify the healthcare sector pipeline. Eligible grantees include HBCUs, TCUs, and MSIs with or without an existing graduate program, and institutions may apply on their own or in a partnership with any other institution, as long as the HBCU, TCU, or MSI is the lead grantee. Partnerships must include an institution with an existing program and an HBCU, TCU, or MSI seeking to establish or expand a program.

Eligible graduate programs must align with careers that (1) meet the WIOA definition of "in-demand industry sector or occupation"[1] and (2) are in the healthcare sector (e.g., graduate programs could include programs that train students to become physicians, hospital administrators, dentists, nurses, etc.).

Authorized activities would include the development of a career and educational pathways exploratory system to assist undergraduate and graduate students in learning about career opportunities in these fields and connecting students to internships and jobs; support services to help students complete graduate programs; scholarships or fellowships for tuition or to support

[1] The term ''in-demand industry sector or occupation'' means— (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

on-the-job training; and the collection of performance data, which could include job placement and earnings.

FY 2022 BUDGET

The American Families Plan would provide $200 million in mandatory funding in 2022, and $2 billion over the next decade, to support the Health Professionals of the Future program, which would make competitive awards to HBCUs, TCUs, and MSIs to create or expand graduate programs for in-demand health occupations.

Employment in healthcare occupations is projected to grow 15 percent from 2019 to 2029, much faster than the average for all occupations.[1] HBCUs, TCUs, and MSIs are in a unique and vital position to help students of color move to the top of the income ladder through attainment of professional degrees and careers. Research shows that four-year HBCUs and MSIs propel more students from the lowest income quintile to the top income quintile than other universities.[2] For example, HBCU alumni represent 80 percent of Black judges, 50 percent of Black lawyers and doctors, and 25 percent of Black undergraduates earning STEM degrees.[3] Despite these contributions, HBCUs, TCUs, and MSIs are under-resourced compared to other colleges and universities. The HPOTF Program would aim to address this funding inequity, help meet the employment demand projected for health occupations, and diversify the professional healthcare workforce. Funding for the HPOTF Program complements additional funding proposed for HBCUs, TCUs, and MSIs in fiscal year 2022, including increasing existing mandatory funding to the HEA Title III and V programs and providing tuition subsidies to HBCUs, TCUs, and MSIs.

PROGRAM PERFORMANCE INFORMATION

The Department will establish goals and performance indicators to assess the impact and effectiveness of activities supported through the Health Professionals of the Future program, including student outcome indicators such as degrees and certificates obtained, job placement, and earnings.

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[1]https://www.bls.gov/ooh/healthcare/home.htm#:~:text=Employment%20in%20healthcare%20occupations%20is,about%202.4%20million%20new%20jobs.&text=This%20projected%20growth%20is%20mainly,greater%20demand%20for%20healthcare%20services.

[2] https://www.acenet.edu/Documents/MSIs-as-Engines-of-Upward-Mobility.pdf

[3] https://www.tmcf.org/about-us/member-schools/about-hbcus/