

116TH CONGRESS
1ST SESSION

H. R. 3827

To promote and support collaboration between Hispanic-serving institutions and Hispanic-serving school districts, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JULY 18, 2019

Mr. CASTRO of Texas (for himself, Mr. CUELLAR, Mr. GALLEGO, Mr. PANNETTA, Mrs. KIRKPATRICK, Ms. WILSON of Florida, Ms. BARRAGÁN, Mr. PAYNE, Ms. HAALAND, Mr. SOTO, Mr. LUJÁN, Ms. LEE of California, Ms. PORTER, Mr. ESPAILLAT, Mr. VARGAS, Mr. GARCÍA of Illinois, Mr. CARBAJAL, Mr. SIRES, Ms. JACKSON LEE, Ms. ROYBAL-ALLARD, Ms. MENG, Ms. MUCARSEL-POWELL, Mr. GRIJALVA, Mr. CISNEROS, Mr. GONZALEZ of Texas, Mr. SERRANO, Mr. ENGEL, Ms. OCASIO-CORTEZ, Mrs. NAPOLITANO, Ms. SÁNCHEZ, Mr. VEASEY, Mr. SCHIFF, Mr. HURD of Texas, Ms. VELÁZQUEZ, Ms. GARCIA of Texas, Miss GONZÁLEZ-COLÓN of Puerto Rico, Ms. HILL of California, and Mr. CÁRDENAS) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To promote and support collaboration between Hispanic-serving institutions and Hispanic-serving school districts, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Hispanic Educational
5 Resources and Empowerment Act of 2019”.

1 **SEC. 2. FINDINGS.**

2 Congress finds the following:

3 (1) Hispanics are the largest, youngest, and
4 second-fastest growing minority population in the
5 United States.

6 (2) While Hispanics compose 18 percent of the
7 population of the United States, they compose 26
8 percent of the prekindergarten through grade 12
9 public school student enrollment in the United
10 States.

11 (3) Over 3,300 school districts have 25 percent
12 or more Hispanic enrollment and those school dis-
13 tricts enroll 78 percent of all prekindergarten
14 through grade 12 Hispanic students in the United
15 States.

16 (4) Hispanic students are overrepresented in
17 lower educational outcomes, including lower grades,
18 lower scores on standardized tests, and higher drop-
19 out rates.

20 (5) Hispanic students tend to face greater bar-
21 riers once in college than non-Hispanic peers. Sev-
22 enty percent of Hispanic college students are first-
23 generation college students and 48 percent of His-
24 panic college students have an expected family con-
25 tribution of \$0, as calculated under title IV of the
26 Higher Education Act of 1965.

1 (6) Hispanics are at high risk of not enrolling
2 or graduating from institutions of higher education.

3 (7) More Hispanics are going to college than
4 ever before, but only a little more than half of the
5 Hispanic students who enroll earn a bachelor's de-
6 gree.

7 (8) Hispanics lag behind non-Hispanic Whites,
8 Blacks, and Asian American and Native American
9 Pacific Islanders in attainment of high school diplo-
10 mas, associate's degrees, and bachelor's degrees.

11 (9) Gains in Hispanic educational attainment
12 will greatly benefit the United States economy be-
13 cause Hispanics will make up nearly 20 percent of
14 the United States labor force by 2024.

15 (10) Hispanics are an increasingly vital compo-
16 nent of the workforce of the United States. Between
17 2010 and 2020, 74 percent of the growth in the
18 workforce in the United States will be Hispanic
19 workers.

20 (11) Without eliminating the education gap for
21 Hispanics now, the growing Hispanic population will
22 not be prepared for the jobs of the future, hindering
23 the economy of the United States.

1 **SEC. 3. COLLABORATION BETWEEN HISPANIC-SERVING IN-**
2 **STITUTIONS AND HISPANIC-SERVING SCHOOL**
3 **DISTRICTS.**

4 Title V of the Higher Education Act of 1965 (20
5 U.S.C. 1101 et seq.) is amended by adding at the end
6 the following new part:

7 **“PART D—COLLABORATION BETWEEN HISPANIC-**
8 **SERVING INSTITUTIONS AND HISPANIC-**
9 **SERVING SCHOOL DISTRICTS**

10 **“SEC. 531. PURPOSES.**

11 “The purposes of this part are—

12 “(1) to promote and support opportunities for
13 academic alliances and collaborative partnerships be-
14 tween Hispanic-serving institutions and Hispanic-
15 serving school districts for the purpose of improving
16 postsecondary educational attainment of Hispanic
17 students; and

18 “(2) to expand and enhance the course offer-
19 ings, program quality, and overall functionality of
20 the colleges, universities, and school districts that
21 educate the majority of Hispanic students.

22 **“SEC. 532. PROGRAM AUTHORITY, APPLICATION, AND ELI-**
23 **GIBILITY.**

24 “(a) PROGRAM AUTHORITY.—Subject to the avail-
25 ability of funds appropriated to carry out this part, the
26 Secretary shall award grants, on a competitive basis, to

1 Hispanic-serving institutions serving as grant recipient
2 and fiscal agent for an eligible entity, for the eligible entity
3 to carry out activities described under section 533 to im-
4 prove and expand the capacity to develop model and inno-
5 vative collaboration agreements between local educational
6 agencies and institutions of higher education to better
7 serve Hispanic students.

8 “(b) APPLICATION.—An eligible entity that desires to
9 receive a grant under this part shall—

10 “(1) designate a Hispanic-serving institution
11 that is a member of the eligible entity to serve as
12 the grant applicant, grant recipient, and fiscal agent
13 for the eligible entity; and

14 “(2) through such designated Hispanic-serving
15 institution, submit an application to the Secretary at
16 such time, in such manner, and accompanied by
17 such information as the Secretary may require under
18 part C and this part.

19 “(c) ELIGIBLE ENTITY.—The term ‘eligible entity’
20 means a partnership that—

21 “(1) shall include—

22 “(A) one or more Hispanic-serving institu-
23 tions, one of which shall serve as the grant re-
24 cipient and fiscal agent for the eligible entity;
25 and

1 “(B) one or more Hispanic-serving school
2 districts; and

3 “(2) may include—

4 “(A) one or more emerging Hispanic-serv-
5 ing institutions;

6 “(B) one or more emerging Hispanic-serv-
7 ing school districts; and

8 “(C) one or more nonprofit or community-
9 based organizations, businesses, or public or
10 private entities with a demonstrated record of
11 success in implementing activities similar to the
12 activities authorized under section 533.

13 **“SEC. 533. AUTHORIZED ACTIVITIES.**

14 “An eligible entity that receives a grant under this
15 part shall use the grant funds for 1 or more of the fol-
16 lowing activities to support eligible students:

17 “(1) Creating a college-bound culture among el-
18 igible students, which may include activities to pro-
19 mote the early exposure of such students and their
20 families to the opportunities and requirements of
21 postsecondary education, and other evidence-based
22 services, including services determined to have prov-
23 en positive outcomes by the What Works Clearing-
24 house maintained by the Institute of Education
25 Sciences.

1 “(2) Academic support to prepare eligible stu-
2 dents for postsecondary education, prevent the need
3 for postsecondary remediation, and provide high
4 quality postsecondary remediation when necessary,
5 which may include—

6 “(A) aligning high school coursework and
7 high school graduation requirements with the
8 requirements for entrance into credit-bearing
9 coursework at 4-year institutions of higher edu-
10 cation, including Hispanic-serving institutions;

11 “(B) early identification and support for
12 eligible students at risk of not graduating from
13 high school within 4 years, or at risk of requir-
14 ing remediation upon enrolling in postsecondary
15 education;

16 “(C) developing and implementing path-
17 ways to postsecondary education that—

18 “(i) provide eligible students with ad-
19 vanced coursework and result in a recog-
20 nized postsecondary credential, as defined
21 in section 3 of the Workforce Innovation
22 and Opportunity Act (29 U.S.C. 3102); or

23 “(ii) integrate rigorous and chal-
24 lenging career and technical education,
25 work-based learning, and advanced

1 coursework or other academic instruction
2 aligned with the challenging State aca-
3 demic standards adopted by the State in
4 which the eligible entity is located under
5 section 1111(b)(1) of the Elementary and
6 Secondary Education Act of 1965 (20
7 U.S.C. 6311(b)(1));

8 “(D) co-requisite courses;

9 “(E) technology-enhanced diagnostics and
10 delivery of remedial education;

11 “(F) faculty development to ensure effec-
12 tive instruction; and

13 “(G) practices to teach self-regulated
14 learning and college success skills.

15 “(3) Support for eligible students with high
16 school completion and the transition to postsec-
17 ondary education, which may include—

18 “(A) activities to encourage high school re-
19 tention and completion;

20 “(B) assistance with the college application
21 process;

22 “(C) assistance with applying for financial
23 aid; and

24 “(D) assistance with selecting institutions
25 of higher education to which a student should

1 apply based on the needs and attributes of the
2 student and the available degree programs and
3 outcomes of the institutions.

4 “(4) Addressing non-academic needs that serve
5 as barriers to college enrollment, persistence, and
6 completion for eligible students, which may in-
7 clude—

8 “(A) activities to address the comprehen-
9 sive needs of eligible students, including child
10 care, food insecurity, finances, health issues,
11 and transportation; and

12 “(B) activities to promote a positive cli-
13 mate on campuses of institutions of higher edu-
14 cation and to increase the sense of belonging
15 among eligible students, including through first
16 year support programs such as mentoring and
17 peer networks and advisories.

18 **“SEC. 534. REPORTING.**

19 “Each eligible entity receiving a grant under this part
20 shall, through the Hispanic-serving institution designated
21 under section 532(b), submit to the Secretary, at the end
22 of each grant period, a report that includes information
23 the Secretary may require. Such report shall include infor-
24 mation on the outcomes of the activities carried out by
25 the entity, before and after such activities were funded

1 under this part, on the number and percentage of students
2 entering, persisting, and completing postsecondary edu-
3 cation. Such information shall be disaggregated to meas-
4 ure the specific impact on economically disadvantaged stu-
5 dents, students from each major racial and ethnic group,
6 students with disabilities, English learners, students of
7 different genders, and migrant students.

8 **“SEC. 535. TECHNICAL ASSISTANCE AND EVALUATION.**

9 “(a) RESERVATIONS.—From the total amount appro-
10 priated for this part under section 528(a) for a fiscal year,
11 the Secretary shall reserve not more than the lesser of 5
12 percent or \$5,000,000 for—

13 “(1) providing technical assistance to eligible
14 entities, directly or through grants, contracts, or co-
15 operative agreements, by qualified experts on using
16 practices grounded in evidence to improve the out-
17 comes of programs funded under this part; and

18 “(2) conducting the evaluation described in sub-
19 section (b).

20 “(b) EVALUATION.—The Secretary, in partnership
21 with the Director of the Institute of Education Sciences,
22 shall contract with a third party to conduct an inde-
23 pendent evaluation of the activities funded under this part.
24 Such evaluation shall include the impact of the policies
25 and services resulting from such activities on the number

1 and percentage of students entering, persisting, and com-
2 pleting postsecondary education. The data collected by
3 such evaluation shall be disaggregated to measure the spe-
4 cific impact on economically disadvantaged students, stu-
5 dents from each major racial and ethnic group, students
6 with disabilities, English learners, students of different
7 genders, and migrant students.

8 **“SEC. 536. DEFINITIONS.**

9 “In this part:

10 “(1) **ADVANCED COURSEWORK.**—The term ‘ad-
11 vanced coursework’ means coursework designed for
12 students to earn postsecondary credit upon success-
13 ful completion of the coursework while still in sec-
14 ondary school, such as Advanced Placement, Inter-
15 national Baccalaureate, dual or concurrent enroll-
16 ment programs, and early college high school pro-
17 grams.

18 “(2) **CO-REQUISITE COURSES.**—The term ‘co-
19 requisite courses’ means courses designed for stu-
20 dents at institutions of higher education in need of
21 remediation that combine credit-bearing postsec-
22 ondary-level coursework with supplemental instruc-
23 tion.

24 “(3) **DUAL OR CONCURRENT ENROLLMENT**
25 **PROGRAM.**—The term ‘dual or concurrent enrollment

1 program' has the meaning given the term in section
2 8101 of the Elementary and Secondary Education
3 Act of 1965 (20 U.S.C. 7801).

4 “(4) EARLY COLLEGE HIGH SCHOOL.—The
5 term ‘early college high school’ has the meaning
6 given the term in section 8101 of the Elementary
7 and Secondary Education Act of 1965 (20 U.S.C.
8 7801).

9 “(5) ELIGIBLE STUDENT.—The term ‘eligible
10 student’ means—

11 “(A) any student who is enrolled or eligible
12 to enroll in a secondary school that is served by
13 a Hispanic-serving school district or an emerg-
14 ing Hispanic-serving school district; and

15 “(B) any student who is enrolled or has
16 been accepted for enrollment at a Hispanic-
17 serving institution or an emerging Hispanic-
18 serving institution.

19 “(6) EMERGING HISPANIC-SERVING INSTITU-
20 TION.—The term ‘emerging Hispanic-serving institu-
21 tion’ means an institution of higher education that—

22 “(A) is an eligible institution, as defined in
23 section 502; and

24 “(B) has an enrollment of undergraduate
25 full-time equivalent students that is at least 15

1 percent but less than 25 percent Hispanic stu-
2 dents at the end of the award year immediately
3 preceding the date of the application for a
4 grant under this part.

5 “(7) EMERGING HISPANIC-SERVING SCHOOL
6 DISTRICT.—The term ‘emerging Hispanic-serving
7 school district’ means a local educational agency—

8 “(A) in which at least 15 percent but less
9 than 25 percent of the students served by the
10 local educational agency are Hispanic students,
11 as determined by the enrollment data of the
12 local educational agency no later than the date
13 by which student membership data is collected
14 annually by State educational agencies for sub-
15 mission to the National Center for Education
16 Statistics under section 153 of the Education
17 Sciences Reform Act of 2002 (20 U.S.C. 9543);
18 and

19 “(B) in which at least 50 percent of the
20 students served by the local educational agency
21 meet a measure of poverty described in section
22 1113(a)(5) of the Elementary and Secondary
23 Education Act of 1965 (20 U.S.C. 6313(a)(5)).

24 “(8) HISPANIC-SERVING SCHOOL DISTRICT.—
25 The term ‘Hispanic-serving school district’ (except

1 when used as part of the term ‘emerging Hispanic-
2 serving school district’) means a local educational
3 agency—

4 “(A) in which at least 25 percent of the
5 students served by the local educational agency
6 are Hispanic students, as determined by the en-
7 rollment data of the local educational agency no
8 later than the date by which student member-
9 ship data is collected annually by State edu-
10 cational agencies for submission to the National
11 Center for Education Statistics under section
12 153 of the Education Sciences Reform Act of
13 2002 (20 U.S.C. 9543); and

14 “(B) in which at least 50 percent of the
15 students served by the local educational agency
16 meet a measure of poverty described in section
17 1113(a)(5) of the Elementary and Secondary
18 Education Act of 1965 (20 U.S.C.
19 6313(a)(5)).”.

20 **SEC. 4. AUTHORIZATION OF APPROPRIATIONS.**

21 Section 528(a) of the Higher Education Act of 1965
22 (20 U.S.C. 1103g(a)) is amended by adding at the end
23 the following new paragraph:

24 “(3) PART D.—There are authorized to be ap-
25 propriated to carry out part D \$150,000,000 for fis-

- 1 cal year 2020 and such sums as may be necessary
- 2 for each of the five succeeding fiscal years.”.

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