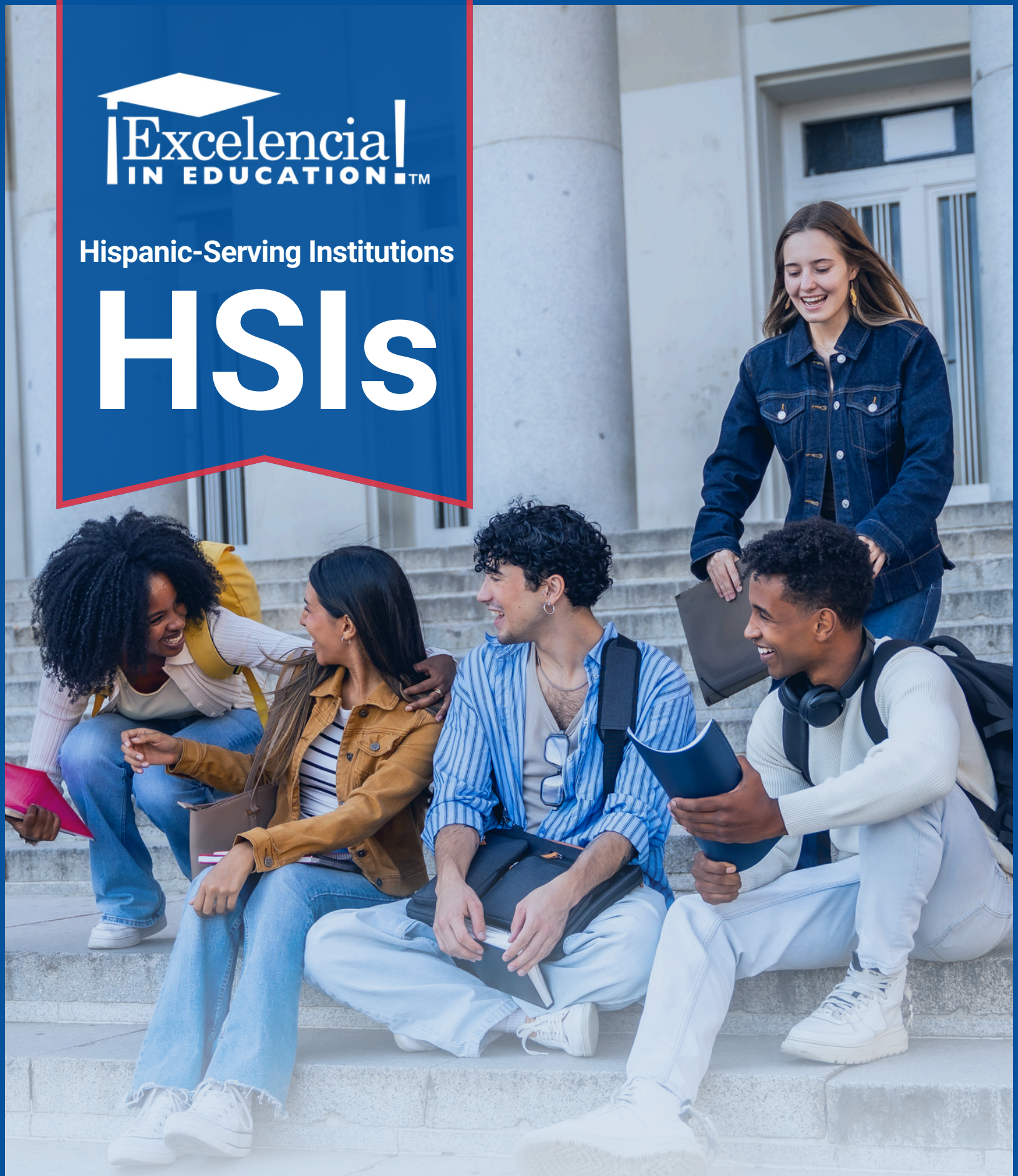




Hispanic-Serving Institutions

# HSIs



# 2026 Factbook

# Hispanic-Serving Institutions (HSIs): 2026 Factbook

April 2026

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*The authors are solely responsible for the content, opinions, and any errors in this publication.*

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*Excelencia* in Education leads a national network of results-oriented educators and policymakers to tap the talents of the Latino community and address the U.S. economy's needs for a highly educated workforce and engaged civic leaders. With this network, *Excelencia* accelerates Latino student success in higher education, while increasing all student success, by promoting Latino student achievement, informing educational policies with a Latino lens, and advancing evidence-based practices. For more information, visit: [EdExcelencia.org](https://EdExcelencia.org).

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## Overview

This Factbook includes information on HSIs for 2024-25, the latest academic year of publicly available data, using *Excelencia* in Education's analysis of U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 1994 through 2024 Fall Enrollment, Institutional Characteristics, and Completions Surveys.

For more ways to learn about HSIs, please visit the following on our [website](#).

- Explore the 2024-25 data on HSIs in *Excelencia*'s new HSI interactive dashboard
- Learn more about the evolution of HSIs through *Excelencia*'s HSI StoryMap
- Learn from *Excelencia*'s methodology in our Creating an HSI List Essay
- Request datasets from *Excelencia*'s HSI database for researchers

*Excelencia* in Education develops and releases a list of HSIs every year since 2004 to inform the field of where Latinos enroll, examine institutional efforts to increase student success, and compel action to transform higher education and intentionally serve Latino, and all, students. Because the definition of an HSI is grounded in enrollment, not in mission to serve, the numbers of HSIs are dependent on the population growth and enrollment concentration of Hispanic students geographically. Therefore, *Excelencia* created the Emerging HSIs (eHSIs)<sup>1</sup> category in 2009 and maintains this list to track the pipeline to HSI status. Further, with the authorization of the Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) grant program, *Excelencia* began to catalogue HSIs with graduate programs (gHSIs) to identify institutions potentially eligible. Information on these annual lists is available at our website:

[EdExcelencia.org/research-policy/hispanic-serving-institutions-hsis](https://EdExcelencia.org/research-policy/hispanic-serving-institutions-hsis).

Unlike our list of institutions that factors the basic definition of an HSI, the U.S. Department of Education creates a list of institutions eligible for Title III and Title V funding. Program eligibility requires an institution also have a high enrollment of needy students and low educational and general expenditures. In Fall 2025, the U.S. Department of Education canceled \$350 million in HSI/MSI funding for FY25—including \$229 million specifically for the Developing HSIs program—appropriated by Congress. This stopped ongoing efforts for campuses to innovate and build capacity for institutional advancements to ensure a quality education for Latino, and all, students.

Further, *Excelencia* examined how institutions have sustained the investments made with Title V grants to improve educational quality for all students and/or have continued beyond the grant period through institutional commitment. An overview of this work is included.

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<sup>1</sup> Emerging HSIs (eHSIs) are institutions with 15.0-24.9 percent undergraduate full-time equivalent Hispanic enrollment.

# Hispanic-Serving Institutions (HSIs) Factsheet: 2024-25

The mission of *Excelencia* in Education is to accelerate Latino student success while increasing all student success in higher education. A critical set of institutions enrolling Latino students is Hispanic-Serving Institutions (HSIs).

## Background

The classification of Hispanic-Serving Institutions (HSIs) was recognized in the Higher Education Act in 1992. This created a competitive grant for capacity-building support to improve the access and quality of education for Latino and other low-income students. HSIs are defined as accredited, degree-granting public or private not-for-profit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment.<sup>2</sup> To create this list, *Excelencia* uses the most recent data, as of March 2026, from the U.S. Department of Education's National Center for Education Statistics (NCES).<sup>3</sup>

## Overview: 2024-25

- **HSIs disproportionately enroll and graduate Latino, and all, undergraduates.** The 631 HSIs represent 21% of all colleges and universities but enroll 65% of Latino, and 32% of all undergraduates, and graduate 67% of Latino, and 32% of all undergraduates earning a degree in the U.S.
- **HSIs enroll a high concentration of students from various backgrounds.** By FTE, HSIs enroll 42% of all Asian, 24% of all Black, and 18% of all White undergraduates in the nation.
- **The number of HSIs continues to grow.** The number of HSIs increased from 602 to 631 in the last year,<sup>4</sup> reflecting the continued growth of Latinos enrolled in higher education across the country.
- **Many HSIs are smaller institutions.** Over half of HSIs enroll between 1,000 and 10,000 undergraduates.
- **A subset of HSIs are Seal of *Excelencia* certified institutions.** Seal of *Excelencia* certified institutions have demonstrated with data, practice, and leadership a higher standard and commitment to intentionally serving Latino, and all, students. Only 7% of HSIs (43) are Seal-certified institutions.

## Location

- **HSIs are geographically concentrated.** HSIs are located in 29 states, the District of Columbia, and Puerto Rico. California has the most HSIs (175), followed by Texas (109), Puerto Rico (54), and Illinois (41).
- **HSIs are in states not known for having large Latino populations.** Arkansas, Indiana, Kansas, and Oklahoma each have at least one HSI.
- **The majority of HSIs are located in cities or suburbs.** While 82% of HSIs are either in a city (330) or suburb (187), 18% are in towns (68) or rural areas (46).

## Sector

- **A majority of HSIs are four-year institutions.** Overall, 63% of HSIs are four-year institutions (public—34%; private—29%), and 37% are two-year institutions (public—36%; private—1%).
- **The majority of HSIs are public institutions.** Overall, 70% of HSIs are public and 30% are private.

## Emerging HSIs (eHSIs)

- **Emerging HSIs represent a growing subset of colleges and universities.** eHSIs (institutions with 15-24.9% undergraduate FTE Hispanic enrollment) represent 14% of all institutions (427 colleges and universities).
- **The majority of states have at least one eHSI.** eHSIs are in 42 states and the District of Columbia, including Alabama, Hawaii, Iowa, Missouri, Nebraska, North Carolina, Tennessee, Utah, Wisconsin, and Wyoming.
- **The majority of eHSIs are four-year institutions.** Overall, 74% of eHSIs are four-year institutions (private—44%; public—30%), and 26% are two-year institutions (public—24%; private—2%).<sup>5</sup>

## HSIs with Graduate Programs (gHSIs)

- **More than a third of HSIs offer graduate degrees.** Of the 631 HSIs, 276 offer graduate degrees (44%).
- **gHSIs are concentrated geographically.** Two-thirds (63%) of gHSIs are in California (61), Texas (57), Puerto Rico (34), and New York (23).

<sup>2</sup> Summary of Title V of the Higher Education Act, as amended in 2008. To be eligible for the "Developing HSIs Program", the law further requires an HSI have a high enrollment of needy students and low core expenditures.

<sup>3</sup> *Excelencia* in Education analysis of U.S. Department of Education, NCES, IPEDS, 1994-2024 Fall Enrollment, Institutional Characteristics, and Completions Surveys.

<sup>4</sup> As of 2025, *Excelencia* in Education has removed institutions from the list of HSIs that have less than 100 undergraduate students. See our methodology in *Creating a list of Hispanic-Serving Institutions* essay: [EdExcelencia.org/research/publications/essay-creating-a-list-of-hispanic-serving-institutions-hsis](https://www.edexcelencia.org/research/publications/essay-creating-a-list-of-hispanic-serving-institutions-hsis).

<sup>5</sup> Percentages may not add up to 100% due to rounding.

## Hispanic-Serving Institutions (HSIs) Infographic: 2024-25

# Hispanic-Serving Institutions (HSIs) 2024-25: Fast Facts

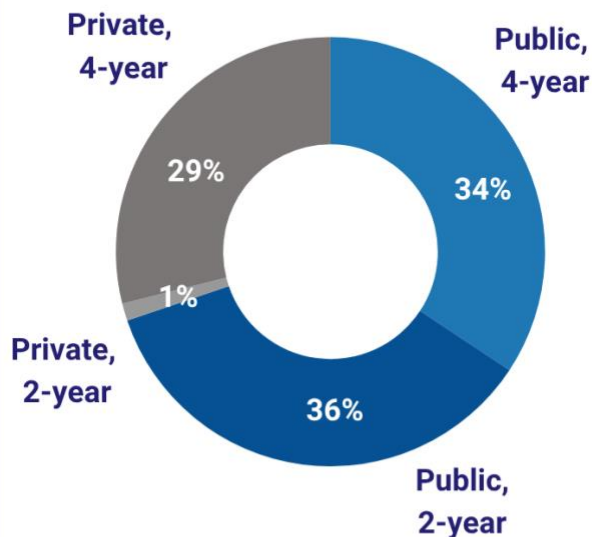
**631**  
HSIs

**31**  
states &  
locations

**One-third** of all  
students are  
enrolled at HSIs



### Sector



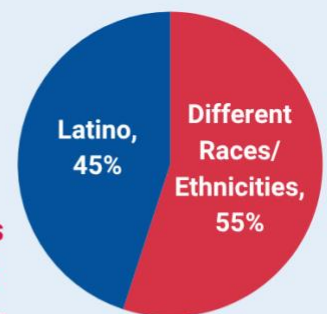
**21%**

of institutions  
are HSIs

**65%**

of all Latino  
students  
attend an HSI

**Over  
half**  
of students  
enrolled at HSIs  
are of different  
races/ethnicities



Seal of *Excelencia* certified institutions have demonstrated with data, practice, and leadership their commitment to **intentionally serving** their Latino, and all, students. **Only 7% of HSIs (43) are Seal-certified institutions.**

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2024 Fall Enrollment, Institutional Characteristics, and Completion Surveys

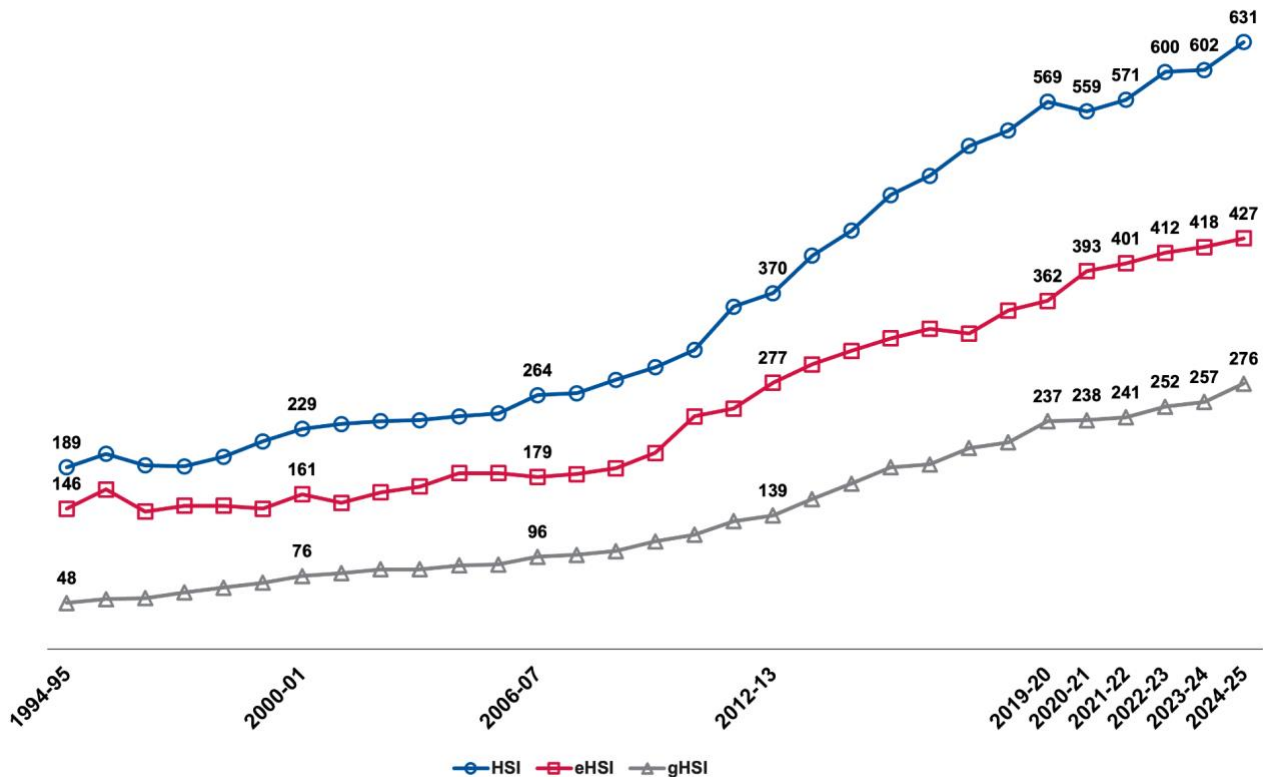


HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment. As of 2025, *Excelencia* in Education has removed institutions from the list of HSIs that have less than 100 undergraduate students.

For more information: [EdExcelencia.org/research-policy/hispanic-serving-institutions-hsis](https://EdExcelencia.org/research-policy/hispanic-serving-institutions-hsis)

## Over 31 years, numbers of HSIs, eHSIs, and gHSIs have grown significantly

31 Years of Growth in HSIs, eHSIs, and gHSIs (1994-2024)



### Growth of Hispanic-Serving Institutions (HSIs)

- **The number of HSIs has significantly increased since 1994-95.** Over 31 years, HSIs increased from 189 to 631—an increase of 442 institutions (a 234% increase).
- **The growth and concentrated enrollment of Latino undergraduate students resulted in the growth of HSIs.** In 2024-25, HSIs enrolled over 1.6 million Latino FTE undergraduates, compared to 340,000 in 1994-95—an increase of about 1.3 million students (a 393% increase).

### Growth of Emerging Hispanic-Serving Institutions (eHSIs)

- **The number of institutions on the cusp of becoming an HSI has grown significantly.** Over 31 years, eHSIs increased from 146 to 427 (an 192% increase).<sup>1</sup>
- **Latino undergraduate student FTE enrollment has significantly increased at Emerging HSIs.** Over 31 years, Latino undergraduate FTE enrollment at eHSIs has increased from 114,561 to 416,897 (a 264% increase).

### Growth of Hispanic-Serving Institutions with Graduate Programs (gHSIs)

- **The number of HSIs that offer graduate programs has significantly increased.** Over 31 years, the number of HSIs offering graduate programs increased from 48 to 276 (a 475% increase).
- **Latino graduate student enrollment at HSIs with graduate programs has significantly increased.** Over 31 years, the number of Latino graduate students enrolled at HSIs increased from 23,308 to 153,709 (a 559% increase). This year, gHSIs enroll almost half (45%) of all Latino graduate students.

<sup>1</sup> The number of Emerging HSIs fluctuate over the years as they lose eHSI status or move from Emerging HSIs to HSI status once they meet the Latino FTE enrollment threshold of 25%. *Excelencia* developed the Emerging HSIs (eHSI category) to track the growth of potential HSIs in 2009.

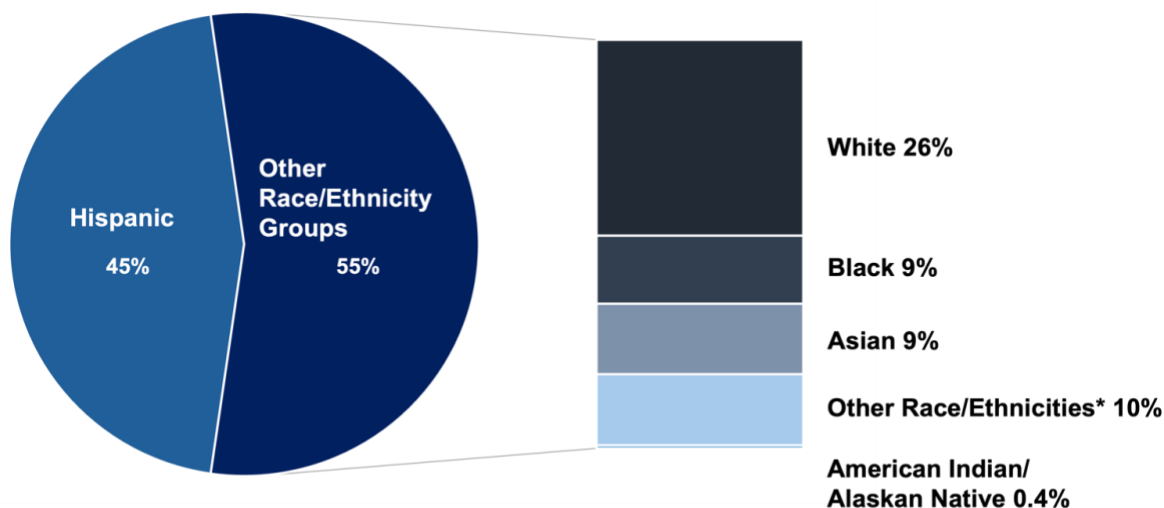
Source: *Excelencia* in Education analysis of U.S. Department of Education, NCES, IPEDS, 1994-2024 Fall Enrollment, Institutional Characteristics, and Completions Surveys.

## HSIs enroll and graduate students of all backgrounds

The basic definition of HSIs is based on undergraduate full-time equivalent enrollment (FTE). In general, calculations of FTE estimate three part-time students are equivalent to one full-time student. When reviewing enrollment within HSIs by headcount (not FTE), we see the following representation:

- **Most students enrolled at HSIs are not Hispanic.** While almost half of undergraduate students (45%) enrolled at HSIs are Hispanic, over 26% were White, and 29% were either Black, Asian, or of other races/ethnicities.
- **Students from all backgrounds are also graduating.** While 42% of students graduating from HSIs are Latino, almost a third of those graduating are White (29%), and over 28% were either Black, Asian, or of other race/ethnicities.

Figure 1. Race/Ethnicity Representation of Undergraduate Students Enrolled at HSIs



\* Includes Native Hawaiian or other Pacific Islander, two or more races, race/ethnicity unknown, and nonresidents.

### Across all institutions:

- **HSIs disproportionately enroll students across all racial groups.** The 631 HSIs represent only 21% of all colleges and universities yet enroll a disproportionate share of students nationwide — 68% of all Latino, 46% of all Asian, 27% of all Black, and 20% of all White undergraduates.
- **HSIs also graduate a disproportionate share of undergraduates across all racial groups.** HSIs graduate 67% of all Latino, 44% of all Asian, 27% of all Black, and 19% of all White undergraduates earning degrees in the nation.

Racial/Ethnic Group	% of Undergraduates Enrolled at HSIs	% of Undergraduates Graduated from HSIs
Hispanic	68%	67%
White	20%	19%
Black	27%	27%
Asian	46%	44%
American Indian/ Alaskan Native	0.4%	0.4%
Other Race/Ethnicities	29%	29%

Note: Percentages may not add up to 100% due to rounding.

Source: *Excelencia* in Education analysis of U.S. Department of Education, NCES, IPEDS, 2024 Fall Enrollment, Institutional Characteristics, and Completions Survey.

## Top 10 HSIs enrolling Latinos are public and concentrated geographically



### The top 10 HSIs enrolling Latinos are:

- Responsible for **enrolling almost 8% of all Latino undergraduates** in the country.
- All **public institutions**, with the majority being 4-year institutions.
- **Concentrated geographically in six metro areas** – Miami, FL, Orlando, FL, Dallas, TX, Houston, TX, Rio Grande Valley, TX, and Los Angeles, CA.
- **Large in enrollment size overall** and Latino undergraduate enrollment from 43% to 96%.
- **Including five Seal of *Excelencia* certified institutions.** Seal of *Excelencia* certified institutions show momentum leading to continuous improvement in student outcomes. Institutions earn this standard of excellence through an intentional alignment of data, evidence-based practices, and leadership, all resulting in student success.

### Top 10 HSIs Enrolling Latinos

	Institution	State	Sector	Seal	Total Undergraduate Headcount	Latino Undergraduate Headcount	% Latino
1	Miami Dade College	FL	Public 4-year	*	58,941	41,864	71%
2	Dallas College	TX	Public 4-year		69,749	34,387	49%
3	Lone Star College System	TX	Public 4-year		73,077	31,275	43%
4	Florida International University	FL	Public 4-year	*	45,193	30,692	68%
5	The University of Texas Rio Grande Valley	TX	Public 4-year	*	28,674	26,728	93%
6	South Texas College	TX	Public 4-year	*	27,431	26,280	96%
7	Bakersfield College	CA	Public 4-year		30,746	22,716	74%
8	East Los Angeles College	CA	Public 2-year		33,677	22,106	66%
9	California State University-Fullerton	CA	Public 4-year	*	38,760	21,736	56%
10	Valencia College	FL	Public 2-year		47,425	20,992	44%
<b>Total:</b>					<b>453,673</b>	<b>278,776</b>	<b>61%</b>

Source: *Excelencia* in Education analysis of U.S. Department of Education, NCES, IPEDS, 2024 Fall Enrollment, Institutional Characteristics, and Completions Survey

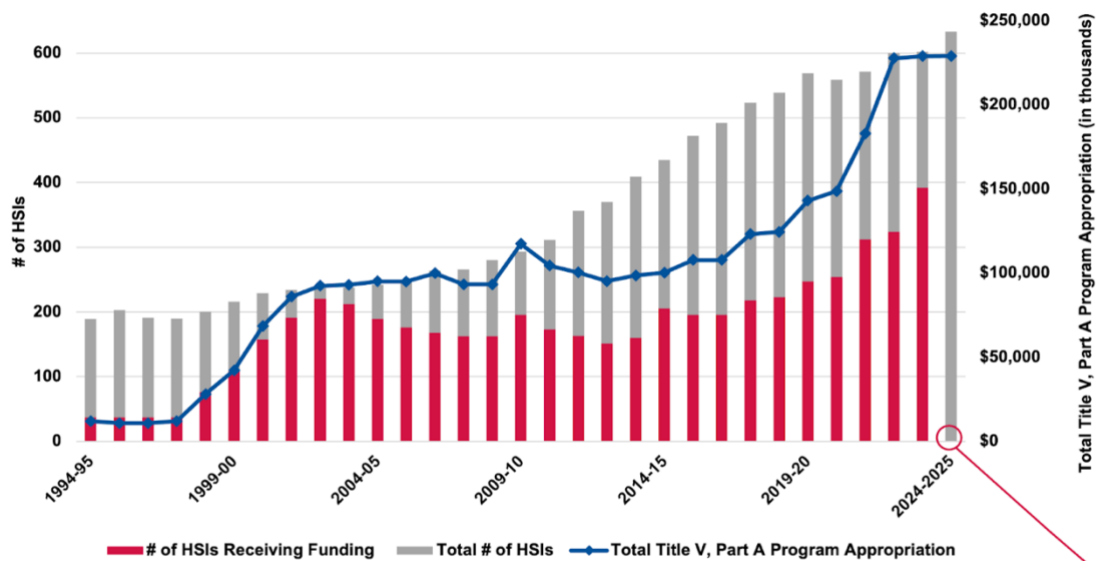
## The numbers of HSIs have increased, as have Title V appropriations

Over 31 years, the number of HSIs has grown 234 percent—from 189 to 631. Concurrently, federal appropriations for Title V also grew significantly, and investment in HSIs increased steadily for a decade. Yet even at peak funding, less than a third of HSIs had competed successfully for Title V funding. In Fall 2025, the U.S. Department of Education decided the Congressionally authorized program was unconstitutional based on its enrollment threshold and redistributed the Congressionally appropriated funds away from the Title V program. The following are key facts:

- The number of HSIs has increased from 189 to 631 institutions as Latinos' have increased their college-going.
- Congress has increased funding for Title V from \$12 million to \$229 million to expand capacity building for access to a quality education at HSIs over this same period of time.
- In Fall 2025, the U.S. Department of Education redistributed Title V funds from HSIs to other programs, leaving institutions without expected federal support despite Congressional intent.

### Title V Developing HSIs Program Funding (1995-2025)

Title V Developing HSIs Program Funding (1995-2025)



While an estimated **\$229 million** was appropriated by Congress for FY25, the U.S. Department of Education (ED) reallocated funds from the Title V, Developing Hispanic-Serving Institutions program, to other programs. Therefore, \$0 was disbursed by ED for Title V, and 0 HSIs received funding for FY25.

Note: The Full Year Continuing Appropriations and Extensions Act, 2025, does not provide totals approved for FY25 by account. Thus, the appropriated amount provided for FY25 to Title V is the estimated appropriated amount from the Office of Management and Budget's Technical Supplement to the 2026 Budget.

Source: *Excelencia* in Education analysis of U.S. Department of Education, NCES, IPEDS, 1994-2024 Fall Enrollment and Institutional Characteristics Surveys; and, U.S. Department of Education, Developing Hispanic-Serving Institutions Program - Title V Funding Status <https://www2.ed.gov/programs/dueshsi/funding.html> and Office of Management and Budget, Technical Supplement to the 2026 Budget, U.S. Government Publishing Office, Washington, D.C. [https://www.whitehouse.gov/wp-content/uploads/2025/05/appendix\\_fy2026.pdf](https://www.whitehouse.gov/wp-content/uploads/2025/05/appendix_fy2026.pdf)

## Title V: Developing HSIs funding in 2026

The purpose of the Developing HSIs program legislated in 1992 of the Higher Education Act is to meet a clear national need—ensuring that institutions with low educational and general expenditures, a high enrollment of needy students, and disproportionately enrolling Latinos students—a young, fast-growing, significantly underrepresented population—can fairly compete for limited federal funds to strengthen their institutional capacity to offer access to a quality education.

### Cancellation and redistribution of Title V funding: FY25

Institutions that successfully compete for federal Title V funds have Comprehensive Development Plans (CDPs) approved by ED for five years. Thus, in a given year, there are new grantees as well as non-competing continuations (NCCs) grantees—institutions in the process of fulfilling five-year plans. For example, in FY24, there were 49 new grantees (over \$28 million) and 343 continuing grantees (over \$191 million).

After 30 years of federal funding, the U.S. Department of Education (ED) **canceled \$229 million** in HSI funding for FY25 and redistributed the funds to other institutions based on their assertion that the MSIs' enrollment thresholds based on race/ethnicity were unconstitutional. The constitutionality of the MSI programs is being addressed through the judicial system currently without a timeline for a decision. This cancellation of funds left **49 institutions of the FY24 cohort** without over **\$112 million** in pre-approved Title V funds<sup>6</sup> and an additional estimated 200 non-competing continuation grantees (NCCs) without an estimated **\$100 million**. The cancellation of these funds divests in HSIs across the country that had been approved to implement five-year comprehensive development plans to innovate and increase access to a quality education for all students.

### Title V funding: FY26

Congress once again appropriated discretionary funds for HSIs under Title V totaling **\$259 million** for FY26. Congress also appropriated **\$102 million** for Title III Part A Strengthening Institutions program (SIP) and **\$78 million** for other MSIs. However, in anticipation of the Administration's decision to once again redistribute these funds beyond Congressional intent, language was included in the bill that would allow HSI and MSI funds to be combined with the SIP program instead of being redistributed to other programs.<sup>7</sup>

### Background on Title V and eligibility

Title V of the Higher Education Act includes two programs that are federal, competitive discretionary grants for Hispanic-Serving Institutions to improve the quality of educational opportunities for the students they serve—acknowledging a high proportion of those enrolled are Hispanic and otherwise low-income students. Generally, grantees who successfully compete are awarded five-year individual development grants of up to \$600,000 per year. While the funding is relatively small compared to an overall college/university budget, grantees invest in piloting new practices and innovations that can improve the quality of education for all students enrolled.

Institutions must apply to be eligible for Title III and V before they can apply for the competitive grant programs. To be designated eligible for the programs, institutions have to meet two basic criteria with thresholds set by ED: 1) a high enrollment of needy students, and, 2) low educational and general expenditures. For Title V, they must also meet a third criteria: meet the 25 percent or more undergraduate Hispanic FTE enrolled. Often when institutions state they have been “designated” an HSI, they are referring to being designated eligible for Title V. Once they are deemed eligible (as reflected in ED's eligibility matrix), the institutions may compete for Title III or V funds.

In March 2026, ED released its notice for program eligibility with no mention of the eligibility criteria for the HSI or other MSI programs. This action has been interpreted as signaling the Administration's intent to merge the funds for HSIs, other MSIs, and SIP into one. If this merging of funds is implemented, eligible HSIs will have to compete for limited capacity building funds amongst a much larger group of institutions. In FY25, over 1,100 institutions were eligible for Title III funding.<sup>8</sup>

### How HSIs planned to use Title V federal investments

Targeted investments in HSIs are critical to expanding pathways into high-demand, high-wage fields because of the institutions' low educational and general expenditures combined with their disproportionate enrollment of low-income, first-generation and Hispanic students. With limited access to information, networks, and career-aligned experiences, these students benefit from institutional efforts to modernize technology, strengthen teaching and support systems, and link education to workforce opportunities.

<sup>6</sup> *Excelencia* in Education's analysis of the U.S. Department of Education, Developing Hispanic-Serving Institutions Program FY 2024 Fund Down the State New Award Abstracts.

<sup>7</sup> U.S. Department of Education. “Title III Part A Programs – Strengthening Institutions.” U.S. Department of Education.

<sup>8</sup> U.S. Department of Education. “Eligibility Designations for Higher Education Programs for FY2026.” U.S. Department of Education.

Excelencia in Education analyzed FY24 Title V Developing Hispanic-Serving Institutions (DHSI) program abstracts from funded institutions that were impacted by the Fall 2025 redistribution. This cohort of Title V grantees invested in piloting efforts in key areas of community and society need, including the following:

- **Strengthening the healthcare workforce pipeline** by expanding capacity in health programs through updated labs, equipment, and clinical training, while providing academic and mentoring support to improve completion of healthcare degrees.
- **Modernizing learning infrastructure and academic programs** by upgrading facilities, technology, including the integration of AI and other digital tools, and developing curricula aligned with workforce and industry needs.
- **Strengthening faculty development and student-centered support systems** by providing professional development, coaching, and advising models that strengthen persistence and completion.
- **Linking students to workforce opportunities** by building employer partnerships that provide internships, research opportunities, and career-aligned learning experiences.

For example, Miami Dade College’s Medical Campus was using federal HSI funding to ensure hospitals and clinics can hire well-prepared nurses, technicians, and other health professionals. To do so, the campus was **modernizing labs, upgrading equipment, and training faculty** so graduates would be ready as trained healthcare workers entering a region where demand is high. Canceling Title V support in the beginning of a five-year planned investment creates challenges for the institution to identify other sources of funding to continue this work or delay facility upgrades and limit the number of trained healthcare workers—directly impacting the access to opportunities for students, and the talent for the workforce in the local economy and society.

**States affected by 2025 Title V cancellation and funding redistribution**

Institutions in California, Texas, and Puerto Rico faced the largest funding shortfalls (ranging between estimates of **\$11 million and \$46 million**) and the highest number of institutions at risk (20, 7, and 5 institutions, respectively) because of the cancellation of Title V funding in FY25 and the anticipated lack of support for the remainder of the approved comprehensive development plans to increase access to a quality education and serve community needs.

Consider the totals below.

	State	New Funds Awarded (Year 1), FY24	# of New Awards, FY24	Estimated Funds Lost*
1	Arizona	\$1,200,000	2	\$4,800,000
2	California	\$11,642,485	20	\$46,569,940
3	Colorado	\$1,786,499	3	\$7,145,996
4	Connecticut	\$560,148	1	\$2,240,592
5	Florida	\$1,118,878	2	\$4,475,512
6	Georgia	\$481,412	1	\$1,925,648
7	New Jersey	\$598,269	1	\$2,393,076
8	New Mexico	\$1,688,145	3	\$6,752,580
9	New York	\$1,689,828	3	\$6,759,312
10	Puerto Rico	\$2,999,044	5	\$11,996,176
11	Texas	\$3,795,910	7	\$15,183,640
12	Wisconsin	\$525,393	1	\$2,101,572
<b>Total</b>		<b>\$28,086,011</b>	<b>49</b>	<b>\$112,344,044</b>

Source: Excelencia in Education’s analysis of the U.S. Department of Education, Developing Hispanic-Serving Institutions Program FY 2024 Fund Down the State New Award Abstracts.

\*Refers to the four out of five years of funding that institutions successfully competed for and are not receiving.

Given the need for many states to prioritize making college more affordable and increasing degree completion and outcomes, it will be challenging for states to step in and replace this level of federal support for institutional capacity building to meet the needs of the community.

**From investment to sustaining impact: How federal funding has strengthened institutions**

Moving from piloting and innovating new efforts and strategies to improve access to a quality education for today’s students, to institutionalizing what is working to serve more students and transform the institution to better serve their students define the critical federal investment in building institutional capacity for institutions with low educational and

general expenses and a high enrollment of needy students. *Excelencia* collected and curated institutional examples and narratives to highlight the significant impact of federal funding and how institutions have sustained the work that began with Title V investments. The examples from some of what *Excelencia* has collected demonstrate what is possible when institutions are able to compete for, secure, and fully implement investments that enhance capacity and quality.

***“...federal investment can catalyze long-term change—transforming one-time grant-funded events into sustainable, community-rooted practices that improve the quality of education and expand opportunity for all students.” - HSI practitioner***

Without federal support through Title V funds, institutions shared they would not have had the opportunity to make lasting investments in the following areas:

- **Embedding career exploration into core coursework:** Institutions are integrating career development seminars into core curriculum and strengthening this support with designated, industry-diverse career mentors.
- **Leveraging AI for financial education:** Institutions are using AI to increase financial literacy, setting students up for long-term financial wellness.
- **Strengthening industry partnerships:** Institutions are facilitating industry partnerships to support students pursuing degrees in STEM, including aviation and aerospace sciences.
- **Elevating high-impact research opportunities:** Institutions are providing research opportunities alongside academic support with structured faculty engagement and student stipends.
- **Implementing evidence-based course redesign:** Institutions are shifting from deficit-based models to asset-based, culturally responsive approaches to teaching and student support, including through targeted support in high-risk online courses and course redesign.

For example, with Title V support, Texas A&M Corpus Christi partnered with iGrad, an **interactive AI financial wellness platform**, to support financial literacy for faculty, staff, students, and parents. While the effort started with a pilot group, the platform now serves the wider college community and educates students about student loan debt and teaches them how to manage their finances not only while in college, but for their career and lifetime beyond.

### **Continuing the federal role**

Federal higher education policy has a deep history of supporting institutions that expand opportunity—especially those with limited resources serving high-need students. The HSI capacity-building framework is consistent with that approach: invest in the institutional conditions that improve completion and post-completion success. *Excelencia*'s research on HSI grant participation underscores that federal HSI grant programs have functioned as a “significant mechanism” for institutions to increase capacity to serve Latino and all, students, even as competition has increased.

*For more information on Excelencia's advocacy efforts to support Hispanic-Serving Institutions, please visit [A Call to Action: Supporting Hispanic Serving Institutions \(HSIs\)](#).*