



AANAPISI GROWTH AND IMPACT

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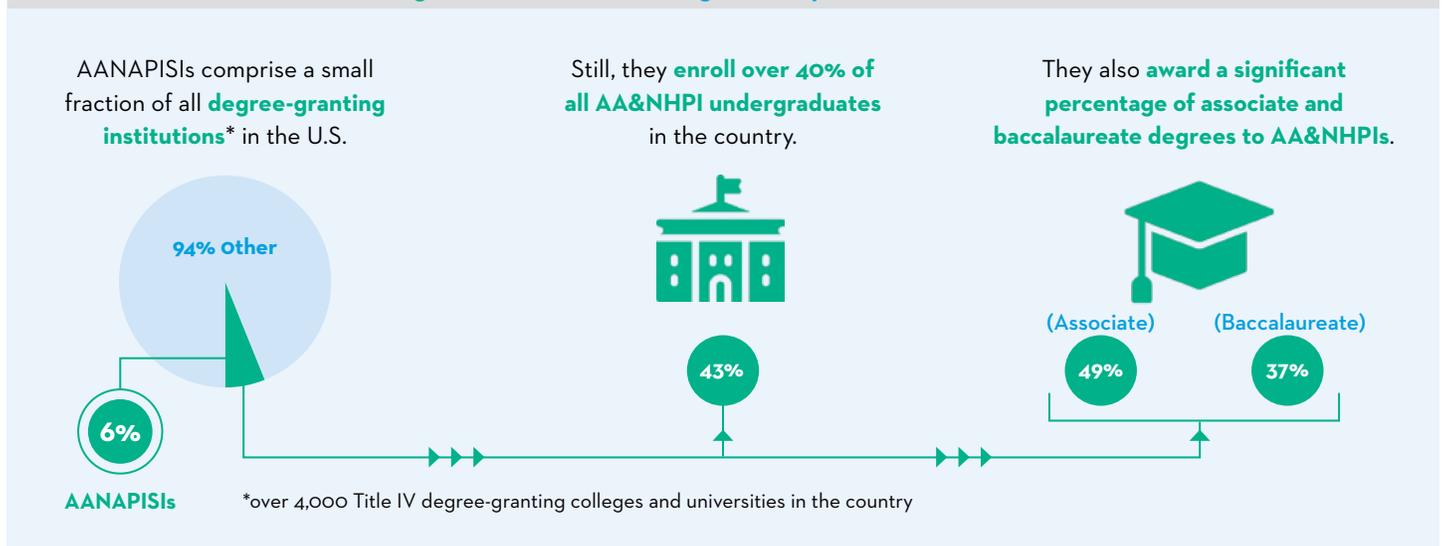
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BACKGROUND

Over the past 15 years, Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) across the United States (U.S.) and U.S. Affiliated Pacific Islands have steadily grown in numbers to enhance the accessibility and quality of higher education for Asian American, Native Hawaiian, and Pacific Islander (AA&NHPI) students. Corresponding to the U.S. Census Bureau’s projection of the AA&NHPI population increasing to nearly 40 million by 2060, the U.S. Department of Education estimates AA&NHPI postsecondary enrollment will grow by 12% within the next four years.¹ Given these demographic changes—and the fact that **AANAPISIs enroll and award degrees to almost half of AA&NHPI students nationwide**—it is increasingly important to invest in these colleges’ and universities’ capacity to serve AA&NHPI students. Moreover, despite maintaining the second highest number of institutions eligible for the AANAPISI grant, AANAPISIs continue to be the least funded Minority-Serving Institution (MSI) designation. In the next section, national trends offer a glimpse of AANAPISIs’ tremendous growth and impact.

NATIONAL TRENDS

Figure 1 Enrollment and Degree Completion at AANAPISIs



1. Hussar, W. J., & Bailey, T. M. (2018). *Projections of education statistics to 2026*. NCES 2018–2019. U.S. Department of Education, National Center for Education Statistics. <https://nces.ed.gov/pubs2018/2018019.pdf>.

Figure 2 Rapid Growth of Eligible vs. Funded AANAPISIs

With the **rapid growth of AA&NHPI student populations**, institutions eligible for the AANAPISI grant have increased significantly, yet the number of **funded institutions has not increased as proportionately**.

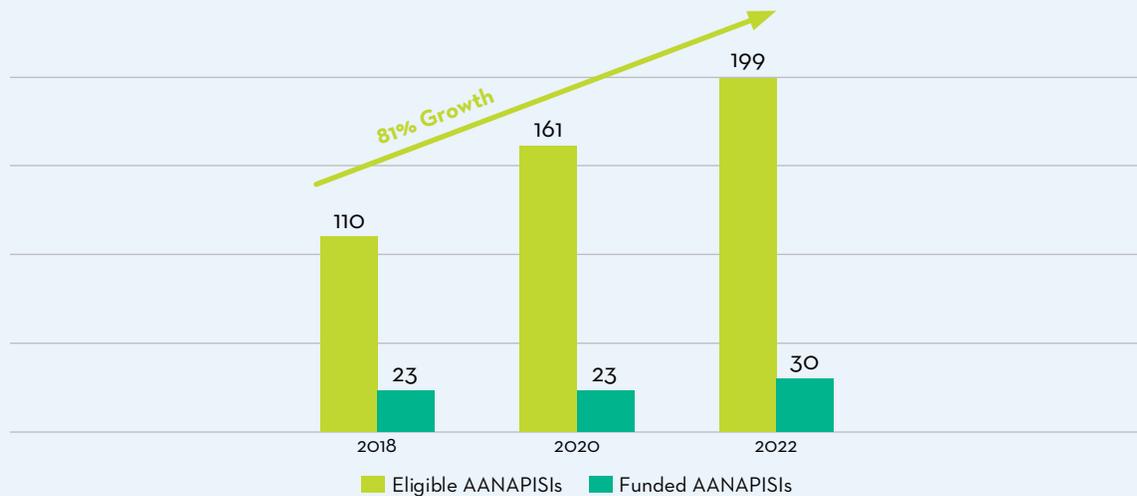


Figure 3 Fiscal Year 2022 MSI Funding Per Capita

As **AANAPISIs continue to be the least funded MSI designation**, underrepresented AA&NHPIs remain one of the **most underserved college student populations** in the United States and U.S. Affiliated Pacific Islands.²



*HSI funding levels include all three HSI designations (i.e., HSI, PPOHA, HSI STEM)

2. This figure is presented not to promote competition or invalidate necessary funding among MSIs. Rather, it is intended to demonstrate the limited funding AANAPISIs have and continue to receive. It is critical to note, any increase in AANAPISI funding should not come at the expense of other MSIs' current or potential federal financial support.

PURPOSE AND FINDINGS FROM THE NATIONAL AANAPISI STUDY

PURPOSE

To promote equitable funding while illuminating the remarkable role AANAPISIs make in serving AA&NHPI students on a national level, we conducted a national study on AANAPISIs. Below are three broad areas critical to AANAPISIs that emerged from interviews with administrators, faculty, and staff (institutional agents) from 25 of the 50 historically and currently funded AANAPISIs:

1 Becoming an AANAPISI

A primary reason institutional agents pursue the AANAPISI grant is to acquire dedicated funding for AA&NHPI students. For some institutions, AANAPISI funded efforts are often one of the few campus resources dedicated to serving AA&NHPI students.

2 Serving AA&NHPI students at AANAPISIs

Given that most AANAPISIs are historically and predominantly white institutions that experience significant AA&NHPI undergraduate enrollment growth, it is critical to underscore the intentionality in how AANAPISIs distinctly serve AA&NHPI students.

3 Institutionalizing programmatic efforts at AANAPISIs

Due to the temporary nature of the federal grant and elaborate processes towards institutionalization, securing long-term resources to continue offering AANAPISI programs and services requires utilizing various strategies that are contextual to the institution and campus community.

FINDINGS

Within each theme, the findings first offer **strategies** institutional agents developed and deployed to increase their capacity to serving AA&NHPI students. Second, the findings show how institutional agents overcame **challenges** while in pursuit of enhancing programs and services that impact AA&NHPI students' educational experiences and outcomes at their institution.

1. Becoming an AANAPISI

Due to increased enrollment of AA&NHPI students and the desire to effectively serve them, institutions pursue the opportunity to become a federally funded AANAPISI. As a funded AANAPISI, the grant serves as a funding source to increase or enhance campus programs and services, and develop critical infrastructure that promote AA&NHPI student success.

Effective Strategies

To become a federally funded AANAPISI, institutional agents utilized the following strategies:

Proactive Advocacy: Creating campus awareness about the absence of support responsive to AA&NHPI students' unique needs and current challenges.

Campus Collaboration: Collaborating with critical campus units such as institutional research and student affairs to examine disaggregated data that identifies AA&NHPI students' ethnic composition and educational patterns.

Community Building: Galvanizing a campus community of care to ensure the longevity of institutional support towards the AANAPISI mission.

Off Campus Partnerships: Developing off campus partnerships (e.g., high schools, etc.) to identify common goals while creating a bridge of support for AA&NHPI students between AANAPISIs and external organizations and institutions.

Overcoming Challenges

In pursuit of an AANAPISI federal grant, institutional agents developed the following ways to overcome challenges that complicate if or how an institution can become an AANAPISI.

Data Disaggregation: Utilizing disaggregated AA&NHPI student data to illuminate educational inequities and advocate for targeted student support.

Multiple Eligibility: Understanding the federal regulations and rules of different MSI designations in order to qualify for varied funding streams to serve multiple student populations.

Reframing Challenges: Framing multiple MSI eligibility as an opportunity to become an AANAPISI and how the program does not have to be strictly associated with AANAPISI funding.

Equity-Minded Framework: Grounding conversations of becoming an AANAPISI with institutional commitment towards equity to serve historically underserved student populations.

2. Serving AA&NHPI Students

Once eligible AANAPISIs are awarded federal funding from the U.S. Department of Education, they develop innovative programs and practices that increase AA&NHPI student success through the implementation of a wide range of academic and co-curricular offerings.

Effective Strategies

To provide multiple offerings that serve AA&NHPI students, institutional agents utilized the followings strategies:

Data-Informed Assessment: Strategically developing or strengthening data-informed student programming in conjunction with assessment efforts of AA&NHPI students' unique needs.

Culturally Relevant Curriculum: Collaborating with the institution's Asian American and/or Pacific Islands Studies program to update or create new courses that incorporate AA&NHPI history, communities, or issues into curriculum and pedagogical practices.

Connection to Families and Communities: Intentionally developing and implementing culturally relevant and community-based co-curricular programming specific to AA&NHPI student populations that connect and engage their families and communities.

Undergraduate Research Agenda: Providing undergraduate students opportunities to engage in research on topics relevant to AA&NHPI communities in order to build a pipeline for AA&NHPI students towards graduate education and/or research opportunities.

Overcoming Challenges

In the process of developing unique offerings, institutional agents utilized a culturally responsive approach to mitigate federal constraints.

Culturally Responsive Approach: Designing AANAPISI co-curricular programming was often met by stringent regulations such as the competitive preference priorities (CPP).³ To resolve this, institutional agents developed culturally responsive programming to ensure AA&NHPI student needs, concerns, and priorities would be incorporated while fulfilling federal requirements.



*AANAPISIs provided me with a community by supporting programs such as the Full Circle Project which not only helped me embrace my Asian American identity, but also shaped me into the confident leader and student that I am today. —Jomari Fernandez, student, California State University, Sacramento and APIA Scholars AANAPISI Scholarship Recipient**

*This quote was drawn from APIA Scholars through a student scholarship recipient. It was not a part of the research project or affiliated with the research study as presented in this brief; and it did not inform or influence the research design, data analysis, and findings.

3. Each AANAPISI grant competition often includes competitive preference priorities (CPP), where the U.S. Department of Education awards additional points if the application proposal includes specific projects designed to meet the CPP's goals which may serve as a barrier to offer distinct programs or services aligned with AA&NHPI students' unique needs.

3. Institutionalizing Programmatic Efforts At AANAPISIs

Due to the AANAPISI grant's temporary five-year term, many AANAPISI programs begin the process of institutionalization where permanent or long-term funding must be advocated for and established to sustain the roles, initiatives, programs, and services that were financially supported by the AANAPISI grant.

Effective Strategies

To institutionalize AANAPISI programmatic efforts on campus, institutional agents employed the following strategies:

Advance Planning: Developing an agenda prior to receiving an AANAPISI grant to incorporate or consolidate existing campus structures, needs, services, programs, or curriculum that aim to serve AA&NHPI students.

Reframe Institutionalization: Discussing AANAPISI program institutionalization beyond budget priorities, emphasizing the opportunity to positively transform the institution by increasing enrollment, retention, and graduation rates.

Relationship Building: Exploring campus stakeholders' institutional agendas to build relationships and cultivate commitment towards the development or enhancement of programs, services, and practices that align with the AANAPISI mission.

Overcoming Challenges

While institutionalization is often met with multiple challenges, institutional agents shared effective ways to overcome this portion of the AANAPISI journey:

Leveraging Roles and Programs: Identifying roles, responsibilities, or programs funded by the AANAPISI grant that can be embedded into existing and permanent roles, departments, divisions, or units on campus.

Identify Institutional Priorities: Identifying senior leadership budget priorities that may potentially compete or deter financial support of AANAPISI roles and programs while discussing solutions to secure funding for campus' critical areas.

Catalog Institutional Knowledge: Developing ways to capture and document institutional knowledge of key institutional agents—often considered prime advocates of the AANAPISI mission—to circumvent reeducation of campus community about the significance of the AANAPISI programs.



We've built such a great community. And students are still so supportive of what we do. Faculty love it, our staff know about it, and we're a resource to them as much as they are a resource to us. I think we've built something really beautiful that's going to be here for a long time.

—Dr. Arlene S. Daus-Magbual, Professor, San Francisco State University

RECOMMENDATIONS

The findings informed our recommendations that promote equitable funding in order for AANAPISIs to make a greater impact in serving AA&NHPI students.⁴ Toward these endeavors, public policy recommendations are highlighted below.

For the President's Fiscal Year 2024 Budget Request and Congress



INCREASE investment in AANAPISIs by appropriating \$100 million annually, through a combination of both mandatory and discretionary spending, to ensure all eligible AANAPISIs receive funding.



REMOVE the multiple designation barrier preventing AANAPISIs and other MSIs from accessing funding from other MSI designation programs despite enrolling different student populations.

For the U.S. Department of Education



ADD to the What Works Clearinghouse (WWC)⁵ a diverse set of studies focused on promising practices that serve AA&NHPI students, where institutions can use these studies in their AANAPISI grant proposals.



CONSULT with the AANAPISI community to determine competitive preference priorities (CPP) relevant to AA&NHPI college students.



PRIORITIZE institutions that demonstrate unique ways they will institutionalize their programs and services and center student success within their grant proposal.



UTILIZE the Experimental Sites Initiative (ESI)⁶ to remove the multiple MSI designation barrier for institutions who enroll and serve multiple underserved student populations.

4. For the purpose of this research and policy brief, only public policy recommendations are highlighted; the full report offers recommendations for institutional leaders, practitioners, and researchers.

5. The WWC is the U.S. Department of Education's central warehouse of education research: <https://ies.ed.gov/ncee/WWC>

6. The Experimental Sites Initiative (ESI) allows the U.S. Department of Education to waive specific statutory or regulatory requirements for postsecondary institutions, to test the effectiveness of flexibility for participating institutions disbursing federal student aid. Source: [https://fsapartners.ed.gov/knowledge-center/library/program/Experimental%20Sites%20Initiative#:~:text=The%20Experimental%20Sites%20Initiative%20\(ESI,institutions%20disbursing%20federal%20student%20aid](https://fsapartners.ed.gov/knowledge-center/library/program/Experimental%20Sites%20Initiative#:~:text=The%20Experimental%20Sites%20Initiative%20(ESI,institutions%20disbursing%20federal%20student%20aid)

HISTORICALLY AND CURRENTLY FUNDED AANAPISIS

(Institutions that participated in the study are highlighted in blue)

