



2025-2026 FEDERAL
POLICY SERIES

Education



hispanicfederation

2025-2026 FEDERAL POLICY SERIES

INTRODUCTION

The 119th Congress and the new Administration have triggered dynamic and often forceful debates on the direction of national policy. From economic opportunity to immigration to health care, these debates are poised to trigger drastic reorganizations of American life in ways that are likely to influence Latino communities in particular. At a time when Latino issues are front and center, Hispanic Federation's Federal Policy Series provides an opportunity for decision-makers across the federal landscape to hear directly from the Latino community regarding their values and policy priorities. The 2025 Federal Policy Series will focus on nine issues important to Latinos across the United States, with standalone chapters, each addressing a specific challenge faced by the Latino community.

As the nation's premier Latino nonprofit membership organization, Hispanic Federation works directly with its network of 850 organizations across 43 states and territories, including Puerto Rico, the District of Columbia and the US Virgin Islands; the policy proposals outlined in this series are reflective of this depth of community experience.

Hispanic Federation's greatest strength lies in its deep roots in Latino communities and relationships with grassroots leaders, nonprofits, public officials, policymakers, media, small business owners, and private sector leaders. Our policy and advocacy work aims to advance Latino opportunity and equity by focusing on three pillars: Civil Rights, Justice, Equity and Empowerment. Our methodology in driving policy change is to work with community on the ground to identify inequities and develop solutions. Latinos are a dynamic and diverse population that is actively reshaping the course of this nation. Latinos/Latinas/Latinas/Latinx can be Black, White, Indigenous, Asian, Arab and/or Mestizo, among other ethnicities. As such, the recommendations embedded within our summer policy series are wide-ranging, covering everything from civil rights to housing, and outline proposals grounded in research and experience to support communities from rural farm workers to urban businessowners and everyone in between.



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“You have a chance with your energy and your ideas to imagine a better world than the one we have created. You can only do that by education, by learning about civics, by learning about your government and how you can effect change. But more importantly you can do it with your energy, with your desire and passion to build that better world.”

–Sonia Sotomayor¹

EXECUTIVE SUMMARY

A quality education is at once a pathway to social mobility, a glue that binds together our communities, and the key to understanding our pasts while building our futures. The American public education system is arguably our nation's single most optimistic and effective investment in American democracy and prosperity. The contemporary public school system is built upon the belief that well-funded facilities, combined with quality teachers and supportive communities, can bring together students of any background and produce world-class scholars, peerless craftsmen, and engaged citizens to strengthen our nation. It is this dream that drives Latino communities across the country to strive for access to and success within K-12 and higher education.

Hispanic Federation is committed to working with legislative and executive partners to develop the strengths of American education while addressing its shortcomings. And as the fastest growing cohort of primary, secondary, and postsecondary students, Latino students are at the epicenter of these challenges and opportunities. HF and our organizational partners have boundless experience in educational programming, preparing us to lead on advancing a national agenda for equitable education for Latinos. Going forward, legislators and administrators alike must commit to an educational landscape that is accessible, nondiscriminatory, and empowers students on their educational and career journeys.

LEGISLATORS AND ADMINISTRATORS ALIKE MUST COMMIT TO AN EDUCATIONAL LANDSCAPE THAT IS ACCESSIBLE, NONDISCRIMINATORY, AND EMPOWERS STUDENTS ON THEIR EDUCATIONAL AND CAREER JOURNEYS

Our agenda urges sustainable pathways to higher education, like the implementation of a universal FAFSA. These proposed changes should not only be limited to traditional collegiate education, but also incorporate and expand access to increasingly popular trades programs and apprenticeships. Financial access to postsecondary education must be paired with cultural and linguistic access through student support services and diversity of staff, faculty, leadership, and curriculum to ensure fair access to opportunity. Furthermore, we exhort research and aid funding that will maximize the quality of education afforded to Latino students, as well as all Americans.

SITUATION REPORT

Equitable access to public education has been a guarantee since the Supreme Court struck down the false principle of 'separate but equal' in the landmark *Brown v. Board of Education* decision.² That case, built upon the judicial foundation of *Mendez v. Westminster*, affirmed our national commitment to true equality in education. When underserved students are given equitable access to resources, opportunities, and cultural support, they achieve greater educational attainment and greater success. However, public school systems that largely serve Latino pupils face more significant funding shortfalls than do predominantly non-Hispanic white districts,³ likely exacerbating gaps in educational outcomes.⁴ Furthermore, there remain significant hurdles to closing the gaps in both affordability and attainment in collegiate education. For instance, while enrollment in 2-year degree programs by Latinos has increased steadily over the years,⁵ our community's degree completion rate for 2-year programs has plateaued.⁶ The failure of our nation's 2-year degree programs and institutions to adequately support Latinos is reflective of an educational misalignment between needs and resources, and deprives Latinos nationwide of an essential avenue for economic mobility that is particularly acute for nontraditional and poorer students. Reasons for these institutional failures are not difficult to find; research consistently validates that the core obstacle to degree completion for Latino students is cost, driving home just how essential proper resourcing is.⁷

PUBLIC SCHOOL SYSTEMS THAT LARGELY SERVE LATINO PUPILS FACE MORE SIGNIFICANT FUNDING SHORTFALLS THAN DO PREDOMINANTLY NON-HISPANIC WHITE DISTRICTS, LIKELY EXACERBATING GAPS IN EDUCATIONAL OUTCOMES

Nevertheless, the Latino community has made great strides in advancing educational attainment. From 1996 to 2021, Latino high school graduation rates increased by over 30 percentage points.⁸ Likewise, Latino higher educational outcomes are steadily advancing. Approximately 33 percent of Latino 18-24 year-olds have been enrolled in postsecondary education in recent years, with Latino students comprising a roughly proportionate number of undergraduate students as they do the overall population.⁹ Over the same period, Latino 6-year degree completion rates for baccalaureate programs has reached almost 60 percent.¹⁰ All the while, the number of Hispanic Serving Institutions (HSI's) has grown remarkably.¹¹ Latino students and families are clearly able to achieve tremendous educational success when provided with sufficient resources and supported by institutions that take their dreams and challenges seriously. Nevertheless, the situation is precarious. Despite improvements, Latinos remain educationally underserved, even when accounting for socioeconomic status. Simultaneously, the federal government is on the brink of a generational pullback in its defense of educational civil rights, while federal funding for critical education initiatives is under increasing threat. These shifts not only jeopardize recent gains but also imperil the entire project of educational equality. With Latino students poised to play an outsized role in our nation's success for generations to come, it is imperative that the federal government embrace education policies that work for our communities.

ASKS AND OPPORTUNITIES

K12 Education

- K12 desegregation:** **Hispanic Federation urges the Executive Branch to vigorously enforce the Civil Rights Act of 1964 in the spirit in which it was intended, including through the revitalization of active integration programs for districts whose outstanding rates of *de facto* segregation are particularly egregious.** Likewise, we encourage Congress to explore offering favorable grants to those districts proactively conducting integration operations to defray those associated costs.
- No public money for private schools:** **Hispanic Federation urges lawmakers to reject the growing movement to funnel public money to private schools.** While we recognize why privatization and voucher programs hold appeal to some families, it is nevertheless the case that such programs inherently ask all public schools to make do with less.¹² America's public schools must be empowered to succeed for all students, irrespective of household income.
- Latine Studies:** Our work on the Latine Studies curriculum in New York City is grounded in evidence suggesting that students benefit from critically-engaged courses exploring both their own cultures and histories, and those of others.¹³ **We exhort Congress to expand support for Latine Studies curricula across the country, and particularly to pursue measures that would see Latine Studies taken up by CollegeBoard as an AP class, just like AP African American Studies.**
- Trio Programs:** For decades, the programs collectively grouped under the TRIO umbrella have served as the unsung lynchpin of federal efforts to boost educational outcomes for the nation's vulnerable and marginalized youth.¹⁴ With studies repeatedly affirming that direct and indirect costs of attendance are among the steepest barriers Latinos face to college attainment, the TRIO programs are a vital tool to ensuring that all of America's pupils have a fair shot at higher education. As such, the revitalization of TRIO programs would alleviate financial constraints in accessing counseling, extracurriculars, and talent-tracking that pave the way to robust education at flagship universities. In turn, restoring and expanding TRIO programs would help reduce time-to-degree, further reducing the financial costs of higher education.¹⁵ Counterintuitively, TRIO programs across the country have faced freezes or cuts to their federal funding, and the future of the program is far from certain.¹⁶ **Hispanic Federation urges Congress to affirmatively reauthorize and robustly fund TRIO programs.**
- CEP/School Meal Access:** Since its initial introduction in 2014, the expansion of the National School Lunch program authorized under the Community Eligibility Provision has paved the way for over 50,000 schools across the country to extend no-cost meals to all students.¹⁷ Research has persistently demonstrated that the expansion of school meals broadly, and through the CEP specifically, boosts school attendance, increases key health metrics, and is positively correlated with educational outcomes. The program has proven particularly effective at augmenting Latino test scores.¹⁸ **Hispanic Federation therefore advises Congress to protect and further strengthen CEP through expanding programs that contribute to the Identified Student Percentage (ISP) and by lowering the minimum ISP floor for qualification.**
- Afterschool and Wraparound Programs:** Across the country, educational outcomes continue to lag key targets.¹⁹ One of the major, seemingly intractable, obstacles standing between American pupils and educational success is lingering chronic absenteeism.²⁰ Fortunately, there already exists a time-tested way to reduce absenteeism while strengthening academic

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performance—afterschool and wraparound programs. For instance, comparative research reviews demonstrate that afterschool programs are correlated with improvements in student relationships with school, increased attendance, and reduced behavioral challenges.²¹

Hispanic Federation urges Congress to expand funding for community-based afterschool and wraparound programs to revitalize American classrooms.

- **Preserve the ED:** The creation in 1980 of the United States Department of Education (ED) was a signal recognition of the essential role of education in the political, economic, and cultural development of the United States. For mere pennies on the dollar of the federal budget²² the ED has bolstered educational attainment across the country, with most resources going to marginalized students and communities, from inner cities to divested rural counties.²³ Its programs have buttressed access to opportunity and development across the country. **Hispanic Federation demands that Congress and the Administration take every available measure to fully fund and support the mission of the Department of Education to ensure the prosperity of future generations.**
 - **Restore the National Center for Education Statistics:** Effective information is a prerequisite for effective governance, with programs at the scale of those operated by the ED relying upon access to high quality, regular, reliable statistics.²⁴ The National Center for Education Statistics (NCES) is the primary producer of these statistics, and their work has been essential in effectively directing resources toward the most vulnerable populations in the ways that they can be best utilized.²⁵ Nonetheless, officials have recently moved to heavily cut the NCES, undermining this work.²⁶ **Hispanic Federation calls upon Congress to appropriate funding to reverse these cuts and restore to NCES the capacity to fulfill its informational mission.**
 - **Maintain Title I Funding:** Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act, has provided funding for marginalized and vulnerable school systems for decades, serving as a vital safety net for schools in areas with the steepest levels of economic deprivation.²⁷ While the program has encountered obstacles over the years, it has nonetheless been routinely recognized as a lynchpin in the fight for educational opportunity.²⁸ **As such, Hispanic Federation demands Congress maintain and expand appropriations for Title I to ensure it can continue its longstanding mission.**
- **Funding for English Language Learners:** English Language Learners (ELLs) are one of, if not the, fastest growing cohorts of students in American classrooms.²⁹ Research perennially demonstrates that well-funded differentiated learner programs, grounded in linguistically competent and culturally relevant pedagogy, are crucial in ensuring that ELL's can achieve their educational potential³⁰ and are able to reap the collective benefits of mixed-nativity classrooms.³¹ **As such, Hispanic Federation exhorts Congress to reauthorize and expand appropriations for differentiated learners.**

Higher Education

- Enrollment Access:** College enrollments remain less diverse than the population at large, a problem that seems only to have worsened following changes in admissions practices in the aftermath of *Students for Fair Admissions v. Harvard*.³² These intertwined challenges require delicate solutions the likes of which Hispanic Federation and our partners have considerable experience between programs like *CREAR Futuros*—a peer-mentor program that recruits qualified Latinx students in participating educational institutions to mentor, guide, and support younger students, or mentees—and the Advance Change Together (ACT) initiative—focused on strengthening Latinx LGBTQ+ nonprofits across the country that serve as critical lifelines for our communities.

 - We encourage the federal government to clearly delineate the non-discriminatory, pro-diversity options outlined in the SFFA-ruling, preserving a clear path for fair access to college for all students regardless of racial- or ethnic background.**
 - Similarly, we urge postsecondary institutions to organize and reinforce Title IV nondiscriminatory programs that target underserved and under-resourced communities, including reinforcing K-12 to college pipelines and increasing financial aid for these communities, especially from local populations with whom institutions seek to bolster connections.**³³
- Universal FAFSA:** The Free Application for Federal Student Aid (FAFSA) is an essential tool in connecting America's postsecondary students with opportunities for financial aid, not only directly from the federal government, but also from other sources. In New York State, Hispanic Federation worked alongside the state legislature to implement the Universal FAFSA, thereby ensuring that all students are automatically connected with potential aid opportunities not only from Pell Grants and student loans, but also at the schools to which they qualify. **In light of the successes seen in New York, Hispanic Federation urges the adoption of a nation-wide universal FAFSA.**
- DEIA and Higher Education:** Research in recent years has underscored the ongoing benefits of formal policies in higher education supporting diversity, equity, inclusion, and accessibility. Such policies boost student wellbeing,³⁴ research applicability and innovativeness,³⁵ and help maintain legal requirements under legislation like the Americans with Disabilities Act.³⁶ Recent federal attempts to unwind Diversity, Equity, Inclusion, and Accessibility (DEIA) programs are therefore misguided and likely to stymie higher educational outcomes. **As such, Hispanic Federation urges the federal government take steps to support DEIA initiatives, both through clear guidance advancing their priorities, and through direct appropriations.**
- Safeguards against weaponization of Title VI:** Title VI of the Civil Rights Act of 1964 was a hard-won product of the Civil Rights Movement, prohibiting racial discrimination in the disbursement of federal funds.³⁷ Its application to the public education system has played a crucial role in ensuring the desegregation of the nation's higher education landscape.³⁸ Nonetheless, there remains considerable work to be done in achieving the aims of Title VI, particularly with regard to disparate impact concerns.³⁹ Unfortunately, recent executive action has risked undermining and even reversing the gains made under Title VI, under a questionably legal basis.⁴⁰ **Hispanic Federation exhorts Congress to take steps to ensure that Title VI is enforced in keeping with its original legislative intent through directed appropriations and clarifying language.**
- Political Neutrality in Grant Funding:** For the better part of a century, the United States has led the world in scientific, cultural, and humanistic research by direct support that reliably promoted innovation without ideological intervention. Recent federal actions conditioning federal funding upon alignment with ideological agendas risk undermining a key factor in the global research dominance enjoyed by America's institutions of higher learning since World War II.⁴¹ **Hispanic Federation implores Congress take steps to indemnify research appropriations from such direct, ideological interventions, ensuring that good research proceed unimpeded.**

- **HSI Board:** Hispanic Serving Institutions (HSI's) represent roughly 20 percent of all colleges and universities and enroll nearly two-thirds of the nation's Latino undergraduates.⁴² **Hispanic Federation urges the Administration to restore funding to HSI's and to renew the creation of the HSI board to facilitate coordination between these hundreds of institutions and the administration.**⁴³
 - Additionally, recent convenings of leaders in higher education confirm that innovators are increasingly looking beyond enrollment to success.⁴⁴ **To that end, Hispanic Federation advises any HSI board to develop a third metric acknowledging programs that achieve success in Latino educational attainment, and not just enrollment.**
- **Public Service Loan Forgiveness:** Since its inception in 2007, the Public Service Loan Forgiveness (PSLF) program has facilitated the forgiveness of approximately \$60bn in student loan debt from nearly one million borrowers.⁴⁵ In exchange, these borrowers dedicate themselves to careers of public service whether in federal, state, or local government, or in one of the millions of service-based nonprofit organizations operating in communities across the country. Furthermore, the resultant reduction in loan debt contributes to increased local economic growth by easing credit, elevating consumer activity, boosting entrepreneurial initiatives, and even easing pathways to major life milestones.⁴⁶ **Hispanic Federation demands that Congress take steps to ensure that the original intent of PSLF is protected and remains free of ideological overreach and burdens.**
- **Graduate Student Loan Caps:** Recent legislation has imposed new caps on federal student loans for graduate education with only a few exceptions for certain professional degrees. Essential service workers like health care providers, including nurse practitioners and physician assistants, teachers, and social workers are not included among these exemptions, risking worsening America's shortage of primary care providers.⁴⁷ **Hispanic Federation advises the federal government to enact regulatory definitions or legislation expanding the list of exempted degrees to include vital careers like those in front-line health care.**
- **Expansion of Federal Financial Student Aid:** A college degree remains one of the most reliable pathways for generational social mobility.⁴⁸ Even amid rising tuition costs, statistics from the St. Louis Fed suggest that degrees maintain double-digit returns on investment.⁴⁹ Nonetheless, cost is routinely cited as the number one barrier between Latino undergraduate students and degree completion.⁵⁰ Thus, tuition assistance is vital for addressing ongoing inequities in higher educational attainment. **Hispanic Federation implores Congress pass legislation adding new pathways and terms for federal financial student aid.**

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Non-Traditional and Trades Education

- **Apprenticeships and Trades Education:** Latino workers are highly represented in trades, including construction and logistics.⁵¹ However, our community remains underrepresented at the top levels of those skilled trades often tied to apprenticeships, including plumbing and electrical work.⁵² One key path for supporting apprenticeships would be the refunding and authorization of the Workforce Innovation and Opportunity Act,⁵³ which promotes workforce training and apprenticeship opportunities for low- and middle-income communities.
 - **Expanded Trades Education Access:** While recent legislation expanding Pell Grants to workforce training represents a considerable leap in expanding access to trades education, there remains far more work to be done. **To that end, Hispanic Federation encourages Congress to expand additional categories of federal apprenticeship programs and other forms of trade education.**
 - In support of this goal, **Hispanic Federation calls upon the Department of Education to draft new guidelines to facilitate community colleges (and especially Hispanic Serving Institutions and emerging-Hispanic Serving Institution's) registration of new apprenticeship programs to increase the number of programs that qualify for federal student aid.**
 - Additionally, we support initiatives by which tradespeople who complete their apprenticeship via student loans and subsequently fulfill their journeyman period in high need areas—including underserved rural districts—would become eligible for student loan forgiveness under Public Service Loan Forgiveness (PSLF) program.
 - **Clarification of Workforce Pell:** Recent legislation extending provision of Pell Grants to those involved in trades education marked a long-awaited step in expanding access to federal financial support to those training for some of America's most needed jobs. However, the subsequent rulemaking process has exposed otherwise good policy to potentially haphazard guidance.⁵⁴ **Hispanic Federation urges the federal government to implement regulatory guidance and any necessary legislative clarifications to ensure that supported programs do not instead become gateways to fraudulent provision of meaningless credentials,⁵⁵ while allowing clear, accountable pathways for waivers for select pilot programs.**

DATA SUPPORTING ASKS

General

- Unfortunately, poorer, minority, and immigrant households all suffer from a dearth of cultural and academic capital, hindering educational outcomes.⁵⁶
 - Hispanic Federation’s educational programs are precisely targeted at these challenges through opportunities like the Pathways program, Immigrants’ Welcome and *CREAR Junior* which create opportunities for families to gain expertise and academic capital to expand their avenues for success.
 - For instance, HF’s *CREAR Futuros* Program successfully increases educational retention rates by significant thresholds according to independent review.⁵⁷

K12 Education

- Schools across the country are facing shortfalls in funding.⁵⁸
 - These budgetary gaps affect supplies,⁵⁹ curriculum procurement, including for advanced placement and international baccalaureate classes,⁶⁰ and teachers in general.⁶¹
 - Research perennially demonstrates that increased school funding is correlated with improved educational attainment,⁶² and in the current underfunded landscape, funneling money from public to private schools will simply serve to undermine the core educational system that serves the vast majority of Americans.⁶³
- Since the 1990s, *de facto* public-school segregation has been increasing,⁶⁴ a trend that is a direct consequence of school district gerrymandering and selective district investments.⁶⁵
 - School segregation is not only an embarrassing relic of Jim Crow sensibilities, but also reduces educational success across subjects from English to Math, and attainment for all students, regardless of economic background and race.⁶⁶
- Evidence suggests that students benefit from critically-engaged courses exploring both their own cultures and histories and those of others, buttressing our work on the Latine Studies curriculum in New York City.⁶⁷

FUNNELING MONEY FROM PUBLIC TO PRIVATE SCHOOLS WILL SIMPLY SERVE TO UNDERMINE THE CORE EDUCATIONAL SYSTEM THAT SERVES THE VAST MAJORITY OF AMERICANS

Higher Education

- Hispanic Federation and our partners have long worked to connect students with funding and aid opportunities, confirming for us that solutions exist both in current aid and in programs within reach.
- Representation on college campuses is currently lacking across multiple metrics. While colleges and universities are growing increasingly diverse,⁶⁸ university administrators lack the capacity to engage with diverse student bodies including first-generation, immigrant, racial/ethnic minority, and LGBTQ+ students in culturally competent ways. Simultaneously, college enrollments remain less diverse than the population at large, a problem that seems only to have worsened following changes in admissions practices in the aftermath of *Students for Fair Admissions v. Harvard*.⁶⁹

- Furthermore, Latino faculty comprise only 6.4 percent of total faculty nationwide according to statistics from the Department of Education.⁷⁰
- Studies have repeatedly vindicated the role of cultural offices on college campuses that support diversity and senses of belonging in boosting educational outcomes and even health metrics.⁷¹ Postsecondary institutions should be encouraged to continue the vital work of these offices so long as they comport with Title IV nondiscrimination policies, and to work with community partners to ensure that these missions actually advance their stated goals.
- Increased enrollment has not necessarily correlated with increased attainment rates; the degree completion gap, for instance, remains extreme, *particularly* for 2-year degree programs.⁷²
- Historically Black Colleges and Universities (HBCU's) are currently enjoying a renaissance in enrollment and support and are reaping considerable benefits, including Howard's attainment of R1 status.⁷³
 - These successes come as recent Presidential administrations have maintained advisory boards relating HBCU-facing questions.⁷⁴
 - A recent executive order would have created parallel board overseeing Hispanic Serving Institutions (HSI's) and emerging Hispanic Serving Institutions (e-HSI's), however that order's measures have been effectively rescinded.⁷⁵
 - In turn, recent federal actions have led to cuts amounting to hundreds of millions in grant funding for HIS's.⁷⁶
- In 2016, seventy-four percent of Latino students applied for federal financial aid, almost two-thirds of whom qualified for a Pell Grant.⁷⁷
 - Unfortunately, Pell Grants seldom cover all outstanding need, leaving students to figure out how to meet the remaining gaps themselves. HF and our partners have long worked to connect students with funding and aid opportunities through programs like *CREAR Futuros*, with effective results.
- While financial literacy plays a role in debt aversion, recent studies demonstrate that a desire to avoid saddling family members with potential debt should unforeseen circumstances interfere with educational plans play a much larger role, illustrating just how essential robust, wraparound funding and financial support plans are.⁷⁸

IN 2016, 74% OF LATINO STUDENTS APPLIED FOR FEDERAL FINANCIAL AID, ALMOST TWO-THIRDS OF WHOM QUALIFIED FOR A PELL GRANT

Trades and Non-traditional Education

- Nontraditional students⁷⁹ face numerous barriers in reaching their educational goals, whether attaining their GED to a trade certificate or a graduate degree.⁸⁰ However, with non-traditional students comprising anywhere from 30 percent to 40 percent of the post-secondary student population depending on definition,⁸¹ it is imperative that Congress act to support this increasingly vital component of our educational system.
- The US faces a shortage of skilled tradespeople,⁸² and the impact of that shortage worsened by the lack of high-value, effective postsecondary educational trades programs, including vocational schools and apprenticeships.⁸³
 - These obstacles are such that they outweigh Gen Z's decisive interest in and shift toward trades training.⁸⁴

- Micro-credential programs have emerged as a compelling option to address the shortage of skilled tradespeople, allowing students to pursue specific career trajectories of interest with theoretically minimal investment.⁸⁵
 - However, in-depth analysis suggests that many micro-credential programs are not as affordable as they appear, with some approaching or even surpassing the price of traditional degrees.⁸⁶

CONCLUSION

An educated electorate is the lifeblood of any democracy, and a skilled, trained workforce is the backbone of any economy. Political leaders from the earliest days of the United States recognized how essential an effective education system would be. Our national story has arguably been one of the gradual expansion of educational opportunities to all its people, to prodigious results. While Latinos have not always been given the spotlight in this story, our communities have nonetheless been at its center. Cases like *Mendez et al v. Westminster* accelerated anti-discriminatory activism in the U.S. and spurred collective cooperation within the broader U.S. Civil Rights Movement., paving the way to *Brown v. Board of Education*. The pursuit of equal access to a quality education for ourselves and our children has therefore been an essential part of the story of education in America.

However, the federal government's leadership in this story is relatively new. Coming on the heels of the successes of the Civil Rights Movement, the embrace of a federal role in supporting a nationwide, universal policy for the intellectual and personal development of America's youth was the optimistic culmination of a centuries' long movement stretching from Plymouth rock to common schools. The subsequent creation of educational civil rights law, broad tools to expand resourcing to underprivileged groups and institutions, and the Education Department itself have been tremendously successful at supporting the educational component of the American Dream. This work however has not been enough; re-segregation is a growing scourge in America's classrooms, and access to academic and fiscal capital continue to hinder educational outcomes, to say nothing of the attempted dismantling of successful initiatives. Past successes demonstrate that America's families, teachers, and students have every ability to flourish given the resources and opportunities—and it is imperative our nation's government fully support and encourage this growth for the sake of the future of this country.

Learn more about Hispanic Federation's policy priorities by scanning the QR code at right.



Endnotes

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