



DEPARTMENT OF VETERANS AFFAIRS
ASSISTANT SECRETARY FOR HUMAN RESOURCES AND ADMINISTRATION
WASHINGTON DC 20420

DEC 3 - 2013

Honorable Arne Duncan
Secretary of Education
White House Initiative on HBCU's
400 Maryland Avenue, SW, Fourth Floor
Washington, DC 20202

Dear Mr. Duncan:

Enclosed is the Department of Veterans Affairs (VA) fiscal year (FY) 2012 Annual Agency Performance Report on Actions to Assist Minority-Serving Institutions (MSIs) under Executive Orders 13532, 13592, 13555, and 13515. The report reflects VA's continuing support for the White House Initiatives' objectives.

During FY 2012, VA funded a total of \$186,023,724 in Legislative Funds and \$87,031,345 in Discretionary Funds. The amounts represent educational benefits made to VA eligible beneficiaries enrolled in MSIs, financial support of MSI students who elected to train at VA facilities and funds awarded to third-party diversity internship programs that recruited from MSIs.

VA will continue to encourage expansion of affiliation efforts with MSIs, and publicize the positive long-term educational and professional benefits of VA training programs for MSI students.

VA will also explore implementing other efforts to further support Executive Orders by increasing participation of Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic Serving Institutions, and Asian American Native American Pacific Islander Serving Institutions in VA-sponsored programs.

Questions regarding this submission may be directed to Ms. Georgia Coffey, Deputy Assistant Secretary for Diversity and Inclusion, at (202) 461-4131 or Georgia.coffey@va.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Gina S. Farrissee".

Gina S. Farrissee

Enclosure

**Fiscal Year 2012
ANNUAL AGENCY PERFORMANCE REPORT
ON ACTIONS TO ASSIST
MINORITY SERVING INSTITUTIONS**



**Department of Veterans Affairs
810 Vermont Avenue, N.W.,
Washington, DC 20420**

***The White House Initiatives on
Historically Black Colleges and Universities Executive Order 13532
American Indian and Alaska Native Education Order 13592
Educational Excellence for Hispanics Executive Order 13555
Asian Americans and Pacific Islanders Executive Order 13515***

**Fiscal Year 2012
ANNUAL AGENCY PERFORMANCE REPORT
ON ACTIONS TO ASSIST
MINORITY SERVING INSTITUTIONS**

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**Department of Veterans Affairs
Fiscal Year 2012
Annual Agency Report
on
Executive Agency Actions to
Assist Minority Serving Institutions**

Part I. Executive Summary

The Department of Veterans Affairs (VA) is proud to implement Executive Orders 13532, 13592, 13555, and 13515 to increase participation of Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs) in VA-sponsored programs and initiatives, specifically with regards to student training programs, Veteran educational benefits, and recruiting HBCU, TCU, HSI, and AANAPISI students for VA career and internship opportunities.

As the second largest Cabinet level agency, VA employs 323,154 (permanent and temporary) individuals and provides health care, benefits, and memorial services to approximately 21.8 million Veterans, as of September 30, 2012. VA provides these services through three major organizational subcomponents: the Veterans Health Administration (VHA), through a system of 21 Veterans Integrated Service Networks (VISNs) with 152 medical centers, 971 outpatient clinics, 133 community living centers, and 98 domiciliary rehabilitation home-care programs, and 299 readjustment counseling centers; the Veterans Benefits Administration (VBA), through 4 Areas with 57 regional offices managing compensation and pension, education home loans, vocational rehabilitation, and life insurance programs; and the National Cemetery Administration (NCA), consisting of 131 cemeteries offering burials, headstones and markers, burial flags, and Presidential Memorial Certificates to Veterans and their families. The VA Central Office (VACO) is the National headquarters office comprised of 12 Staff Organizations and 7 Staff Offices, reporting to the Secretary of VA.

Each Administration and VACO implemented programs designed to increase the participation of MSIs in VA-sponsored programs and initiatives, as indicated below.

Veterans Health Administration (VHA) is aware that MSIs are a great resource for enhancing the diversity within the VHA workforce because they provide VA medical facilities with a broader base to recruit qualified and trained professionals in every

occupation. VHA has had affiliations with the Nation's medical schools since 1946. Currently, 130 VHA facilities host trainees from 107 medical schools. Additionally, VHA has educational affiliations with over 1,200 other health profession schools. VHA accepts trainees from all of the existing accredited Minority Serving College and University programs and manages an intramural program that makes awards to VA staff investigators for peer reviewed medical research that meets the priority needs of the Veteran population served.

National Cemetery Administration (NCA) sponsored 13 student interns through the National Diversity Internship Program (NDIP), using third-party internship providers, such as Minority Access, Inc. (MAI), The Washington Center (TWC), and Hispanic Colleges and Universities (HACU), to identify and sponsor students for VA internship opportunities. In addition, collaboration with affinity organizations has provided NCA with an effective tool for outreach and recruitment to strengthen the Administration's diversity and NCA has created a positive learning opportunity for students to work in a professional environment to educate them and to be able to advance their skills in order to be more marketable. NCA is reflective of VA's commitment to develop a diverse workforce that reflects the Veterans and communities we serve.

Veterans Benefits Administration (VBA) makes payments to MSIs in the form of formula-driven awards referred to as reporting fees. These fees are paid to institutions of higher education (IHEs), including MSIs, to cover administrative costs for processing reports and certifications, required by title 38, United States code, section 3684c, in the administration of the Department's educational assistance programs. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of Veterans and eligible beneficiaries enrolled in the institutions. Additionally, VBA provides educational assistance payments to eligible Veterans, dependents, reservists, and service members while they are enrolled in approved educational programs at MSIs and other institutions of higher education.

Veterans Affairs Central Office (VACO) executes VA's NDIP to increase the participation of MSIs. Through this Human Capital Investment Plan (HCIP) initiative, VACO's Office of Diversity and Inclusion (ODI) administered a centralized fund to sponsor approximately 64 students that were identified through third party vendors that recruit and refer students attending MSIs. The NDIP continues to be a prominent vehicle in which to increase student participation from MSIs. To further strengthen its capacity to identify MSI students, in FY 2011, ODI established an Indefinite Delivery, Indefinite Quantity contract with seven third party vendors that recruit students from MSIs. Through this contract and HCIP centralized fund initiative, VA has access to diverse, qualified applicants drawn from all segments of our society, including veterans who have served our country.

Overall, VA awarded \$186,023,724 in Legislative funds to MSIs (\$51,790,058 – HBCUs; \$2,566,977 – TCUs - \$131,013,007 – HSIs and; \$0 – AANAPISI. VA awarded

\$87,031,345 in Discretionary funds to MSIs (\$17,451,558 – HBCUs; \$86,384 – TCUs; \$60,709,729 – HSIs; and \$8,783,674 – AANAPISIs).

HBCU-specific data: VA awarded \$51,790,058 in Legislative funds to HBCUs. This amount compared to the \$52,815,835, in FY 2011, represents a decrease of 1.9 percent. VA awarded \$17,451,558 in Discretionary funds to HBCUs. This was a 12 percent decrease from the \$19,832,901 that was awarded in FY 2011. The decrease is due to the lower number of HBCU students identified through third party vendors for VA internships.

TCU-specific data: \$2,566,977 in Legislative funds was awarded to TCUs. This amount compared to \$2,696,762 in FY 2011 represents a 4.8 percent decrease. VA awarded \$86,384 in discretionary funding to TCUs. This was a 72.4 percent decrease from FY 2011 funding of \$312,543. The decrease is due to the lower number of TCU students identified through third party vendors for VA internships.

HSI-specific data: VA awarded \$131,523,391 in Legislative funds to HSIs. This is a 9.6 percent decrease from \$144,985,107 in FY 2011. VA awarded \$60,709,729 in Discretionary funds to HSIs. This is a 4.5 percent decrease compared to \$63,572,090 in FY 2011.

AANAPISI-specific data: No Legislative funds were reported for AANAPISIs as a systematic method to track this information has not yet been implemented. VA awarded \$8,783,674 in Discretionary funds to AANAPISIs. This is a 6.9 percent increase compared to \$8,176,888 awarded in FY 2011.

Section A ***Legislative and Discretionary Awards Summary***

FY 2012 Legislative Award goal and measurable objectives achieved: (See Section C Table)

Goal: Fund the education of eligible Veterans and their family members attending HBCUs, TCUs, HSIs, and AANAPISIs.

Outcome: The FY 2012 total amount awarded for legislative awards was \$186,023,724. This amount funded the education of eligible Veterans and their family members attending MSIs, as specified below.

Student Tuition Assistance, Scholarships, Fellowships, and Other Aid:
\$133,197,386 - This represents educational assistance payments to Veterans, eligible dependents, reservists and service members enrolled in MSIs; \$130,502,623-HSIs, \$135,542-HBCUs, and \$2,559,221-TCUs, \$0 - AANAPISI.

Direct Institutional Subsidies:

653,682 – This represents reporting fees that were provided to MSIs to cover administrative costs for processing reports and certifications required by law. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of veterans and eligible beneficiaries enrolled in the institutions; \$510,384-HSIs, \$135,542-HBCUs, and \$7,756 TCUs.

FY 2012 Discretionary Award goals and measurable objectives achieved: (See Section C Table)

1. **Goal:** Sponsor recruitment exhibits at HBCU, TCU, HSI, and AANAPISI focused national meetings, conventions, job fairs, and other recruitment forums to recruit HBCU, TCU, HSI, and AANAPISI students and promote VA as an employer of choice.

Outcome: During FY 2012, VA participated in numerous MSI-focused recruitment events. VA contributed significantly to efforts in Healthcare Retention and Recruitment, encouraging facilities to expand affiliation efforts with MSIs and to publicize the positive long-term professional benefits of VA's recruitment of MSI students.

- ***HBCU-focused events:*** Blacks in Government, National Black Nurses Association, the American College of Healthcare Executives, the National Association of Colleges and Employers, the American Society of Health-System Pharmacist, and the National Student Nurses Association. These events targeted minority students and educational institutions. VA representatives provided information about VA's mission, employment opportunities, benefits, and student/intern opportunities.
- ***TCU-focused events:*** Society of American Indian Government Employees (SAIGE) national conference with youth track and American Indian Science & Engineering Society (AISES). Offered students of sovereign American Indian, Alaska Native and Native Hawaiian nations, the opportunity to build leadership skills while living, studying, and interning in Washington, DC. Students participated in the Washington Internship for Native Students (WINS) earned academic credits while taking additional course work that focused on Native American public policy concerns.
- ***HSI-focused events:*** Society of Hispanic Professional Engineers (SHPE), Hispanic Association of College & Universities (HACU), Society of Mexican American Engineers & Scientists (SMAES), Latinos for Hire, National Hispanic Medical Association (NHMA) and National Association of Hispanic Nurses (NAHN).

- **ANNAPISI-focused events:** Federal Asian Pacific American Council (FAPAC), Asian American Government Executives network (AAGEN), Conferences on Asian Pacific American Leadership (CAPAL), Organization of Chinese Americans (OCA), National Association of Asian American Professionals (NAAAP) and Asian Pacific Islander American Scholarship Fund (APIASF). These events targeted AAPI students and educational institutions.

2. **Goal:** Utilize Federal programs to increase opportunities for HBCUs, TCUs, HSI, and AANAPISIs through the following programs: Employment Incentive Scholarship Program (EISP), VA National Education Employment Program (VANEED); VA Learning Opportunities Residency (VALOR); National Nursing Education Incentive (NNEI) Program; and the Education Debt Reduction Program (EDRP).

Outcomes: The FY 2012 total amount awarded for MSIs under this goal was \$531,009 (\$170,304—HBCUs and \$360,705—HSIs). No funds were reported for TCUs or AANAPISIs.

Student Tuition Assistance, Scholarships, Fellowships, and other Aid:

\$522,559 – During FY 2012, 47 students were funded for the following programs: EISP (2-HSI and 3-HBCU); NNEI (19-HSI and 6-HCBU); VANEED (11-HSI and 6 HBCU). During FY 2012, VA hosted 418 pathway participants. However, participant affiliations with educational institutions was not tracked during FY 2012.

Training:

\$86,170,073 - Education is one of VA's major missions. It contributes to the recruitment and retention of the highest quality workforce at VHA's health care facilities. VA does not have authority to provide awards or grants to universities or their students; instead, it provides direct and indirect support to VHA facilities for students receiving training within VHA facilities. Direct support includes salary and fringe benefits. Indirect support is the cost reported by VA Medical Centers for VHA instructors and other administrative costs associated with the training program. Most trainees (e.g., medical students, nursing students) do not receive compensation, whereas some upper level trainees (e.g., medical residents, pharmacy residents, nurse practitioner students) receive a stipend during their time at VHA. Therefore, the number of trainees receiving clinical training at VHA is a more important measure of support than VHA's health professional training program expenditures.

The Office of Academic Affiliations (OAA) has oversight for VHA's health professions training programs, and provided clinical training experiences to students from institutions of higher learning, which includes MSIs. In FY 2012, VHA hosted

students from over 1,200 health professional schools, colleges and universities, including MSIs.

3. **Goal:** Leverage third party diversity-focused internship programs to identify and sponsor HBCU, TCU, HSI, and AANAPISI undergraduate and graduate students for entry-level intern positions. .

Outcomes: Third-Party awards: \$1,107,004

During FY 2012, VA leveraged third party diversity-focused internship programs that recruited and referred MSI students for VA internships. The organizations included Minority Access Inc. (MA), The Washington Center (TWC), Hispanic Colleges and Universities (HACU), Hispanic-Serving Health Professional School (HSHPS), Asian Pacific American Institute for Congressional Studies (APAICS), International Leadership Foundation (ILF), and American University (WINS). The total amount awarded was \$776,741. VACO had 25 interns, 9 from MA, 3 from TWC, from HACU, 3 from WINS, 2 from ILF, 1 from AOPACS, and 1 from HSHPS). NCA had 9 interns, 7 from MA, 1 from TWC, and 1 from HACU. VBA had 15 interns, 3 from TWC, 8 from HACU, 2 from HSHPS, and 2 from MA. VHA had 20 interns, 11 from HACU, 8 from MA, and 1 from HSHPS Overall, VA had 69 interns, some attending MSIs.

*Due to contract limitations, MSI specific data was not available for this reporting cycle. However, the contract has been re-established and tracking this information is part of the new agreement. Of the data gathered, which is incomplete, \$0—HBCUs, \$0—TCUs, \$301,600—HSIs, and \$28,663—AANAPISIs.

**Section B:
Agency Initiatives by Select Category**

Currently, VA does not provide direct awards or grants to educational institutions such as Colleges or Universities. Accordingly, Section B tables do not reflect data. However, during FY 2014, VA plans to explore opportunities to assist MSIs with effectively competing for VA grants, contracts, and/or additional cooperative agreements, where opportunities exist.

Summary of Agency Awards by Select Category for FY 2012

1. AGENCY: Department of Veterans Affairs

2. DATE: September 2012

3. TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds		Funds as % of Funds to IHEs	
		HBCU	TCU	HBCU	TCU
1. Grants					
2. Contracts					
3. Loans					
4. Services					
5. Technical Assistance					
Total					

Section B (cont.): Summary of Agency Awards by Select Category for FY 2012

1. AGENCY: Department of Veterans Affairs

2. DATE: September 2012

3. TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds		Funds as % of Funds to IHEs	
		HSI	AANAPISI & ANNH*	HSI	AANAPISI & ANNH*
1. Grants					
2. Contracts					
3. Loans					
4. Services					
5. Technical Assistance					
Total					

* Report the combined total awards to AANAPISIs and ANNHs here, but please provide separate statements on funds allocated to Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs) and Alaska Native and Native Hawaiian-Serving Institutions (ANNHs) in your executive summary.

Section C: Summary of Administration Awards, by Program Category for FY 2012

DEPARTMENT OF VETERANS AFFAIRS (DISCRETIONARY FUNDING)

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$1,678,255,518

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds		Funds as % of Funds to IHEs	
		HBCU	TCU	HBCU	TCU
1. Research and Development					
2. Program Evaluation					
3. Training	\$1,642,829,514	\$17,281,254	\$86,384	1.05%	0.01%
4. Facilities and Equipment					
5. Internships, Traineeships, Recruitment, and IPAs					
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$33,622,000	\$170,304		0.51%	
7. Direct Institutional Subsidies					
8. * Third-Party Awards	\$1,804,004				
9. Private-Sector Involvement					
10. Administrative Infrastructure					
11. Economic Development					
12. Other Activities					
Total	\$1,678,255,518	\$17,451,558	\$86,384	1.04%	0.01%

Section C: Summary of Administration Awards, by Program Category for FY 2012

DEPARTMENT OF VETERANS AFFAIRS (DISCRETIONARY FUNDING)

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$1,678,255,518

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds		Funds as % of Funds to IHEs	
		HIS	AANAPISI & ANNHSI	HSI	AANAPI SI & ANNHSI
1. Research and Development					
2. Program Evaluation					
3. Training	\$1,642,829,514	\$60,047,424	\$8,755,011	3.66%	0.53%
4. Facilities and Equipment					
5. Internships, Traineeships, Recruitment, and IPAs					
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$33,622,000	\$352,255		1.05%	
7. Direct Institutional Subsidies					
8. *Third-Party Awards	\$1,804,004	\$301,600	\$28,663	16.71%	1.59%
9. Private-Sector Involvement					
10. Administrative Infrastructure					
11. Economic Development					
12. Other Activities		\$8,450			
Total	*\$1,678,255,518	\$60,709,729	\$8,783,674	3.62%	0.52%

Section C: Summary of Administration Awards, by Program Category for FY 2012

DEPARTMENT OF VETERANS AFFAIRS (LEGISLATIVE FUNDING)

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$5,290,847,842

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds		Funds as % of Funds to IHEs	
		HBCU	TCU	HBCU	TCU
1. Research and Development					
2. Program Evaluation					
3. Training					
4. Facilities and Equipment					
5. Internships, Traineeships, Recruitment, and IPAs					
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$5,279,256,822	\$51,654,516	\$2,559,221	0.98%	0.05%
7. Direct Institutional Subsidies	\$11,591,020	\$135,542	\$7,756	1.17%	0.07%
8. Third-Party Awards					
9. Private-Sector Involvement					
10. Administrative Infrastructure					
11. Economic Development					
12. Other Activities					
Total	\$5,290,847,842	\$51,790,058	\$2,566,977	0.98%	0.05%

Section C: Summary of Administration Awards, by Program Category for FY 2012

DEPARTMENT OF VETERANS AFFAIRS (LEGISLATIVE FUNDING)

**TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$5,290,847,842**

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds		Funds as % of Funds to IHEs	
		HSIs	AANA PISI & ANNH SI	HSIs	AANAP ISI & ANNHS I
1. Research and Development					
2. Program Evaluation					
3. Training					
4. Facilities and Equipment					
5. Internships, Traineeships, Recruitment, and IPAs					
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$5,279,256,822	\$130,502,623		2.47%	
7. Direct Institutional Subsidies	\$11,591,020	\$510,384		4.40%	
8. Third-Party Awards					
9. Private-Sector Involvement					
10. Administrative Infrastructure					
11. Economic Development					
12. Other Activities					
Total	\$5,290,847,842	\$131,013,007		2.48%	

Section D: Table of FY 2012 Federal Agency Awards, by Institution and by Program category

FY 2012 total awards to MSIs by categories (tables)

Table D-1 (attached) identifies discretionary awards.

Table D-2 (attached) identifies legislative awards.

**Section E: FY 2012 Awards Narratives
(Separate MSI reports—HBCU, HSI, AANAPISI, and TCU—including Executive
Summaries, Definitions, and relevant Executive Orders)**

**Fiscal Year 2012
ANNUAL AGENCY PERFORMANCE REPORT
ON ACTIONS TO ASSIST
MINORITY SERVING INSTITUTIONS**

*Historically Black Colleges and Universities
Presidential Executive Order 13532*



**Department of Veterans Affairs
810 Vermont Avenue, N.W.,
Washington, DC 20420**

*The White House Initiatives on
Historically Black Colleges and Universities Executive Order 13532*

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Part III: Presidential Executive Order - HBCU 13532

**Department of Veterans Affairs
Fiscal Year 2012
Annual Agency Report
on
Executive Agency Actions to
Assist Minority Serving Institutions**

Part I. Executive Summary

The Department of Veterans Affairs (VA) is proud to implement Executive Orders 13532, 13592, 13555, and 13515 to increase participation of Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs) in VA-sponsored programs and initiatives, specifically with regards to student training programs, Veteran educational benefits, and recruiting HBCU, TCU, HSI, and AANAPISI students for VA career and internship opportunities.

As the second largest Cabinet level agency, VA employs 323,154 (permanent and temporary) individuals and provides health care, benefits, and memorial services to approximately 21.8 million Veterans, as of September 30, 2012. VA provides these services through three major organizational subcomponents: the Veterans Health Administration (VHA), through a system of 21 Veterans Integrated Service Networks (VISNs) with 152 medical centers, 971 outpatient clinics, 133 community living centers, and 98 domiciliary rehabilitation home-care programs, and 299 readjustment counseling centers; the Veterans Benefits Administration (VBA), through 4 Areas with 57 regional offices managing compensation and pension, education home loans, vocational rehabilitation, and life insurance programs; and the National Cemetery Administration (NCA), consisting of 131 cemeteries offering burials, headstones and markers, burial flags, and Presidential Memorial Certificates to Veterans and their families. The VA Central Office (VACO) is the National headquarters office comprised of 12 Staff Organizations and 7 Staff Offices, reporting to the Secretary of VA.

Each Administration and VACO implemented programs designed to increase the participation of MSIs in VA-sponsored programs and initiatives, as indicated below.

Veterans Health Administration (VHA) is aware that MSIs are a great resource for enhancing the diversity within the VHA workforce because they provide VA medical facilities with a broader base to recruit qualified and trained professionals in every occupation. VHA has had affiliations with the Nation's medical schools since 1946. Currently, 130 VHA facilities host trainees from 107 medical schools. Additionally, VHA has educational affiliations with over 1,200 other health profession schools. VHA accepts trainees from all of the existing accredited Minority Serving College and

University programs and manages an intramural program that makes awards to VA staff investigators for peer reviewed medical research that meets the priority needs of the Veteran population served.

National Cemetery Administration (NCA) sponsored 13 student interns through the National Diversity Internship Program (NDIP), using third-party internship providers, such as Minority Access, Inc. (MAI), The Washington Center (TWC), and Hispanic Colleges and Universities (HACU), to identify and sponsor students for VA internship opportunities. In addition, collaboration with affinity organizations has provided NCA with an effective tool for outreach and recruitment to strengthen the Administration's diversity and NCA has created a positive learning opportunity for students to work in a professional environment to educate them and to be able to advance their skills in order to be more marketable. NCA is reflective of VA's commitment to develop a diverse workforce that reflects the Veterans and communities we serve.

Veterans Benefits Administration (VBA) makes payments to MSIs in the form of formula-driven awards referred to as reporting fees. These fees are paid to institutions of higher education (IHEs), including MSIs, to cover administrative costs for processing reports and certifications, required by title 38, United States code, section 3684c, in the administration of the Department's educational assistance programs. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of Veterans and eligible beneficiaries enrolled in the institutions. Additionally, VBA provides educational assistance payments to eligible Veterans, dependents, reservists, and service members while they are enrolled in approved educational programs at MSIs and other institutions of higher education.

Veterans Affairs Central Office (VACO) executes VA's National Diversity Internship Program to increase the participation of MSIs. Through this Human Capital Investment Plan (HCIP) initiative, VACO's Office of Diversity and Inclusion (ODI) administered a centralized fund to sponsor approximately 64 students that were identified through third party vendors that recruit and refer students attending MSIs. The NDIP continues to be a prominent vehicle in which to increase student participation from MSIs. To further strengthen its capacity to identify MSI students, in FY 2011, ODI established an Indefinite Delivery, Indefinite Quantity contract with seven third party vendors that recruit students from MSIs. Through this contract and HCIP centralized fund initiative, VA has access to diverse, qualified applicants drawn from all segments of our society, including veterans who have served our country.

Overall, VA awarded \$186,023,724 in *Legislative funds* to MSIs, of which \$51,790,058 was awarded to HBCUs. This represents a 0.05 percent decrease, when compared to the FY 2011 funding amount of \$51,815,835.

VA awarded \$87,031,345 in *Discretionary funds* to MSIs, of which \$17,451,558 was awarded to HBCUs. This represents a 12 percent decrease, when compared to the \$19,832,901 that was awarded in FY 2011.

Section A
Legislative and Discretionary Awards Summary

FY 2012 Legislative Award goal and measurable objectives achieved: (See Section C Table)

Goal: Fund the education of eligible Veterans and their family members attending HBCUs.

Outcome: During FY 2012, VBA awarded \$51,790,058 in legislative awards to HBCUs, representing educational assistance payments to eligible beneficiaries enrolled at HBCUs and reporting fees paid to HBCUs.

Student Tuition Assistance, Scholarships, Fellowships, and Other Aid: This category represents educational assistance payments to veterans, eligible dependents, reservists and service members enrolled in HBCUs. During FY 2012, VBA awarded \$51,654,516 in educational assistance payments to eligible beneficiaries enrolled at HBCUs. This is a 2.07 percent decrease from \$52,744,161 in FY 2011. During FY 2012, VA hosted 418 pathway participants. However, participant affiliations with educational institutions was not tracked during FY 2012.

Direct Institutional Subsidies: Reporting fees provide aid to educational and training institutions to cover administrative costs for processing reports and certifications required by law. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of veterans and eligible beneficiaries enrolled in institutions. During FY 2012, VBA awarded \$135,542 compared to \$71,674 in FY 2011. This represents an increase of 52.88 percent. This increase is attributed to an increase in the number of veterans and eligible dependents enrolled in HBCUs during FY 2012.

FY 2012 Discretionary Award goals and measurable objectives achieved: (See Section C Table)

1. **Goal:** Leverage the third party diversity-focused internship programs to identify and sponsor a diverse group of HBCU undergraduate and graduate students for internships.

Outcome:

Third-Party awards: \$1,107,004

During FY 2012, VA leveraged third party diversity-focused internship programs that recruited and referred MSI students for VA internships. The organizations included Minority Access Inc. (MA), The Washington Center (TWC), Hispanic Colleges and Universities (HACU), Hispanic-Serving Health Professional School (HSHPS), Asian Pacific American Institute for Congressional Studies (APAICS), International Leadership Foundation (ILF), and American University (WINS). The total amount awarded was \$776,741. VACO had 25 interns, 9 from MA, 3 from TWC, from HACU, 3 from WINS, 2 from ILF, 1 from AOPACS, and 1 from HSHPS). NCA had 9 interns, 7 from MA, 1 from TWC, and 1 from HACU. VBA had 15 interns, 3 from TWC, 8 from HACU, 2 from HSHPS, and 2 from MA. VHA had 20 interns, 11 from HACU, 8 from MA, and 1 from HSHPS). Overall, VA had 69 interns, some attending MSIs.

*Due to contract limitations, MSI specific data was not available for this reporting cycle. However, the contract has been re-established and tracking this information is part of the new agreement. Of the data gathered, which is incomplete, none of those identified were for HBCUs.

2. **Goal:** Sponsor recruitment exhibits at HBCU-focused national meetings, conventions, job fairs, and other recruitment forums to recruit HBCU students and promote VA as an employer of choice.

Outcome: During FY 2012, VA participated in events sponsored by the following organizations: Blacks in Government. National Black Nurses Association, the American College of Healthcare Executives, the National Association of Colleges and Employers, the American Society of Health-System Pharmacist, and the National Student Nurses Association. These events targeted minority students and educational institutions. VA representatives provided information about VA's mission, employment opportunities, benefits, and student/intern opportunities.

3. **Goal:** Utilize Federal programs to increase opportunities for HBCUs through the following programs: Pathways Program Employment Incentive Scholarship Program (EISP), VA National Education Employment Program (VANEEP); VA Learning Opportunities Residency (VALOR); National Nursing Education Incentive (NNEI) Program; and the Education Debt Reduction Program (EDRP).

Outcomes: The FY 2012 total amount awarded for MSIs under this goal was \$531,009, of which \$170,304 was awarded to HBCUs or students attending HBCUs, as specified below.

Training: \$17,281,254: Education is one of VA's major missions. It contributes to the recruitment and retention of the highest quality workforce at VHA's health care facilities. VA does not have authority to provide awards or grants to universities or their students; instead, it provides direct and indirect support to VHA facilities for students receiving training within VHA facilities. Direct support includes salary and fringe benefits. Indirect support is the cost reported by VA Medical Centers for VHA instructors and other administrative costs associated with the training program. Most trainees (e.g., medical students, nursing students) do not receive compensation, whereas some upper level trainees (e.g., medical residents, pharmacy residents, nurse practitioner students) receive a stipend during their time at VHA. Therefore, the number of trainees receiving clinical training at VHA is a more important measure of support than VHA's health professional training program expenditures.

Funding for training in FY 2012 was \$17,281,254 compared to \$16,296,599 in FY 2011. This represents a 5.7 percent increase. This increase is due to the number of HBCU students who elected to receive training in VA facilities.

The Office of Research Development HBCU Research Scientist Training Program (RSTP) During FY 2012, The Office of Research Development HBCU Research Scientist Training Program (RST) was established. The program is designed for college students to work in laboratories, with clinical researchers, with RSTP researchers, or in administrative capacities. Assessments are completed by questionnaire regarding students who will pursue scientific careers or careers in research administration. There was no data collected on the number of HBCU student participants.

Student Tuition Assistance, Scholarships, Fellowships, and other Aid: \$170,304

During FY 2012, 15 HBCU students were funded for the following programs: EISP (3); VANEPP (6); and NNEI (6).

The FY 2011 amount, \$1,227,030, compared to \$170,304 in FY 2012, representing a decrease of 86.1 percent.

Section B:
Agency Initiatives by Select Category

Currently, VA does not provide direct awards or grants to educational institutions such as Colleges or Universities. Therefore, no data is captured on Section B tables. However, during FY 2014, VA plans to explore opportunities to assist MSIs with effectively competing for VA grants, contracts, and/or additional cooperative agreements.

**Section B (cont.): Summary of Agency Awards by Select Category
for FY 2012**

1. AGENCY: Department of Veterans Affairs

2. DATE: September 2012

3. TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds		Funds as % of Funds to IHEs	
		HBCU	TCU	HBCU	TCU
1. Grants	0				
2. Contracts	0				
3. Loans	0				
4. Services	0				
5. Technical Assistance	0				
Total					

**Section C: Summary of Administration Awards, by Program Category for FY 2012
(Historically Black Colleges and Universities)**

AGENCY: Department of Veterans Affairs (Discretionary Funding)

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$1,678,255,518

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds	Funds as % of Funds to IHEs
		HBCU	HBCU
1. Research and Development			
2. Program Evaluation			
3. Training	\$1,642,829,514	\$17,281,254	1.05%
4. Facilities and Equipment			
5. Internships, Traineeships, Recruitment, and IPAs			
6. Student Tuition Assistance, Fellowships, Scholarships, and Other Aid	\$33,622,000	\$170,304	0.51%
7. Direct Institutional Subsidies			
8. Third-Party Awards	\$1,804,004		
9. Private-Sector Involvement			
10. Administrative Infrastructure			
11. Economic Development			
12. Other Activities			
Total	*\$1,678,255,518	\$17,451,558	1.04%

**Section C: Summary of Administration Awards, by Program Category for FY 2012
(Historically Black Colleges and Universities)**

DEPARTMENT OF VETERANS AFFAIRS (LEGISLATIVE FUNDING)

AGENCY: Department of Veterans Affairs

3. TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION
(IHEs): **\$5,290,847,842**

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds	Funds as % of Funds to IHEs
		HBCU	HBCU
1. Research and Development			
2. Program Evaluation			
3. Training			
4. Facilities and Equipment			
5. Internships, Traineeships, Recruitment, and IPAs			
6. Student Tuition Assistance, Fellowships, Scholarships, and Other Aid	\$5,279,256,822	\$51,654,516	0.98%
7. Direct Institutional Subsidies	\$11,591,020	\$135,542	1.17%
8. Third-Party Awards			
9. Private-Sector Involvement			
10. Administrative Infrastructure			
11. Economic Development			
12. Other Activities			
Total	\$5,290,847,842	\$51,790,058	0.98%

Section D:
Total awards to MSIs by categories (tables)

Table D-1 (attached) identifies discretionary awards.
Table D-2 (attached) identifies legislative awards.

Part II: Definitions of Terms

Administrative Infrastructure: The management and administrative framework of an institution of higher education.

Agency: All executive departments, establishments, and agencies of the federal government.

Award: Funds that an agency provides to an institution of higher education under a grant, contract, or other assistance.

Contract: A legal instrument reflecting a relationship between a federal agency and an institution of higher education where the principal purpose is to acquire (by purchase, lease, or barter) goods or services.

Direct Institutional Subsidies: Federal financial support to institutions of higher education for education and general expenses where the federal government either places no restrictions on the uses to which the funds may be put or where the federal government provides a broad range of allowable activities within which the institution has discretion to use the funds.

Facilities and Equipment: Structures, works, fixed equipment, major repairs, or alterations to: structures, works, fixed equipment, facilities, or land for use by an institution of higher education. Also included in this category are major repairs and alterations to these sites.

Fellowships, Internships, Traineeships, Recruitment, and Arrangements under the Intergovernmental Personnel Act (IPAs): Cooperative education, student and faculty internships, visiting professorships, and personnel and student recruitment at institutions of higher education.

Grant: The method of transferring property, money, services, or anything of value to a recipient in order to accomplish a public purpose authorized by statute when the agency does not anticipate being substantially involved in performing the activity.

Historically Black Colleges and Universities (HBCUs): The Higher Education Act of 1965, as amended, defines an HBCU as: "...any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary of Education to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation...."

Institution of Higher Education (IHE): Any postsecondary education institution in the United States or its territories that offers at least two years of college-level studies. Qualified institutions are listed in the *Education Directory: Colleges and Universities*, published by the U.S. Department of Education's National Center for Education Statistics.

Measurable Objectives: Agency activities or support for HBCUs that can be quantitatively measured in dollar amounts or in discrete, nonfinancial units of measure.

Program Evaluation: Actions to assess the effectiveness of institutional programs and activities, as well as the effectiveness of federal programs and activities. In many cases, program evaluation activities are conducted on a continuous basis and are frequently included as salaries or other budgetary expenses.

Research and Development (R&D): Studies, observations, and other activities concerned with the identification, description, experimental investigation, and theoretical explanation of social, physical, and behavioral phenomena. Implementation activities are also included in R&D.

Student Tuition Assistance, Scholarships, and Other Aid: Federal funds awarded to an institution of higher education for students or awarded directly to students for payment of such charges as tuition and room and board.

Technical Assistance: Direct help or services to institutions of higher education in key areas such as writing proposals, negotiating awards, and managing programs and finances.

Third-Party Awards: Organizations or other entities receiving federal awards on behalf of one or more historically black colleges or universities. Examples of such entities include: the National Association for Equal Opportunity in Higher Education (NAFEO); The College Fund/UNCF; National Laboratories, such as Los Alamos or Lawrence Livermore; and various foundations and associations.

Training: Using professional personnel (federal and non-federal) to acquire or enhance knowledge or skills at an HBCU.

Part III: Executive Order – 13532

Promoting Excellence, Innovation, and Sustainability at Historically Black Colleges and Universities

By the authority vested in me as President by the Constitution and the laws of the United States of America, in order to advance the development of the Nation's full human potential and to advance equal opportunity in higher education, strengthen the capacity of historically black colleges and universities to provide the highest quality education, increase opportunities for these institutions to participate in and benefit from Federal programs, and ensure that our Nation has the highest proportion of college graduates in the world by the year 2020, it is hereby ordered as follows:

Section 1. Policy. Historically black colleges and universities (HBCUs) have made historic and ongoing contributions to the general welfare and prosperity of our country. Established by visionary leaders, America's HBCUs, for over 150 years, have produced many of the Nation's leaders in business, government, academia, and the military and have provided generations of American men and women with hope and educational opportunity. The Nation's 105 HBCUs are located in 20 States, the District of Columbia, and the U.S. Virgin Islands and serve more than 300,000 undergraduate and graduate students. These institutions continue to be important engines of economic growth and community service, and they are proven ladders of intergenerational advancement for men and women of all ethnic, racial, and economic backgrounds, especially African Americans. These institutions also produce a high number of baccalaureate recipients who go on to assume leadership and service roles in their communities and who successfully complete graduate and professional degree programs.

Sec. 2. White House Initiative on HBCUs.

(a) Establishment. There is established the White House Initiative on Historically Black Colleges and Universities (Initiative), to be housed in the Department of Education (Department).

(b) Mission and Functions. The Initiative shall work with executive departments, agencies, and offices, the private sector, educational associations, philanthropic organizations, and other partners to increase the capacity of HBCUs to provide the highest-quality education to a greater number of students, and to take advantage of these institutions' capabilities in serving the Nation's needs through five core tasks:

- (i) strengthening the capacity of HBCUs to participate in Federal programs;
- (ii) fostering enduring private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and programmatic

excellence throughout all HBCUs;

(iii) improving the availability, dissemination, and quality of information concerning HBCUs to inform public policy and practice;

(iv) sharing administrative and programmatic practices within the HBCU community for the benefit of all; and

(v) exploring new ways of improving the relationship between the Federal Government and HBCUs.

(c) Administration. There shall be an Executive Director of the Initiative. The Department shall provide the staff, resources, and assistance for the Initiative, and shall assist the Initiative in fulfilling its mission and responsibilities under this order.

(d) Federal Agency Plans. (1) Each executive department and agency designated by the Secretary of Education (Secretary) shall prepare an annual plan (agency plan) of its efforts to strengthen the capacity of HBCUs through increased participation in appropriate Federal programs and initiatives. Where appropriate, each agency plan shall address, among other things, the agency's proposed efforts to:

(i) establish how the department or agency intends to increase the capacity of HBCUs to compete effectively for grants, contracts, or cooperative agreements and to encourage HBCUs to participate in Federal programs;

(ii) identify Federal programs and initiatives in which HBCUs may be either underserved or underused as national resources, and improve HBCUs' participation therein; and

(iii) encourage public-sector, private-sector, and community involvement in improving the overall capacity of HBCUs.

(2) Each department and agency, in its agency plan, shall provide appropriate measurable objectives and, after the first year, shall annually assess that department's or agency's performance on the goals set in the previous year's agency plan.

(3) The Secretary shall establish a date by which agency plans shall be submitted to the Secretary. The Secretary and the Executive Director shall review the agency plans in consultation with the President's Board of Advisors on HBCUs, established in section 3 of this order, and shall submit to the President an annual plan to strengthen the overall capacity of HBCUs.

(4) To help fulfill the objectives of these plans, the head of each department and agency identified by the Secretary shall provide, as appropriate, technical assistance and

information to the Executive Director for purposes of communicating with HBCUs concerning program activities of the department or agency and the preparation of applications or proposals for grants, contracts, or cooperative agreements.

(5) To help fulfill the goals of this order, each executive department and agency identified by the Secretary shall appoint a senior official to report directly to the department or agency head with respect to that department's or agency's activities under this order, and to serve as liaison to the President's Board of Advisors on HBCUs and to the Initiative.

(e) Interagency Working Group. There is established the Interagency Working Group, which shall be convened by the Executive Director and that shall consist of representatives from agencies designated by the Secretary, to help advance and coordinate the work of Federal agencies pursuant to this order, where appropriate.

Sec. 3. President's Board of Advisors on HBCUs.

(a) Establishment. There is established in the Department the President's Board of Advisors on Historically Black Colleges and Universities (the Board). The Board shall consist of not more than 25 members appointed by the President. The President shall designate one member of the Board to serve as Chair, who shall coordinate with the Executive Director to convene meetings and help direct the work of the Board. The Board shall include representatives of a variety of sectors, including philanthropy, education, business, finance, entrepreneurship, innovation, and private foundations, as well as sitting HBCU presidents.

(b) Mission and Functions. Through the Initiative, the Board shall advise the President and the Secretary on all matters pertaining to strengthening the educational capacity of HBCUs. In particular, the Board shall advise the President and the Secretary in the following areas:

- (i) improving the identity, visibility, and distinctive capabilities and overall competitiveness of HBCUs;
- (ii) engaging the philanthropic, business, government, military, homeland-security, and education communities in a national dialogue regarding new HBCU programs and initiatives;
- (iii) improving the ability of HBCUs to remain fiscally secure institutions that can assist the Nation in reaching its goal of having the highest proportion of college graduates by 2020;
- (iv) elevating the public awareness of HBCUs; and

(v) encouraging public-private investments in HBCUs.

(c) Administration. The Executive Director of the Initiative shall also serve as the Executive Director of the Board. The Department shall provide funding and administrative support for the Board to the extent permitted by law and within existing appropriations. Members of the Board shall serve without compensation, but shall be reimbursed for travel expenses, including per diem in lieu of subsistence, as authorized by law. Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.), may apply to the Board, any functions of the President under that Act, except for those of reporting to the Congress, shall be performed by the Secretary, in accordance with guidelines issued by the Administrator of General Services.

(d) Report. As part of the annual report of the Initiative, the Board shall report to the President and the Secretary on their progress in carrying out its duties under this section.

Sec. 4. General Provisions. (a) For the purposes of this order, "historically black colleges and universities" shall mean those institutions listed in 34 C.F.R. 602.8.

(b) This order shall apply to executive departments and agencies designated by the Secretary. Those departments and agencies shall provide timely reports and such information as is required to effectively carry out the objectives of this order.

(c) The heads of executive departments and agencies shall assist and provide information through the White House Initiative to the Board, consistent with applicable law, as may be necessary to carry out the functions of the Board. Each executive department and agency shall bear its own expenses of participating in the Initiative.

(d) Nothing in this order shall be construed to impair or otherwise affect:

(i) the authority granted by law to an executive department, agency, or the head thereof; or

(ii) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(e) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person

(g) Executive Order 13256 of February 12, 2002, is hereby revoked.

BARACK OBAMA

THE WHITE HOUSE
February 26, 2010

**Fiscal Year 2012
ANNUAL AGENCY PERFORMANCE REPORT
ON ACTIONS TO ASSIST
TRIBAL COLLEGES AND UNIVERSITIES**



**Department of Veterans Affairs
810 Vermont Avenue, N.W.,
Washington, DC 20420**

***The White House Initiative on
American Indian and Alaska Native Education Executive Order 13592***

**Fiscal Year 2012
ANNUAL AGENCY PERFORMANCE REPORT
ON ACTIONS TO ASSIST
TRIBAL COLLEGES AND UNIVERSITIES**

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**Department of Veterans Affairs
Fiscal Year 2012
Annual Agency Report
on
Executive Agency Actions to
Assist Tribal Colleges and Universities**

Part I. Executive Summary

The Department of Veterans Affairs (VA) is proud to implement Executive Orders 13532, 13592, 13555, and 13515 to increase participation of Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs) in VA-sponsored programs and initiatives, specifically with regards to student training programs, Veteran educational benefits, and recruiting HBCU, TCU, HSI, and AANAPISI students for VA career and internship opportunities.

As the second largest Cabinet level agency, as of September 30, 2012, VA employs 323,154 (permanent and temporary) individuals and provides health care, benefits, and memorial services to approximately 21.8 million Veterans. VA provides these services through three major organizational subcomponents: the Veterans Health Administration (VHA), through a system of 21 Veterans Integrated Service Networks (VISNs) with 152 medical centers, 971 outpatient clinics, 133 community living centers, and 98 domiciliary rehabilitation home-care programs, and 299 readjustment counseling centers; the Veterans Benefits Administration (VBA), through 4 Areas with 57 regional offices managing compensation and pension, education home loans, vocational rehabilitation, and life insurance programs; and the National Cemetery Administration (NCA), consisting of 131 cemeteries offering burials, headstones and markers, burial flags, and Presidential Memorial Certificates to Veterans and their families. The VA Central Office (VACO) is the National headquarters office comprised of 12 Staff Organizations and 7 Staff Offices, reporting to the Secretary of VA.

Each Administration and VACO implemented programs designed to increase the participation of MSIs in VA-sponsored programs and initiatives, as indicated below.

Veterans Health Administration (VHA) is aware that MSIs are a great resource for enhancing the diversity within the VHA workforce because they provide VA medical facilities with a broader base to recruit qualified and trained professionals in every occupation. VHA has had affiliations with the Nation's medical schools since 1946. Currently, 130 VHA facilities host trainees from 107 medical schools. Additionally, VHA has educational affiliations with over 1,200 other health profession schools. VHA accepts trainees from all of the existing accredited Minority Serving College and University programs and manages an intramural program that makes awards to VA staff

investigators for peer reviewed medical research that meets the priority needs of the Veteran population served.

National Cemetery Administration (NCA) sponsored 13 student interns through the National Diversity Internship Program (NDIP), using third-party internship providers, such as Minority Access, Inc. (MAI), The Washington Center (TWC), and Hispanic Colleges and Universities (HACU), to identify and sponsor students for VA internship opportunities. In addition, collaboration with affinity organizations has provided NCA with an effective tool for outreach and recruitment to strengthen the Administration's diversity and NCA has created a positive learning opportunity for students to work in a professional environment to educate them and to be able to advance their skills in order to be more marketable. NCA is reflective of VA's commitment to develop a diverse workforce that reflects the Veterans and communities we serve.

Veterans Benefits Administration (VBA) makes payments to MSIs in the form of formula-driven awards referred to as reporting fees. These fees are paid to institutions of higher education (IHEs), including MSIs, to cover administrative costs for processing reports and certifications, required by title 38, United States code, section 3684c, in the administration of the Department's educational assistance programs. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of Veterans and eligible beneficiaries enrolled in the institutions. Additionally, VBA provides educational assistance payments to eligible Veterans, dependents, reservists, and service members while they are enrolled in approved educational programs at MSIs and other institutions of higher education.

Veterans Affairs Central Office (VACO) executes VA's National Diversity Internship Program to increase the participation of MSIs. Through this Human Capital Investment Plan (HCIP) initiative, VACO's Office of Diversity and Inclusion (ODI) administered a centralized fund to sponsor approximately 64 students that were identified through third party vendors that recruit and refer students attending MSIs. The NDIP continues to be a prominent vehicle in which to increase student participation from MSIs. To further strengthen its capacity to identify MSI students, in FY 2011, ODI established an Indefinite Delivery, Indefinite Quantity contract with seven third party vendors that recruit students from MSIs. Through this contract and HCIP centralized fund initiative, VA has access to diverse, qualified applicants drawn from all segments of our society, including veterans who have served our country.

Overall, VA awarded \$186,023,724 in *Legislative funds* to MSIs, of which \$5,133,954 was awarded to TCUs, this was a 47.5 percent increase from FY 2011 funding of \$2,696,762.

VA awarded \$87,031,345 in *Discretionary funds* to MSIs, \$86,384 were to TCUs. This was a 40 percent decrease from FY 2011 funding of \$144,095.

Section A

Legislative and Discretionary Awards Summary

Legislative Award goal and measurable objectives achieved during Fiscal Year 2012:

Goal: Fund the education of eligible Veterans and their family members attending TCUs.

Outcome: During FY 2012, VBA awarded a total of \$5,290,847,842 to Institutions of higher Education (IHEs). Of this, \$5,133,954 went to TCUs, as specified below. This is a 4.8 percent increase compared to the FY 2011 TCU funding of \$2,696,762 in educational assistance benefits

Student Tuition Assistance, Scholarships, Fellowships, and Other Aid – \$2,559,221: This category represents educational assistance payments to Veterans, eligible dependents, reservists and service members enrolled in TCUs. During FY 2012, VBA awarded \$2,559,221 in educational assistance payments to eligible beneficiaries enrolled at TCUs. This was a 94.37 percent decrease from FY 2011 TCU funding of \$144,095. During FY 2012, VA hosted 418 pathway participants. However, participant affiliations with educational institutions was not tracked during FY 2012.

Direct Institutional Subsidies - \$7,756: Reporting fees provide aid to educational and training institutions to cover administrative costs for processing reports and certifications required by law. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of Veterans and eligible beneficiaries enrolled in institutions. During FY 2012, VBA awarded \$7,756 to TCUs. This is a 55.3 percent increase from FY 2011 TCU funding of \$3,466.

Discretionary Award goals and measurable objectives achieved during Fiscal Year 2012:

1. **Goal:** Leverage third party diversity-focused internship programs to identify and sponsor a diverse group of TCU undergraduate and graduate students for internships.

Outcome:

Third-Party awards: \$1,107,004

During FY 2012, VA leveraged third party diversity-focused internship programs that recruited and referred MSI students for VA internships. The organizations included Minority Access Inc. (MA), The Washington Center (TWC), Hispanic Colleges and Universities (HACU), Hispanic-Serving Health Professional School (HSHPS), Asian Pacific American Institute for Congressional Studies (APAICS), International Leadership Foundation (ILF), and American University (WINS). The total amount awarded was \$776,741. VACO had 25 interns, 9 from MA, 3 from TWC, from HACU, 3 from WINS, 2 from ILF, 1 from AOPACS, and 1 from HSHPS). NCA had 9 interns, 7 from MA, 1 from TWC, and 1 from HACU. VBA had 15 interns, 3 from TWC, 8 from HACU, 2 from HSHPS, and 2 from MA. VHA had 20 interns, 11 from HACU, 8 from MA, and 1 from HSHPS). Overall, VA had 69 interns, some attending MSIs.

*Due to contract limitations, MSI specific data was not available for this reporting cycle. However, the contract has been re-established and tracking this information is part of the new agreement. Of the data gathered, which is incomplete, none of those identified were to TCUs.

2. **Goal:** Sponsor recruitment exhibits at TCU focused national meetings, conventions, job fairs, and other recruitment forums to recruit TCU students and promote VA as an employer of choice.

Outcome: Participated in events sponsored by the following organizations: Society of American Indian Government Executives (SAIGE), American Indian Science and Engineering Society (AISES), the Washington Internships for Native Students (WINS), and the VA Outreach/Town Hall Meeting for the Virginia State Tribes. These events targeted TCU students and educational institutions. VA representatives provided information about VA's mission, employment opportunities, benefits, and student/intern opportunities.

3. **Goal:** Utilize Federal programs to increase opportunities for TCUs in Pathways; Employment Incentive Scholarship Program (EISP)/VA National Education for Employees Program (VANEETP); VA Learning Opportunities Residency (VALOR); National Nursing Education Incentive Program (NNEI); and Education Debt Reduction Program (EDRP).

Outcome: In FY 2012 no funding was reported to TCUs.

Training - \$86,384: Education is one of VA's major missions. It contributes to the recruitment and retention of the highest quality workforce at VHA's health

care facilities. VA does not have authority to provide awards or grants to universities or their students; instead, it provides direct and indirect support to VHA facilities for students receiving training within VHA facilities. Direct support includes salary and fringe benefits. Indirect support is the cost reported by VA Medical Centers for VHA instructors and other administrative costs associated with the training program. Most trainees (e.g., medical students, nursing students) do not receive compensation, whereas some upper level trainees (e.g., medical residents, pharmacy residents, nurse practitioner students) receive a stipend during their time at VHA. Therefore, the number of trainees receiving clinical training at VHA is a more important measure of support than VHA's health professional training program expenditures.

Funding for training in FY 2012 was \$86,384 compared to \$80,245 in FY 2011. This represents a 7.1 percent increase.

Student Tuition Assistance, Scholarships, Fellowships, and other Aid - \$0:
No TCUs were reported as receiving funds for this goal.

Section B:
Agency Initiatives by Select Category

Currently, VA does not provide direct awards or grants to educational institutions such as Colleges or Universities. Accordingly, Section B tables do not reflect data. However, during FY 2014, VA plans to explore opportunities to assist MSIs with effectively competing for VA grants, contracts, and/or additional cooperative agreements, where opportunities exist.

**Section B (cont.): Summary of Agency Awards by Select Category
for FY 2012**

1. AGENCY: Department of Veterans Affairs

2. DATE: September 2012

3. TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$0

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds		Funds as % of Funds to IHEs	
		HBCU	TCU	HBCU	TCU
1. Grants	0				
2. Contracts	0				
3. Loans	0				
4. Services	0				
5. Technical Assistance	0				
Total					

Section C: Summary of Administration Awards, by Program Category for FY 2012

DEPARTMENT OF VETERANS AFFAIRS (DISCRETIONARY FUNDING)

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$1,678,255,518

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds to TCUs	Funds as % of Funds to IHEs
1. Research and Development			
2. Program Evaluation			
3. Training	\$1,642,829,514	\$86,384	0.01%
4. Facilities and Equipment			
5. Internships, Traineeships, Recruitment, and IPAs			
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$33,622,000		
7. Direct Institutional Subsidies			
8. * Third-Party Awards	\$1,804,004		
9. Private-Sector Involvement			
10. Administrative Infrastructure			
11. Economic Development			
12. Other Activities			
Total	\$1,678,255,518	\$86,384	0.01%

Section C: Summary of Administration Awards, by Program Category for 2012FY 2012

DEPARTMENT OF VETERANS AFFAIRS (LEGISLATIVE FUNDING)

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$5,290,847,842

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds to TCUs	Funds as % of Funds to IHEs
1. Research and Development			
2. Program Evaluation			
3. Training			
4. Facilities and Equipment			
5. Internships, Traineeships, Recruitment, and IPAs			
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$5,279,256,822	\$2,559,221	0.05%
7. Direct Institutional Subsidies	\$11,591,020	\$7,756	0.07%
8. Third-Party Awards			
9. Private-Sector Involvement			
10. Administrative Infrastructure			
11. Economic Development			
12. Other Activities			
Total	\$5,290,847,842	\$2,566,977	0.05%

Section D: Table of FY 2012 Federal Agency Awards, by Institution and by Program category

FY 2012 total awards to MSIs by categories (tables)

Table D-1 (attached) identifies discretionary awards.

Table D-2 (attached) identifies legislative awards.

Section E: FY 2012 TCU Awards Narrative

Part II: Definitions of Terms

The following definitions apply for the purpose of reporting accomplishments for FY 2012 Report:

Administrative Infrastructure: The management and administrative framework of an institution of higher education.

Agency: All executive departments, establishments, and agencies of the federal government.

Award: Funds that an agency provides to an institution of higher education under a grant, contract, or other assistance.

Contract: A legal instrument reflecting a relationship between a federal agency and an institution of higher education where the principal purpose is to acquire (by purchase, lease, or barter) goods or services.

Direct Institutional Subsidies: Federal financial support to institutions of higher education for education and general expenses where the federal government either places no restrictions on the uses to which the funds may be put or where the federal government provides a broad range of allowable activities within which the institution has discretion to use the funds.

Facilities and Equipment: Structures, works, fixed equipment, major repairs, or alterations to: structures, works, fixed equipment, facilities, or land for use by an institution of higher education. Also included in this category are major repairs and alterations to these sites.

Fellowships, Internships, Traineeships, Recruitment, and Arrangements under the Intergovernmental Personnel Act (IPAs): Cooperative education, student and faculty internships, visiting professorships, and personnel and student recruitment at institutions of higher education.

Grant: The method of transferring property, money, services, or anything of value to a recipient in order to accomplish a public purpose authorized by statute when the agency does not anticipate being substantially involved in performing the activity.

Institution of Higher Education (IHE): Any postsecondary education institution in the United States or its territories that offers at least two years of college-level studies. Qualified institutions are listed in the *Education Directory: Colleges and Universities*, published by the U.S. Department of Education's National Center for Education Statistics.

Measurable Objectives: Agency activities or support for TCUs that can be quantitatively measured in dollar amounts or in discrete, nonfinancial units of measure.

Program Evaluation: Actions to assess the effectiveness of institutional programs and activities, as well as the effectiveness of federal programs and activities. In many cases, program evaluation activities are conducted on a continuous basis and are frequently included as salaries or other budgetary expenses.

Research and Development (R&D): Studies, observations, and other activities concerned with the identification, description, experimental investigation, and theoretical explanation of social, physical, and behavioral phenomena. Implementation activities are also included in R&D.

Student Tuition Assistance, Scholarships, and Other Aid: Federal funds awarded to an institution of higher education for students or awarded directly to students for payment of such charges as tuition and room and board.

Technical Assistance: Direct help or services to institutions of higher education in key areas such as writing proposals, negotiating awards, and managing programs and finances.

Third-Party Awards: Organizations or other entities receiving federal awards on behalf of one or more tribal colleges and universities. Examples of such entities include: Society of American Indian Government Executives (SAIGE), American Indian Science and Engineering Society (AISES), the Washington Internships for Native Students (WINS); and various foundations and associations.

Training: Using professional personnel (federal and non-federal) to acquire or enhance knowledge or skills at a TCUs.

Tribal Colleges and Universities (TCUs): The White House Initiative on TCUs defines a TCU as “institutions cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note), any other institution that qualifies for funding under the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1801 et seq.), and Dine' College, authorized in the Navajo Community College Assistance Act of 1978, Public Law 95-471, title II (25 U.S.C. 640a note).”

The White House

Office of the Press Secretary

For Immediate Release

December 02, 2011

Executive Order 13592 -- Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities

EXECUTIVE ORDER

IMPROVING AMERICAN INDIAN AND ALASKA NATIVE EDUCATIONAL OPPORTUNITIES AND STRENGTHENING TRIBAL COLLEGES AND UNIVERSITIES

By the authority vested in me as President by the Constitution and the laws of the United States of America, I hereby order as follows:

Section 1. Policy. The United States has a unique political and legal relationship with the federally recognized American Indian and Alaska Native (AI/AN) tribes across the country, as set forth in the Constitution of the United States, treaties, Executive Orders, and court decisions. For centuries, the Federal Government's relationship with these tribes has been guided by a trust responsibility—a long standing commitment on the part of our Government to protect the unique rights and ensure the well-being of our Nation's tribes, while respecting their tribal sovereignty. In recognition of that special commitment—and in fulfillment of the solemn obligations it entails—Federal agencies must help improve educational opportunities provided to all AI/AN students, including students attending public schools in cities and in rural areas, students attending schools operated and funded by the Department of the Interior's Bureau of Indian Education (BIE), and students attending postsecondary institutions including Tribal Colleges and Universities (TCUs). This is an urgent need. Recent studies show that AI/AN students are dropping out of school at an alarming rate, that our Nation has made little or no progress in closing the achievement gap between AI/AN students and their non-AI/AN student counterparts, and that many Native languages are on the verge of extinction.

It is the policy of my Administration to support activities that will strengthen the Nation by expanding educational opportunities and improving educational outcomes for all AI/AN students in order to fulfill our commitment to furthering tribal self-determination and to help ensure that AI/AN students have an opportunity to learn their Native languages and histories and receive complete and competitive educations that prepare them for college, careers, and productive and satisfying lives.

My Administration is also committed to improving educational opportunities for students attending TCUs. TCUs maintain, preserve, and restore Native languages and cultural traditions; offer a high quality college education; provide career and technical education,

job training, and other career building programs; and often serve as anchors in some of the country's poorest and most remote areas.

Sec. 2. Definitions. (a) "Agency" means any executive department or agency designated by the Secretary of Education and the Secretary of the Interior to participate in this order.

(b) "Indian tribe" means an Indian or Alaska Native tribe, band, nation, pueblo, village, or community that the Secretary of the Interior acknowledges to exist as an Indian tribe pursuant to the Federally Recognized Indian Tribe List Act of 1994, 25 U.S.C. 479a.

(c) "American Indian and Alaska Native" means a member of an Indian tribe, as membership is defined by the tribe.

(d) "Public school" means a Head Start center or a pre kindergarten, elementary, or secondary school that is predominantly funded by public means through the Federal Government, a State, a local educational agency, or an Indian tribal government, including a school operated directly by or through contract or grant with the BIE, an Indian tribe, or a State, county, or local government.

(e) "Tribal Colleges and Universities" are those institutions that are chartered by their respective Indian tribes through the sovereign authority of the tribes or by the Federal Government, and defined in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c).

Sec. 3. White House Initiative on American Indian and Alaska Native Education.

(a) Establishment. There is hereby established the White House Initiative on American Indian and Alaska Native Education (Initiative). The Secretary of Education and the Secretary of the Interior will co chair the Initiative. The Secretary of Education shall appoint an Executive Director who shall be responsible for overseeing implementation of the Initiative. This individual shall be a senior level, Department of Education official who shall serve as the Secretary of Education's senior policy advisor on Federal policies affecting AI/AN education.

The Executive Director shall work closely with the BIE Director and shall provide periodic reports to the Secretaries of Education and the Interior regarding progress achieved under the Initiative. The Executive Director shall coordinate frequent consultations with tribal officials and shall provide staff support for the National Advisory Council on Indian Education (NACIE), authorized by section 7141 of the Elementary and Secondary Education Act of 1965 (ESEA) (20 U.S.C. 7471).

(b) Mission and Functions. (1) The Initiative shall help expand educational opportunities and improve educational outcomes for all AI/AN students, including

opportunities to learn their Native languages, cultures, and histories and receive complete and competitive educations that prepare them for college, careers, and productive and satisfying lives, by:

- (i) working closely with the Executive Office of the President to help ensure AI/AN participation in the development and implementation of key Administration priorities;
- (ii) strengthening the relationship between the Department of Education, which has substantial expertise and resources to help improve Indian education, and the Department of the Interior and its BIE, which directly operates or provides grants to tribes to operate an extensive primary, secondary, and college level school system for AI/AN children and young adults;
- (iii) coordinating, in consultation with the Department of Education's Director of Indian Education, programs administered by the Department of Education and other executive branch agencies regarding AI/AN education;
- (iv) serving as a liaison with other executive branch agencies on AI/AN issues and advising those agencies on how they might help to promote AI/AN educational opportunities;
- (v) reporting on the development, implementation, and coordination of education policy and programs that affect AI/AN students;
- (vi) furthering tribal sovereignty by supporting efforts, consistent with applicable law, to build the capacity of tribal educational agencies and TCUs to provide high quality education services to AI/AN children;
- (vii) developing in partnership with tribal educational agencies a more routine and streamlined process for entering into agreements for educational studies conducted on tribal lands;
- (viii) developing sufficient data resources to inform progress on Federal performance indicators, in close collaboration with the Department of Education's National Center for Educational Statistics;
- (ix) encouraging and coordinating Federal partnerships with public, private, philanthropic, and nonprofit entities to help increase the readiness of AI/AN students for school, college, and careers, and to help increase the number and percentage of AI/AN students completing college; and

(x) developing a national network of individuals, organizations, and communities to share best practices in AI/AN education and encouraging them to implement these practices.

(2) In order to help expand educational opportunities and improve education outcomes for AI/AN students, the Initiative shall promote, encourage, and undertake efforts, consistent with applicable law, to meet the following objectives:

(i) increasing the number and percentage of AI/AN children who enter kindergarten ready for success through improved access to high quality early learning programs and services, including Native language immersion programs, that encourage the learning and development of AI/AN children from birth through age five;

(ii) supporting the expanded implementation of education reform strategies that have shown evidence of success in enabling AI/AN students to acquire a rigorous and well-rounded education and increasing their access to the support services that prepare them for college, careers, and civic involvement;

(iii) increasing the number and percentage of AI/AN students who have access to excellent teachers and school leaders, including effective science, technology, engineering, and mathematics (STEM), language, and special education teachers, in part by supporting efforts to improve the recruitment, development, and retention of effective AI/AN teachers and other effective teachers and school leaders, particularly through TCUs;

(iv) reducing the AI/AN student dropout rate and helping a greater number and percentage of those students who stay in high school to be ready for college and careers by the time of their graduation and college completion, in part by promoting a positive school climate and supporting successful and innovative dropout prevention and recovery strategies that better engage AI/AN youths in their learning and help them catch up academically;

(v) providing pathways that enable those who have dropped out to reenter educational or training programs and acquire degrees, certificates, or industry recognized credentials and obtain quality jobs, and expanding access to high quality education programs leading to career advancement, especially in the STEM fields, by supporting adult, career, and technical education;

(vi) increasing college access and completion for AI/AN students through strategies to strengthen the capacity of postsecondary institutions, particularly TCUs; and

(vii) helping to ensure that the unique cultural, educational, and language needs of AI/AN students are met.

(3) To facilitate a new partnership between the Department of Education and the Department of the Interior, to improve AI/AN education, the Executive Director shall work with the BIE Director and develop a Memorandum of Understanding (MOU) between the two Departments that will take advantage of both Departments' expertise, resources, and facilities. The MOU shall be completed within 120 days of the date of this order. Among other things, the MOU shall address how the Departments will collaborate in carrying out the policy set out in section 1 of this order.

(c) Funding and Administrative Support. Subject to the availability of appropriations, the Department of Education shall fund the Initiative, including NACIE. The Department shall also provide administrative support for the Initiative to the extent permitted by law and within existing appropriations.

(d) Interagency Working Group. There is established the Interagency Working Group on AI/AN education and TCUs, which shall be convened by the Initiative's Executive Director. The Working Group shall consist of senior officials from the Department of Education and the Department of the Interior and officials from the Departments of Justice, Agriculture, Labor, Health and Human Services, and Energy, the Environmental Protection Agency, and the White House Domestic Policy Council, as well as such additional agencies and offices as the Secretaries of Education and the Interior may designate. Senior officials shall be designated by the heads of their respective agencies and offices. The Secretaries of Education and the Interior shall serve as the co chairs of the Interagency Working Group.

(e) Federal Agency Plans. (1) Each agency designated by the co chairs as a member of the Interagency Working Group shall develop and implement a two part, 4 year plan of the agency's efforts to fulfill the purposes of this order, with part one of the plan focusing on all AI/AN students except for those attending TCUs, and part two focusing on AI/AN students attending TCUs. Each agency plan shall include:

(i) annual performance indicators and appropriate measurable objectives with which the agency will measure its success in meeting the goals of this order;

(ii) information on how the agency intends to increase the capacity of educational agencies and institutions, including our Nation's public schools and TCUs, to deliver high-quality education and related social services to all AI/AN students; and

(iii) agency efforts to enhance the ability of these educational agencies and institutions serving AI/AN students to compete effectively for grants, contracts,

cooperative agreements, and other Federal resources with which to serve the education needs of AI/AN students, and to encourage eligible schools and colleges serving those students to apply for Federal grants and participate in Federal education programs, as appropriate. Agency plans may also emphasize access to high quality educational opportunities for AI/AN students, consistent with requirements of the ESEA, the Individuals with Disabilities Education Act, and other applicable Federal education statutes; the preservation and revitalization of tribal languages and cultural traditions; and innovative approaches to more seamlessly align early learning, elementary, and secondary education programs with the work of TCUs.

(2) Submission. Each agency shall submit its plan to the Initiative by a deadline established by the co chairs. In consultation with NACIE, the Initiative shall then review agency plans and develop, for submission to the President, a synthesized interagency plan to achieve the aims of this order.

(3) Annual Performance Reports. Each agency shall submit to the Initiative an Annual Performance Report that measures the agency's performance against the objectives set forth in its plan. In consultation with NACIE, the Initiative shall review and combine Annual Performance Reports from the various agencies into one annual report, which shall be submitted to the Secretaries of Education and the Interior for review.

(f) Private Sector. In consultation with NACIE, and consistent with applicable law, the Interagency Working Group, led by the Executive Director, shall encourage the private sector to assist State- and locally-operated public schools that serve large numbers of AI/AN students, including those attending our Nation's public schools, publicly funded preschools, and TCUs, through increased use of such strategies as:

(1) Providing funds to support the preservation and revitalization of Native languages and cultures;

(2) Providing funds to support increased institutional endowments;

(3) Helping these schools develop expertise in financial and facilities management, information systems, and curricula; and

(4) Providing resources for the hiring and training of effective teachers and administrators.

Sec. 4. Study. In carrying out this order, the Secretaries of Education and the Interior shall study and collect information on the education of AI/AN students.

Sec. 5. General Provisions. (a) NACIE shall serve as the Initiative's advisory committee.

(b) Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.), may apply to the Initiative, any functions of the President under that Act, except for those of reporting to the Congress, shall be performed by the Secretary of Education, in consultation with the Secretary of the Interior, in accordance with the guidelines issued by the Administrator of General Services.

(c) This order revokes Executive Order 13270 of July 3, 2002, Executive Order 13336 of April 30, 2004, and section 1(n) of Executive Order 13585 of September 30, 2011.

(d) The heads of agencies shall assist and provide such information to the Initiative as may be necessary to carry out its functions, consistent with applicable law.

(e) Nothing in this order shall be construed to impair or otherwise affect:

(1) authority granted by law to an executive department, agency, or the head thereof; or

(2) functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

BARACK OBAMA

THE WHITE HOUSE
December 2, 2011.

Fiscal Year 2012
ANNUAL AGENCY PERFORMANCE REPORT
ON ACTIONS TO ASSIST
MINORITY SERVING INSTITUTIONS

White House Initiative on Educational Excellence for Hispanics
Presidential Executive Order 13555



Department of Veterans Affairs
810 Vermont Avenue, N.W.,
Washington, DC 20420

The White House Initiatives on
Educational Excellence for Hispanics Executive Order 13555

**Fiscal Year 2012
ANNUAL AGENCY PERFORMANCE REPORT
ON ACTIONS TO ASSIST
MINORITY SERVING INSTITUTIONS**

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**Department of Veterans Affairs
Fiscal Year 2012
Annual Agency Report
on
Executive Agency Actions to
Assist Minority Serving Institutions**

Part I. Executive Summary

The Department of Veterans Affairs (VA) is proud to implement Executive Orders 13532, 13592, 13555, and 13515 to increase participation of Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs) in VA-sponsored programs and initiatives, specifically with regards to student training programs, Veteran educational benefits, and recruiting HBCU, TCU, HSI, and AANAPISI students for VA career and internship opportunities.

As the second largest Cabinet level agency, VA employs 323,154 (permanent and temporary) individuals and provides health care, benefits, and memorial services to approximately 21.8 million Veterans, as of September 30, 2012. VA provides these services through three major organizational subcomponents: the Veterans Health Administration (VHA), through a system of 21 Veterans Integrated Service Networks (VISNs) with 152 medical centers, 971 outpatient clinics, 133 community living centers, and 98 domiciliary rehabilitation home-care programs, and 299 readjustment counseling centers; the Veterans Benefits Administration (VBA), through 4 Areas with 57 regional offices managing compensation and pension, education home loans, vocational rehabilitation, and life insurance programs; and the National Cemetery Administration (NCA), consisting of 131 cemeteries offering burials, headstones and markers, burial flags, and Presidential Memorial Certificates to Veterans and their families. The VA Central Office (VACO) is the National headquarters office comprised of 12 Staff Organizations and 7 Staff Offices, reporting to the Secretary of VA.

Each Administration and VACO implemented programs designed to increase the participation of MSIs in VA-sponsored programs and initiatives, as indicated below.

Veterans Health Administration (VHA) is aware that MSIs are a great resource for enhancing the diversity within the VHA workforce because they provide VA medical facilities with a broader base to recruit qualified and trained professionals in every occupation. VHA has had affiliations with the Nation's medical schools since 1946. Currently, 130 VHA facilities host trainees from 107 medical schools. Additionally, VHA has educational affiliations with over 1,200 other health profession schools. VHA accepts trainees from all of the existing accredited Minority Serving College and

University programs and manages an intramural program that makes awards to VA staff investigators for peer reviewed medical research that meets the priority needs of the Veteran population served.

National Cemetery Administration (NCA) sponsored 13 student interns through the National Diversity Internship Program (NDIP), using third-party internship providers, such as Minority Access, Inc. (MAI), The Washington Center (TWC), and Hispanic Colleges and Universities (HACU), to identify and sponsor students for VA internship opportunities. In addition, collaboration with affinity organizations has provided NCA with an effective tool for outreach and recruitment to strengthen the Administration's diversity and NCA has created a positive learning opportunity for students to work in a professional environment to educate them and to be able to advance their skills in order to be more marketable. NCA is reflective of VA's commitment to develop a diverse workforce that reflects the Veterans and communities we serve.

Veterans Benefits Administration (VBA) makes payments to MSIs in the form of formula-driven awards referred to as reporting fees. These fees are paid to institutions of higher education (IHEs), including MSIs, to cover administrative costs for processing reports and certifications, required by title 38, United States code, section 3684c, in the administration of the Department's educational assistance programs. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of Veterans and eligible beneficiaries enrolled in the institutions. Additionally, VBA provides educational assistance payments to eligible Veterans, dependents, reservists, and service members while they are enrolled in approved educational programs at MSIs and other institutions of higher education.

Veterans Affairs Central Office (VACO) executes VA's National Diversity Internship Program to increase the participation of MSIs. Through this Human Capital Investment Plan (HCIP) initiative, VACO's Office of Diversity and Inclusion (ODI) administered a centralized fund to sponsor approximately 64 students that were identified through third party vendors that recruit and refer students attending MSIs. The NDIP continues to be a prominent vehicle in which to increase student participation from MSIs. To further strengthen its capacity to identify MSI students, in FY 2011, ODI established an Indefinite Delivery, Indefinite Quantity contract with seven third party vendors that recruit students from MSIs. Through this contract and HCIP centralized fund initiative, VA has access to diverse, qualified applicants drawn from all segments of our society, including veterans who have served our country.

Overall, VA awarded \$186,023,724 in *Legislative funds* to MSIs, of which \$131,013,007 was awarded to HSIs.

VA awarded \$87,031,345 in *Discretionary funds* to MSIs, of which \$60,701,279 was awarded to HSIs, a 4.5 percent decrease compared to \$63,572,090 in FY 2011.

Section A
Legislative and Discretionary Awards Summary

FY 2012 Legislative Award goal and measurable objectives achieved: (See Section C Table)

Goal: Fund the education of eligible Veterans and their family members attending HSIs.

Outcome: During FY 2012, VBA awarded \$131, 013,007 in educational assistance payments to eligible beneficiaries enrolled at HSIs, as specified below.

Student Tuition Assistance, Scholarships, Fellowships, and Other Aid: This category represents educational assistance payments to veterans, eligible dependents, reservists and service members enrolled in HSIs. During FY 2012, VBA awarded \$13,502,623 in educational assistance payments to eligible beneficiaries enrolled at HSIs compared to \$144,707,100 in FY 2011, a 9.3 percent decrease. During FY 2012, VA hosted 418 pathway participants. However, participant affiliations with educational institutions was not tracked during FY 2012.

Direct Institutional Subsidies: Reporting fees provide aid to educational and training institutions to cover administrative costs for processing reports and certifications required by law. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of veterans and eligible beneficiaries enrolled in institutions. During FY 2012, VBA awarded \$510,384 to HSI compared to \$278,007 in FY 2011. A 54.47 percent increase.

FY 2012 Discretionary Award goals and measurable objectives achieved: (See Section C Table)

- 1) **Goal:** Leverage the third party diversity-focused internship programs to identify and sponsor a diverse group of HSI undergraduate and graduate students for internships.

Outcome:

Third-Party awards: \$1,107,004

During FY 2012, VA leveraged third party diversity-focused internship programs that recruited and referred MSI students for VA internships. The organizations included Minority Access Inc. (MA), The Washington Center (TWC), Hispanic Colleges and Universities (HACU), Hispanic-Serving Health Professional School (HSHPS), Asian Pacific American Institute for Congressional Studies (APAICS), International Leadership Foundation (ILF), and American University (WINS). The total amount awarded was \$776,741. VACO had 25 interns, 9 from MA, 3 from TWC, from HACU, 3 from WINS, 2 from ILF, 1 from AOPACS, and 1 from HSHPS). NCA had 9 interns, 7 from MA, 1 from TWC, and 1 from HACU. VBA had 15 interns, 3 from TWC, 8 from HACU, 2 from HSHPS, and 2 from MA. VHA had 20 interns, 11 from HACU, 8 from MA, and 1 from HSHPS). Overall, VA had 69 interns, some attending MSIs.

*Due to contract limitations, MSI specific data was not available for this reporting cycle. However, the contract has been re-established and tracking this information is part of the new agreement. Of the data gathered, which is incomplete, \$301,600 was to HSIs.

- 2) **Goal:** Sponsor recruitment exhibits at HSI-focused national meetings, conventions, job fairs, and other recruitment forums to recruit HSI students and promote VA as an employer of choice.

Outcome: During FY 2012, VA participated in the following events: : Society of Hispanic Professional Engineers (SHPE), Hispanic Association of College & Universities (HACU), Society of Mexican American Engineers & Scientists (SMAES), Latinos for Hire, National Hispanic Medical Association (NHMA) and National Association of Hispanic Nurses (NAHN).

- 3) **Goal:** Utilize Federal programs to increase opportunities for HBCUs through the following programs: Pathways Program Employment Incentive Scholarship Program (EISP), VA National Education Employment Program (VANEEP); VA Learning Opportunities Residency (VALOR); National Nursing Education Incentive (NNEI) Program; and the Education Debt Reduction Program (EDRP).

Outcomes: The FY 2012 total amount awarded for MSIs under this goal was \$531,009, of which \$360,705 was awarded to HSIs or students attending HSIs, as specified below.

Training: \$60,047,424 Education is one of VA's major missions. It contributes to the recruitment and retention of the highest quality workforce at VHA's health

care facilities. VA does not have authority to provide awards or grants to universities or their students; instead, it provides direct and indirect support to VHA facilities for students receiving training within VHA facilities. Direct support includes salary and fringe benefits. Indirect support is the cost reported by VA Medical Centers for VHA instructors and other administrative costs associated with the training program. Most trainees (e.g., medical students, nursing students) do not receive compensation, whereas some upper level trainees (e.g., medical residents, pharmacy residents, nurse practitioner students) receive a stipend during their time at VHA. Therefore, the number of trainees receiving clinical training at VHA is a more important measure of support than VHA's health professional training program expenditures.

Funding for training in FY 2012 was \$60,047,424 compared to \$60,096,256 in FY 2011. This represents a 0.08 percent decrease.

Student Tuition Assistance, Scholarships, Fellowships, and other Aid: \$352,255

During FY 2012, 32 HSI students were funded for the following programs: EISP (2); VANEPP (11); and NNEI (19). During FY 2012, VA hosted 418 pathway participants. However, participant affiliations with educational institutions was not tracked during FY 2012.

Third-Party awards: \$1,107,004

During FY 2012, VA leveraged third party diversity-focused internship programs that recruited and referred MSI students for VA internships. The organizations included Minority Access Inc. (MA), The Washington Center (TWC), Hispanic Colleges and Universities (HACU), Hispanic-Serving Health Professional School (HSHPS), Asian Pacific American Institute for Congressional Studies (APAICS), International Leadership Foundation (ILF), and American University (WINS). The total amount awarded was \$776,741. VACO had 25 interns, 9 from MA, 3 from TWC, from HACU, 3 from WINS, 2 from ILF, 1 from AOPACS, and 1 from HSHPS). NCA had 9 interns, 7 from MA, 1 from TWC, and 1 from HACU. VBA had 15 interns, 3 from TWC, 8 from HACU, 2 from HSHPS, and 2 from MA. VHA had 20 interns, 11 from HACU, 8 from MA, and 1 from HSHPS). Overall, VA had 69 interns, some attending MSIs.

*Due to contract limitations, MSI specific data was not available for this reporting cycle. However, the contract has been re-established and tracking this information is part of the new agreement. Of the data gathered, which is incomplete, \$301,600 was to HSIs.

Section B:
Agency Initiatives by Select Category

Currently, VA does not provide direct awards or grants to educational institutions such as Colleges or Universities. According, no data is reported on Section B tables. However, during FY 2014, VA plans to explore opportunities to assist MSIs with effectively competing for VA grants, contracts, and/or additional cooperative agreements.

**Section B (cont.): Summary of Agency Awards by Select Category
for FY 2012**

1. AGENCY: Department of Veterans Affairs

2. DATE: September 2012

3. TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds		Funds as % of Funds to IHEs	
		HSI		HSI	
1. Grants	0				
2. Contracts	0				
3. Loans	0				
4. Services	0				
5. Technical Assistance	0				
Total	0				

**Section C: Summary of Administration Awards, by Program Category for FY 2012
(Hispanic Serving Institutions)**

AGENCY: Department of Veterans Affairs (Discretionary Funding)

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
***\$1,678,255,518**

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds to HSIs	Funds as % of Funds to IHEs
1. Research and Development			
2. Program Evaluation			
3. Training	\$1,642,829,514	\$60,047,424	3.66%
4. Facilities and Equipment			
5. Internships, Traineeships, Recruitment, and IPAs			
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$33,622,000	\$352,255	1.05%
7. Direct Institutional Subsidies			
8. *Third-Party Awards	\$1,804,004	\$301,600	41.11%
9. Private-Sector Involvement			
10. Administrative Infrastructure			
11. Economic Development			
12. Other Activities		\$8,450	
Total	*\$1,678,255,518	\$60,709,729	3.62%

**Section C: Summary of Administration Awards, by Program Category for FY 2012
(Hispanic Serving Institutions)**

DEPARTMENT OF VETERANS AFFAIRS (LEGISLATIVE FUNDING)

AGENCY: Department of Veterans Affairs

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$5,290,847,842

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds to HSIs	Funds as % of Funds to IHEs
1. Research and Development			
2. Program Evaluation			
3. Training			
4. Facilities and Equipment			
5. Internships, Traineeships, Recruitment, and IPAs			
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$5,279,256,822	\$130,502,623	2.47%
7. Direct Institutional Subsidies	\$11,591,020	\$510,384	4.40%
8. Third-Party Awards			
9. Private-Sector Involvement			
10. Administrative Infrastructure			
11. Economic Development			
12. Other Activities			
Total	\$5,290,847,842	\$131,013,007	2.48%

Section D:
Total awards to MSIs by categories (tables)

Table D-1 (attached) identifies discretionary awards.
Table D-2 (attached) identifies legislative awards.

Part II: Definitions of Terms

The following definitions apply for the purpose of reporting accomplishments for FY 2010 Report and projections and planned activities for FY 2012 and 2012 Annual Federal Plan:

Administrative Infrastructure: The management and administrative framework of an institution of higher education.

Agency: All executive departments, establishments, and agencies of the federal government.

Award: Funds that an agency provides to an institution of higher education under a grant, contract, or other assistance.

Contract: A legal instrument reflecting a relationship between a federal agency and an institution of higher education where the principal purpose is to acquire (by purchase, lease, or barter) goods or services.

Direct Institutional Subsidies: Federal financial support to institutions of higher education for education and general expenses where the federal government either places no restrictions on the uses to which the funds may be put or where the federal government provides a broad range of allowable activities within which the institution has discretion to use the funds.

Facilities and Equipment: Structures, works, fixed equipment, major repairs, or alterations to: structures, works, fixed equipment, facilities, or land for use by an institution of higher education. Also included in this category are major repairs and alterations to these sites.

Fellowships, Internships, Traineeships, Recruitment, and Arrangements under the Intergovernmental Personnel Act (IPAs): Cooperative education, student and faculty internships, visiting professorships, and personnel and student recruitment at institutions of higher education.

Grant: The method of transferring property, money, services, or anything of value to a recipient in order to accomplish a public purpose authorized by statute when the agency does not anticipate being substantially involved in performing the activity.

Hispanic Serving Institution (HSIs): A Hispanic-Serving Institution (HSI) is defined by the Department of Education as a non-profit institution that has at least 25% Hispanic full-time equivalent (FTE) enrollment. Eligibility designation qualifies an institution of higher education to receive grants under the Title V and Title III, Part A, Programs,

provided certain other program-specific eligibility requirements are met. Title V authorizes the Developing Hispanic-Serving Institutions Program.

Institution of Higher Education (IHE): Any postsecondary education institution in the United States or its territories that offers at least two years of college-level studies. Qualified institutions are listed in the *Education Directory: Colleges and Universities*, published by the U.S. Department of Education's National Center for Education Statistics.

Measurable Objectives: Agency activities or support for HSI that can be quantitatively measured in dollar amounts or in discrete, nonfinancial units of measure.

Program Evaluation: Actions to assess the effectiveness of institutional programs and activities, as well as the effectiveness of federal programs and activities. In many cases, program evaluation activities are conducted on a continuous basis and are frequently included as salaries or other budgetary expenses.

Research and Development (R&D): Studies, observations, and other activities concerned with the identification, description, experimental investigation, and theoretical explanation of social, physical, and behavioral phenomena. Implementation activities are also included in R&D.

Student Tuition Assistance, Scholarships, and Other Aid: Federal funds awarded to an institution of higher education for students or awarded directly to students for payment of such charges as tuition and room and board.

Technical Assistance: Direct help or services to institutions of higher education in key areas such as writing proposals, negotiating awards, and managing programs and finances.

Third-Party Awards: Organizations or other entities receiving federal awards on behalf of one or more Hispanic serving institution. Examples of such entities include: the National Association for Equal Opportunity in Higher Education (NAFEO); Hispanic Association of Colleges and Universities (HACU), and various foundations and associations.

Training: Using professional personnel (federal and non-federal) to acquire or enhance knowledge or skills at an HSI.

Part III: Executive Order – 13555

White House Initiative on Educational Excellence for Hispanics

By the authority vested in me as President by the Constitution and the laws of the United States of America, to restore the country to its role as the global leader in education, to strengthen the Nation by expanding educational opportunities and improving educational outcomes for Hispanics and Latinos (Hispanics) of all ages, and to help ensure that all Hispanics receive an education that properly prepares them for college, productive careers, and satisfying lives, it is hereby ordered as follows:

Section 1. Policy. At more than 52 million strong, including 4 million in Puerto Rico, Hispanics constitute the country's largest and fastest growing minority group. They have had a profound and positive impact on our country through, among other things, their community's strong commitment to family, faith, hard work, and service. Many Hispanics contribute to this Nation bilingually in the English and Spanish languages—a true asset for our country in an increasingly global, interdependent world.

Hispanic students are the largest minority group in our Nation's schools, numbering more than 11 million in our public elementary and secondary school system, and constituting more than 22 percent of all pre-K-12 students. Hispanic students face educational challenges of crisis proportions. Fewer than half of all Hispanic children participate in early childhood education programs, and far too few Hispanic students graduate from high school; of those who do complete high school, many are not adequately prepared for college. Only 12 percent of adult Hispanics have a bachelor's degree, and just 3 percent have completed graduate or professional degree programs. At the same time, large numbers of Hispanic adults lack the education or literacy skills they need to advance their careers; they also are less likely than members of other groups to have taken job- or career-related courses, with the exception of basic education classes, such as English as a second language.

Our country was built on and continues to thrive on its diversity, and there is no doubt that the future of the United States is inextricably linked to the future of the Hispanic community. To reach the ambitious education goals we have set for our Nation, as well as to ensure equality of opportunity for all, we must provide the opportunities that will enable Hispanic students to raise their educational attainment at every level of the American education system. America's future competitiveness in our global economy will be substantially enhanced by improving educational outcomes for Hispanics.

Sec. 2. White House Initiative on Educational Excellence for Hispanics.

(a) *Establishment.* There is established the White House Initiative on Educational Excellence for Hispanics (Initiative), to be housed in the Department of Education (Department). The mission of the Initiative shall be to help restore the United States to its role as the global leader in education and to strengthen the Nation by expanding educational opportunities and improving educational outcomes for Hispanics of all ages and by helping to ensure that all Hispanics receive a complete and competitive education that

prepares them for college, a career, and productive and satisfying lives.

(b) *Initiative Administration.* There shall be an Executive Director of the Initiative, to be appointed by the Secretary of Education (Secretary). The Initiative shall be advised by the Commission established under section 3 of this order and supported by the Working Group established under subsection (c) of this section. The Department shall provide the staff, resources, and assistance for the Initiative and the Working Group. To the extent permitted by law, departments, agencies, and offices represented on the Working Group shall provide resources, including personnel detailed to the Initiative, to assist the Department in meeting the objectives of this order.

(c) *Interagency Working Group.*

(1) There is established the Federal Interagency Working Group on Educational Excellence for Hispanics (Working Group), which shall be convened and chaired by the Initiative's Executive Director.

(2) The Working Group shall consist of senior officials from the Department, the White House Domestic Policy Council, the Department of Labor, and the Department of Health and Human Services, as well as such additional departments, agencies, and offices as the President may designate. Senior officials shall be designated by the heads of their respective departments, agencies, and offices.

(3) The Initiative's Executive Director may establish subgroups of the Working Group to focus on different aspects of the educational system or educational challenges facing Hispanics, such as early childhood education, K-12 education, higher education, career and technical education, language acquisition, and adult education.

(d) *Initiative Objectives.*

(1) To expand educational opportunities, improve education outcomes, and deliver a complete and competitive education for all Hispanics, the Initiative shall, consistent with law, promote, encourage, and undertake efforts designed to meet the following objectives:

(i) increasing general understanding of the causes of the educational challenges faced by Hispanic students;

(ii) increasing the percentage of Hispanic children who enter kindergarten ready for success by improving access by Hispanics to high-quality programs and services that encourage the early learning and development of children from birth through age 5;

(iii) implementing successful and innovative education reform strategies and practices in America's public schools to ensure that Hispanic students, like their peers, receive a rigorous and well-rounded education, and have access to student support services that will prepare them for college, a career, and civic participation;

(iv) ensuring that all Hispanic students have access to excellent teachers and school leaders, in part by

supporting efforts to improve the recruitment, preparation, development, and retention of successful Hispanic teachers and school leaders and other effective teachers and school leaders responsible for the education of Hispanic students;

(v) reducing the dropout rate of Hispanic students and helping Hispanic students graduate from high school prepared for college and a career, in part by promoting a positive school climate and supporting successful and innovative dropout prevention and recovery strategies that better engage Hispanic youths in their learning, help them catch up academically, and provide those who have left the educational system with pathways to reentry;

(vi) increasing college access and success for Hispanic students and providing support to help ensure that a greater percentage of Hispanics complete college and contribute to the goal of having America again lead the world in the proportion of college graduates by 2020, in part through strategies to strengthen the capacity of Hispanic-Serving Institutions, community colleges, and other institutions of higher education serving large numbers of Hispanic students; and

(vii) enhancing the educational and life opportunities of Hispanics by fostering positive family and community engagement, improving the quality of, and expanding access to, adult education, literacy, and career and technical education, as well as increasing opportunities for education and career advancement in the fields of science, technology, engineering, and mathematics.

(2) In working to fulfill its mission and objectives, the Initiative shall, consistent with law:

(i) help ensure that Federal programs and initiatives administered by the Department and other agencies are serving and meeting the needs of Hispanic children, youths, and adults;

(ii) work closely with the Executive Office of the President on key Administration priorities related to the education of Hispanics;

(iii) increase the Hispanic community's participation in, and capacity to participate in, the Department's programs and education-related programs at other executive departments and agencies;

(iv) advise Department officials and, through the Working Group, other agency officials on issues related to the Hispanic community and the educational attainment of Hispanic students;

(v) advise the Secretary on the development, implementation, and coordination of educational programs and initiatives at the Department and other agencies designed to improve educational opportunities and outcomes for Hispanics of all ages;

(vi) encourage and develop partnerships with public, private, philanthropic, and nonprofit stakeholders to improve Hispanics' readiness for school, college, and career, as well as their college persistence and completion; and

(vii) develop a national network of individuals, organizations, and communities to share and implement

best practices related to the education of Hispanics.

(3) The Initiative shall periodically publish reports on its activities. The Secretary and the Executive Director of the Initiative, in consultation with the Interagency Working Group and the Chair of the Commission established under section 3 of this order, may develop and submit to the President recommendations designed to advance and promote educational opportunities and attainment for Hispanics, including recommendations for short- and long-term initiatives.

(e) *Collaboration Among White House Initiatives.* The White House Initiatives on Educational Excellence for Hispanics, Historically Black Colleges and Universities, Tribal Colleges and Universities, and Asian-American and Pacific Islanders shall work together whenever appropriate in light of their shared objectives.

Sec. 3. President's Advisory Commission on Educational Excellence for Hispanics. There is established the President's Advisory Commission on Educational Excellence for Hispanics (Commission) in the Department.

(a) *Commission Mission and Scope.* The Commission shall advise the President and the Secretary on matters pertaining to the educational attainment of the Hispanic community, including:

(1) developing, implementing, and coordinating educational programs and initiatives at the Department and other agencies to improve educational opportunities and outcomes for Hispanics of all ages;

(2) increasing the participation of the Hispanic community and Hispanic-Serving Institutions in the Department's programs and in education programs at other agencies;

(3) engaging the philanthropic, business, nonprofit, and education communities in a national dialogue regarding the mission and objectives of this order; and

(4) establishing partnerships with public, private, philanthropic, and nonprofit stakeholders to meet the mission and policy objectives of this order.

The Commission shall meet periodically, but at least twice a year, and may work through task forces composed exclusively of Commission members, as appropriate.

(b) *Commission Membership and Chair.*

(1) The Commission shall consist of no more than 30 members appointed by the President. The Commission may include individuals with relevant experience or subject matter expertise that the President deems appropriate, as well as individuals who may serve as representatives of a variety of sectors, including the education sector (early childhood education, elementary and secondary education, higher education, career and technical education, and adult education), labor organizations, research institutions, corporate and financial institutions, public and private philanthropic organizations, and

nonprofit and community-based organizations at the national, State, regional, or local levels.

(2) The President shall designate one of the members to serve as Chair of the Commission, who shall work with the Initiative's Executive Director to convene regular meetings of the Commission, determine its agenda, and direct its work, consistent with this order.

(c) *Commission Administration.* The Executive Director of the Initiative shall also serve as the Executive Director of the Commission and administer the work of the Commission. The Department shall provide funding and administrative support for the Commission, to the extent permitted by law. Members of the Commission shall serve without compensation but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (Act), may apply to the administration of the Commission, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary, in accordance with the guidelines issued by the Administrator of General Services.

Sec. 4. General Provisions.

(a) This order supersedes Executive Order 13230 of October 12, 2001.

(b) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

BARACK OBAMA

The White House,

October 19, 2010.

**Fiscal Year 2012
ANNUAL AGENCY PERFORMANCE REPORT
ON ACTIONS TO ASSIST
ASIAN AMERICAN NATIVE AMERICAN PACIFIC ISLANDER SERVING
INSTITUTIONS**



**Department of Veterans Affairs
810 Vermont Avenue, N.W.,
Washington, DC 20420**

***The White House Initiative on
Asian Americans and Pacific Islanders Executive Order 13515***

**Fiscal Year 2012
ANNUAL AGENCY PERFORMANCE REPORT
ON ACTIONS TO ASSIST
ASIAN AMERICAN NATIVE AMERICAN PACIFIC ISLANDER SERVING
INSTITUTIONS**

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**Department of Veterans Affairs
Fiscal Year 2012
Annual Agency Report
on
Executive Agency Actions to Assist
Asian American Native American Pacific Islander Serving Institutions**

Part I. Executive Summary

The Department of Veterans Affairs (VA) is proud to implement Executive Orders 13532, 13592, 13555, and 13515 to increase participation of Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs) in VA-sponsored programs and initiatives, specifically with regards to student training programs, Veteran educational benefits, and recruiting HBCU, TCU, HSI, and AANAPISI students for VA career and internship opportunities.

As the second largest Cabinet level agency, VA employs 323,154 (permanent and temporary) individuals and provides health care, benefits, and memorial services to approximately 21.8 million Veterans, as of September 30, 2012. VA provides these services through three major organizational subcomponents: the Veterans Health Administration (VHA), through a system of 21 Veterans Integrated Service Networks (VISNs) with 152 medical centers, 971 outpatient clinics, 133 community living centers, and 98 domiciliary rehabilitation home-care programs, and 299 readjustment counseling centers; the Veterans Benefits Administration (VBA), through 4 Areas with 57 regional offices managing compensation and pension, education home loans, vocational rehabilitation, and life insurance programs; and the National Cemetery Administration (NCA), consisting of 131 cemeteries offering burials, headstones and markers, burial flags, and Presidential Memorial Certificates to Veterans and their families. The VA Central Office (VACO) is the National headquarters office comprised of 12 Staff Organizations and 7 Staff Offices, reporting to the Secretary of VA.

Each Administration and VACO implemented programs designed to increase the participation of MSIs in VA-sponsored programs and initiatives, as indicated below.

Veterans Health Administration (VHA) is aware that MSIs are a great resource for enhancing the diversity within the VHA workforce because they provide VA medical facilities with a broader base to recruit qualified and trained professionals in every occupation. VHA has had affiliations with the Nation's medical schools since 1946. Currently, 130 VHA facilities host trainees from 107 medical schools. Additionally, VHA has educational affiliations with over 1,200 other health profession schools. VHA accepts trainees from all of the existing accredited Minority Serving College and

University programs and manages an intramural program that makes awards to VA staff investigators for peer reviewed medical research that meets the priority needs of the Veteran population served.

National Cemetery Administration (NCA) sponsored 13 student interns through the National Diversity Internship Program (NDIP), using third-party internship providers, such as Minority Access, Inc. (MAI), The Washington Center (TWC), and Hispanic Colleges and Universities (HACU), to identify and sponsor students for VA internship opportunities. In addition, collaboration with affinity organizations has provided NCA with an effective tool for outreach and recruitment to strengthen the Administration's diversity and NCA has created a positive learning opportunity for students to work in a professional environment to educate them and to be able to advance their skills in order to be more marketable. NCA is reflective of VA's commitment to develop a diverse workforce that reflects the Veterans and communities we serve.

Veterans Benefits Administration (VBA) makes payments to MSIs in the form of formula-driven awards referred to as reporting fees. These fees are paid to institutions of higher education (IHEs), including MSIs, to cover administrative costs for processing reports and certifications, required by title 38, United States code, section 3684c, in the administration of the Department's educational assistance programs. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of Veterans and eligible beneficiaries enrolled in the institutions. Additionally, VBA provides educational assistance payments to eligible Veterans, dependents, reservists, and service members while they are enrolled in approved educational programs at MSIs and other institutions of higher education.

Veterans Affairs Central Office (VACO) executes VA's National Diversity Internship Program to increase the participation of MSIs. Through this Human Capital Investment Plan (HCIP) initiative, VACO's Office of Diversity and Inclusion (ODI) administered a centralized fund to sponsor approximately 64 students that were identified through third party vendors that recruit and refer students attending MSIs. The NDIP continues to be a prominent vehicle in which to increase student participation from MSIs. To further strengthen its capacity to identify MSI students, in FY 2011, ODI established an Indefinite Delivery, Indefinite Quantity contract with seven third party vendors that recruit students from MSIs. Through this contract and HCIP centralized fund initiative, VA has access to diverse, qualified applicants drawn from all segments of our society, including veterans who have served our country.

Overall, VA awarded \$186,023,724 in *Legislative funds* to MSIs, legislative information is currently not available for AANAPISIs. Prior fiscal year data is unavailable.

VA awarded \$87,031,245 in *Discretionary funds* to MSIs, of which \$8,783,674 was awarded to AANAPISIs, a 6.9 percent increase compared to \$8,176,888 awarded in FY 2011.

Section A
Legislative and Discretionary Awards Summary

Legislative Award goal and measurable objectives achieved during Fiscal Year 2012:

Goal: Fund the education of eligible Veterans and their family members attending AANAPISIs.

Outcome: During FY 2012, VBA awarded a total of \$186,023,724 to MSIs. This information is currently not captured for AANAPISIs.

Student Tuition Assistance, Scholarships, Fellowships, and Other Aid – \$0:

This category represents educational assistance payments to Veterans, eligible dependents, reservists and service members enrolled in TCUs. During FY 2012, VBA did not track how much was awarded to AANAPISIs. During FY 2012, VA hosted 418 pathway participants. However, participant affiliations with educational institutions was not tracked during FY 2012.

Direct Institutional Subsidies - \$0: Reporting fees provide aid to educational and training institutions to cover administrative costs for processing reports and certifications required by law. The total amount of reporting fees awarded varies from year to year at each educational institution and is based on the number of Veterans and eligible beneficiaries enrolled in institutions. During FY 2012, VBA did not track how much was awarded to AANAPISIs.

Discretionary Award goals and measurable objectives achieved during Fiscal Year 2012:

- 1) **Goal:** Leverage third party diversity-focused internship programs to identify and sponsor a diverse group of AANAPISI undergraduate and graduate students for internships.

Outcome:

Third-Party awards - \$1,107,004

During FY 2012, VA leveraged third party diversity-focused internship programs that recruited and referred MSI students for VA internships. The organizations included Minority Access Inc. (MA), The Washington Center (TWC), Hispanic Colleges and Universities (HACU), Hispanic-Serving Health Professional School (HSHPS), Asian Pacific American Institute for Congressional Studies (APAICS), International Leadership Foundation (ILF), and American University (WINS). The total amount awarded was \$776,741. VACO had 25 interns, 9 from MA, 3 from TWC, from HACU, 3 from WINS, 2 from ILF, 1 from AOPACS, and 1 from HSHPS). NCA had 9 interns, 7 from MA, 1 from TWC, and 1 from HACU. VBA had 15 interns, 3 from TWC, 8 from HACU, 2 from HSHPS, and 2 from MA. VHA had 20 interns, 11 from HACU, 8 from MA, and 1 from HSHPS). Overall, VA had 69 interns, some attending MSIs.

*Due to contract limitations, MSI specific data was not available for this reporting cycle. However, the contract has been re-established and tracking this information is part of the new agreement. Of the data gathered, which is incomplete, \$28,663 was to AANAPISIs.

- 2) **Goal:** Sponsor recruitment exhibits at AANAPISI focused national meetings, conventions, job fairs, and other recruitment forums to recruit AANAPISI students and promote VA as an employer of choice.

Outcome: Participated in events sponsored by the following organizations: Federal Asian Pacific American Council (FAPAC), Asian American Government Executives network (AAGEN), Conferences on Asian Pacific American Leadership (CAPAL), Organization of Chinese Americans (OCA), and Asian Pacific Islander American Scholarship Fund (APIASF). These events targeted AAPI students and educational institutions. VA representatives provided information about VA's mission, employment opportunities, benefits, and student/intern opportunities.

- 3) **Goal:** Utilize Federal programs to increase opportunities for AANAPISIs in Student Employment Experience Program (SEEP); Employment Incentive Scholarship Program (EISP)/VA National Education for Employees Program; VA Learning Opportunities Residency (VALOR); National Nursing Education Incentive Program; and Education Debt Reduction Program.

Outcome: In FY 2012 no funding was reported to AANAPISIs.

Training - \$8,755,011: Education is one of VA's major missions. It contributes to the recruitment and retention of the highest quality workforce at VHA's health care facilities. VA does not have authority to provide awards or grants to universities or their students; instead, it provides direct and indirect support to

VHA facilities for students receiving training within VHA facilities. Direct support includes salary and fringe benefits. Indirect support is the cost reported by VA Medical Centers for VHA instructors and other administrative costs associated with the training program. Most trainees (e.g., medical students, nursing students) do not receive compensation, whereas some upper level trainees (e.g., medical residents, pharmacy residents, nurse practitioner students) receive a stipend during their time at VHA. Therefore, the number of trainees receiving clinical training at VHA is a more important measure of support than VHA's health professional training program expenditures.

Funding for training in FY 2012 was \$8,755,011 compared to \$8,059,865 in FY 2011. This represents a 7.94 percent increase.

Student Tuition Assistance, Scholarships, Fellowships, and other Aid - \$0:

Of the total \$522,559 awarded under this category to MSIs or students attending MSIs, none was reported to have been used by AANAPISIs. During FY 2012, VA hosted 418 pathway participants. However, participant affiliations with educational institutions was not tracked during FY 2012.

Third-Party awards: \$1,107,004

During FY 2012, VA leveraged third party diversity-focused internship programs that recruited and referred MSI students for VA internships. The organizations included Minority Access Inc. (MA), The Washington Center (TWC), Hispanic Colleges and Universities (HACU), Hispanic-Serving Health Professional School (HSHPS), Asian Pacific American Institute for Congressional Studies (APAICS), International Leadership Foundation (ILF), and American University (WINS). The total amount awarded was \$776,741. VACO had 25 interns, 9 from MA, 3 from TWC, from HACU, 3 from WINS, 2 from ILF, 1 from AOPACS, and 1 from HSHPS). NCA had 9 interns, 7 from MA, 1 from TWC, and 1 from HACU. VBA had 15 interns, 3 from TWC, 8 from HACU, 2 from HSHPS, and 2 from MA. VHA had 20 interns, 11 from HACU, 8 from MA, and 1 from HSHPS). Overall, VA had 69 interns, some attending MSIs.

*Due to contract limitations, MSI specific data was not available for this reporting cycle. However, the contract has been re-established and tracking this information is part of the new agreement. Of the data gathered, which is incomplete, \$28,663 went to AANAPISIs.

Section B:
Agency Initiatives by Select Category

Currently, VA does not provide direct awards or grants to educational institutions such as Colleges or Universities. Accordingly, Section B tables do not reflect data. However, during FY 2014, VA plans to explore opportunities to assist MSIs with effectively competing for VA grants, contracts, and/or additional cooperative agreements, where opportunities exist.

**Section B (cont.): Summary of Agency Awards by Select Category
for FY 2012**

1. AGENCY: Department of Veterans Affairs

2. DATE: September 2012

3. TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$0

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds	Funds as % of Funds to IHEs
		AANAPISI & ANNH*	AANAPISI & ANNH*
1. Grants	0		
2. Contracts	0		
3. Loans	0		
4. Services	0		
5. Technical Assistance	0		
Total	0		

Section C: Summary of Administration Awards, by Program Category for FY 2012

DEPARTMENT OF VETERANS AFFAIRS (DISCRETIONARY FUNDING)

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
***\$1,678,255,518**

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds to AANAPISI & ANNHSI	Funds as % of Funds to IHEs
1. Research and Development			
2. Program Evaluation			
3. Training	\$1,642,829,514	\$8,755,011	0.53%
4. Facilities and Equipment			
5. Internships, Traineeships, Recruitment, and IPAs			
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$33,622,000		
7. Direct Institutional Subsidies			
8. *Third-Party Awards	\$1,804,004	\$28,663	3.91%
9. Private-Sector Involvement			
10. Administrative Infrastructure			
11. Economic Development			
12. Other Activities			
Total	*\$1,678,255,518	\$8,783,674	0.52%

Section C: Summary of Administration Awards, by Program Category for FY 2012

DEPARTMENT OF VETERANS AFFAIRS (LEGISLATIVE FUNDING)

TOTAL FUNDS FOR AWARDS TO INSTITUTIONS OF HIGHER EDUCATION (IHEs):
\$5,290,847,842

CATEGORY	FY 2012 Funds to IHEs	FY 2012 Funds to AANAPISI & ANNHSI	Funds as % of Funds to IHEs
		AANAPISI & ANNHSI	AANAPISI & ANNHSI
1. Research and Development			
2. Program Evaluation			
3. Training			
4. Facilities and Equipment			
5. Internships, Traineeships, Recruitment, and IPAs			
6. Student Tuition Assistance, Fellowship Scholarships, and Other Aid	\$5,279,256,822		
7. Direct Institutional Subsidies	\$11,591,020		
8. Third-Party Awards			
9. Private-Sector Involvement			
10. Administrative Infrastructure			
11. Economic Development			
12. Other Activities			
Total	\$5,290,847,842		

Section D: Table of FY 2012 Federal Agency Awards, by Institution and by Program category

FY 2012 total awards to MSIs by categories (tables)

Table D-1 (attached) identifies discretionary awards.

Table D-2 (attached) identifies legislative awards.

Part II: Definitions of Terms

The following definitions apply for the purpose of reporting accomplishments for FY 2011 Report:

Administrative Infrastructure: The management and administrative framework of an institution of higher education.

Agency: All executive departments, establishments, and agencies of the federal government.

Asian American Native American Pacific Islander Institutions (AANAPISIs): The Higher Education Act (HEA) of 1965, as amended Title III, Part A, Sec 320 of 20 U.S.C. 1059d) defines an AANAPISI as “an institution of higher education that:

- a. is an eligible institution under section 312(b); and
- b. at the time of application, has an enrollment of undergraduate students that is not less than 10 percent students who are Asian American or Native American Pacific Islander.”

Award: Funds that an agency provides to an institution of higher education under a grant, contract, or other assistance.

Contract: A legal instrument reflecting a relationship between a federal agency and an institution of higher education where the principal purpose is to acquire (by purchase, lease, or barter) goods or services.

Direct Institutional Subsidies: Federal financial support to institutions of higher education for education and general expenses where the federal government either places no restrictions on the uses to which the funds may be put or where the federal government provides a broad range of allowable activities within which the institution has discretion to use the funds.

Facilities and Equipment: Structures, works, fixed equipment, major repairs, or alterations to: structures, works, fixed equipment, facilities, or land for use by an institution of higher education. Also included in this category are major repairs and alterations to these sites.

Fellowships, Internships, Traineeships, Recruitment, and Arrangements under the Intergovernmental Personnel Act (IPAs): Cooperative education, student and faculty internships, visiting professorships, and personnel and student recruitment at institutions of higher education.

Grant: The method of transferring property, money, services, or anything of value to a recipient in order to accomplish a public purpose authorized by statute when the agency does not anticipate being substantially involved in performing the activity.

Institution of Higher Education (IHE): Any postsecondary education institution in the United States or its territories that offers at least two years of college-level studies. Qualified institutions are listed in the *Education Directory: Colleges and Universities*, published by the U.S. Department of Education's National Center for Education Statistics.

Measurable Objectives: Agency activities or support for AANAPISIs that can be quantitatively measured in dollar amounts or in discrete, nonfinancial units of measure.

Program Evaluation: Actions to assess the effectiveness of institutional programs and activities, as well as the effectiveness of federal programs and activities. In many cases, program evaluation activities are conducted on a continuous basis and are frequently included as salaries or other budgetary expenses.

Research and Development (R&D): Studies, observations, and other activities concerned with the identification, description, experimental investigation, and theoretical explanation of social, physical, and behavioral phenomena. Implementation activities are also included in R&D.

Student Tuition Assistance, Scholarships, and Other Aid: Federal funds awarded to an institution of higher education for students or awarded directly to students for payment of such charges as tuition and room and board.

Technical Assistance: Direct help or services to institutions of higher education in key areas such as writing proposals, negotiating awards, and managing programs and finances.

Third-Party Awards: Organizations or other entities receiving federal awards on behalf of one or more TCUs. Examples of such entities include: Asian Pacific American Institute for Congressional Studies (APAICS); International Leadership Foundation (ILF); and various foundations and associations.

Training: Using professional personnel (federal and non-federal) to acquire or enhance knowledge or skills at an AANAPISI.

THE WHITE HOUSE
Office of the Press Secretary

Immediate Release

For
October 14, 2009

[Attached](#) is an executive order signed by the President in an East Room ceremony today that restores the [White House Advisory Commission and Interagency Working Group](#) to address issues concerning the Asian American and Pacific Islander community.

EXECUTIVE ORDER

**INCREASING PARTICIPATION OF ASIAN AMERICANS AND PACIFIC ISLANDERS
IN FEDERAL PROGRAMS**

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Policy. The more than 16 million Asian Americans and Pacific Islanders (AAPIs) across our country have helped build a strong and vibrant America. The AAPI communities represent many ethnicities and languages that span generations, and their shared achievements are an important part of the American experience. They have started businesses and generated jobs, including founding some of our Nation's most successful and innovative enterprises. The AAPI communities have made important contributions to science and technology, culture and the arts, and the professions, including business, law, medicine, education, and politics.

While we acknowledge the many contributions of the AAPI communities to our Nation, we also recognize the challenges still faced by many AAPIs. Of the more than a million AAPI-owned businesses, many firms are small sole-proprietorships that continue to need assistance to access available resources such as business development counseling and small business loans. The AAPI community also continues to face barriers to employment and workplace advancement. Specific challenges experienced by AAPI subgroups include lower college-enrollment rates by Pacific Islanders than other ethnic groups and high poverty rates among Hmong Americans, Cambodian Americans, Malaysian Americans, and other individual AAPI communities. Additionally, one in five non-elderly AAPIs lacks health insurance.

The purpose of this order is to establish a President's Advisory Commission on Asian Americans and Pacific Islanders and a White House Initiative on Asian Americans and Pacific Islanders. Each will work to improve the quality of life and opportunities for Asian Americans and Pacific Islanders through increased access to, and participation

in, Federal programs in which they may be underserved. In addition, each will work to advance relevant evidence-based research, data collection, and analysis for AAPI populations and subpopulations.

Sec. 2. President's Advisory Commission on Asian Americans and Pacific Islanders. There is established in the Department of Education the President's Advisory Commission on Asian Americans and Pacific Islanders (Commission).

(a) Mission and Function of the Commission. The Commission shall provide advice to the President, through the Secretaries of Education and Commerce, as Co-Chairs of the Initiative described in section 3 of this order, on: (i) the development, monitoring, and coordination of executive branch efforts to improve the quality of life of AAPIs through increased participation in Federal programs in which such persons may be underserved; (ii) the compilation of research and data related to AAPI populations and subpopulations; (iii) the development, monitoring, and coordination of Federal efforts to improve the economic and community development of AAPI businesses; and (iv) strategies to increase public and private-sector collaboration, and community involvement in improving the health, education, environment, and well-being of AAPIs.

(b) Membership of the Commission. The Commission shall consist of not more than 20 members appointed by the President. The Commission shall include members who: (i) have a history of involvement with the AAPI communities; (ii) are from the fields of education, commerce, business, health, human services, housing, environment, arts, agriculture, labor and employment, transportation, justice, veterans affairs, and economic and community development; (iii) are from civic associations representing one or more of the diverse AAPI communities; or (iv) have such other experience as the President deems appropriate. The President shall designate one member of the Commission to serve as Chair, who shall convene regular meetings of the Commission, determine its agenda, and direct its work.

(c) Administration of the Commission. The Secretary of Education, in consultation with the Secretary of Commerce, shall designate an Executive Director for the Commission. The Department of Education shall provide funding and administrative support for the Commission to the extent permitted by law and within existing appropriations. Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (the "Act"), may apply to the administration of the Commission, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary of Education, in accordance with the guidelines issued by the Administrator of General Services.

(d) Termination Date. The Commission shall terminate 2 years from the date of this order, unless renewed by the President.

Sec. 3. White House Initiative on Asian Americans and Pacific Islanders. There is established the White House Initiative on Asian Americans and Pacific Islanders (Initiative), a Federal interagency working group whose members shall be selected by their respective agencies. The Secretary of Commerce and the Secretary of Education shall serve as the Co-Chairs of the Initiative. The Executive Director of the Commission established in section 2 of this order shall also serve as the Executive Director of the Initiative and shall report to the Secretaries on Initiative matters.

(a) Mission and Function of the Initiative. The Initiative shall work to improve the quality of life of AAPIs through increased participation in Federal programs in which AAPIs may be underserved. The Initiative shall advise the Co-Chairs on the implementation and coordination of Federal programs as they relate to AAPIs across executive departments and agencies.

(b) Membership of the Initiative. In addition to the Co-Chairs, the Initiative shall consist of senior officials from the following executive branch departments, agencies, and offices:

- (i) the Department of State;
- (ii) the Department of the Treasury;
- (iii) the Department of Defense;
- (iv) the Department of Justice;
- (v) the Department of the Interior;
- (vi) the Department of Agriculture;
- (vii) the Department of Labor;
- (viii) the Department of Housing and Urban Development;
- (ix) the Department of Transportation;
- (x) the Department of Energy;
- (xi) the Department of Health and Human Services;
- (xii) the Department of Veterans Affairs;

(xiii) the Department of Homeland Security;

(xiv) the Office of Management and Budget;

(xv) the Environmental Protection Agency;

(xvi) the Small Business Administration;

(xvii) the Office of Personnel Management;

(xviii) the Social Security Administration;

(xix) the White House Office of Cabinet Affairs;

(xx) the White House Office of Intergovernmental Affairs and Public Engagement;

(xxi) the National Economic Council;

(xxii) the Domestic Policy Council;

(xxiii) the Office of Science and Technology Policy; and

(xxiv) other executive branch departments, agencies, and offices as the President may, from time to time, designate.

At the direction of the Co-Chairs, the Initiative may establish subgroups consisting exclusively of Initiative members or their designees under this section, as appropriate.

(c) Administration of the Initiative. The Department of Education shall provide funding and administrative support for the Initiative to the extent permitted by law and within existing appropriations. The Co-Chairs shall convene regular meetings of the Initiative, determine its agenda, and direct its work.

(d) Federal Agency Plans and Interagency Plan. Each executive department and agency designated by the Initiative shall prepare a plan (agency plan) for, and shall document, its efforts to improve the quality of life of Asian Americans and Pacific Islanders through increased participation in Federal programs in which Asian Americans and Pacific Islanders may be underserved. Where appropriate, this agency plan shall address, among other things, the agency's efforts to:

(i) identify Federal programs in which AAPIs may be underserved and improve the quality of life for AAPIs through increased participation in these programs;

(ii) identify ways to foster the recruitment, career development, and advancement of AAPIs in the Federal Government;

(iii) identify high-priority action items for which measurable progress may be achieved within 2 years to improve the health, environment, opportunity, and well-being of AAPIs, and implement those action items;

(iv) increase public-sector, private-sector, and community involvement in improving the health, environment, opportunity, and well-being of AAPIs;

(v) foster evidence-based research, data-collection, and analysis on AAPI populations and subpopulations, including research and data on public health, environment, education, housing, employment, and other economic indicators of AAPI community wellbeing; and

(vi) solicit public input from AAPI communities on ways to increase and improve opportunities for public participation in Federal programs considering a number of factors, including language barriers.

Each agency, in its plan, shall provide appropriate measurable objectives and, after the first year, shall provide for the assessment of that agency's performance on the goals set in the previous year's plan. Each agency plan shall be submitted to the Co-Chairs by a date to be established by the Co-Chairs. The Co-Chairs shall review the agency plans and develop for submission to the President a Federal interagency plan to improve the quality of life of AAPIs through increased participation in Federal programs in which such persons may be underserved. Actions described in the Federal interagency plan shall address improving access by AAPIs to Federal programs and fostering advances in relevant research and data.

Sec. 4. General Provisions.

(a) This order supersedes Executive Order 13125 of June 7, 1999, and Executive Order 13339 of May 13, 2004.

(b) The heads of executive departments and agencies shall assist and provide information to the Commission, consistent with applicable law, as may be necessary to carry out the functions of the

Commission. Each executive department and agency shall bear its own expenses of participating in the Commission.

(c) Nothing in this order shall be construed to impair or otherwise affect:

(i) authority granted by law to an executive department, agency, or the head thereof; or

(ii) functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(d) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(e) For purposes of this order, the term "Asian American and Pacific Islander" includes persons within the jurisdiction of the United States having ancestry of any of the original peoples of East Asia, Southeast Asia, or South Asia, or any of the aboriginal, indigenous, or native peoples of Hawaii and other Pacific Islands.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

BARACK OBAMA

THE WHITE HOUSE,
October 14, 2009.