



HISPANIC EDUCATION COALITION

July 10, 2017

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Intercultural Development Research Association

League of United Latin American Citizens

Mexican American Legal Defense and Educational Fund

Migrant Legal Action Program

Multicultural Education, Training & Advocacy

National Association for Bilingual Education

National Association for State Directors of Migrant Education

National Council for Community and Education Partnerships

National Latino Children's Institute

National Migrant and Seasonal Head Start Association

National Council of La Raza

Re: Hispanic Education Coalition Budget and Appropriations Priorities

On behalf of the Hispanic Education Coalition (HEC), which unites 14 national organizations dedicated to improving educational opportunities and outcomes for the more than 56.6 million Latinos and Latinas living in the United States and Puerto Rico, we urge you to support the following critical programs that support millions of Hispanic students, as well as other underserved communities.

Today, Latinos are the nation's largest group of color, as well as the youngest. At 26.8 percent, Latinos are over one quarter of all students in our nation's K-12 public schools; there are more Latinos in public schools than any other group of students of color.¹ It is because of the growth in the Latino community, that students of color are no longer the minority, but the new racial majority of students in our nation's public schools.² The Latino public school student population has doubled over the past fifteen years to 12.3 million,³ but two-thirds of these new Latino students are segregated into high-poverty schools,⁴ more than any other group.⁵ High-poverty schools have fewer resources, less access to advanced coursework, more exclusionary school disciplinary actions than other schools, and less access to the most critical element of a high-quality education, effective teachers.⁶

When drafting the fiscal year 2018 budget and appropriations, Congress must recognize that the 12.3 million Latino students in school today are the future of our nation and our nation's economy. For America's long-term prosperity Congress must commit to programs that invest in the Latino community, as well as other underserved communities. Equitable access to education is no longer just a moral duty. Instead, it is a statistical fact that if America, the wealthiest nation in the world, is going to have an educated society prepared to lead the world in the twenty-first century, through education, we must afford America's new ethnic and racial majority the same opportunities that we give to white and wealthy students.⁷ Accordingly, the Hispanic Education Coalition requests the following items be included in the FY 2018 budget.

I. Early Childhood Education.

a. Head Start.

	FY 2014	FY 2015	FY 2016	FY 2017	President's 2018 Request	HEC's 2018 Request
BA in Millions	\$8,598	\$8,598	\$9,168	\$9,253	\$9,168	\$9,818

The largest and perhaps best-known Latino-serving early education program is Head Start, the school readiness program, which includes early childhood education, health, and nutrition programs. **Nationwide, 37 percent of Head Start students are Latino.**⁸ Head Start encompasses a number of programs, but one of the most important to the Latino community is Migrant and Seasonal Head Start (MSHS), which provides seasonal and full-day services to accommodate the needs of the young children of migratory farmworkers. During peak agricultural seasons, MSHS programs are open up to seven days a week, for

eight to twelve hours a day to accommodate the needs of parents working in the fields or packing houses. Unlike other Head Start programs, MSHS has a parental work requirement. To be eligible, a family must demonstrate that more than half of their annual income was earned through work in agriculture; 55 percent of the families enrolled in MSHS have two parents working in the field. Also, approximately 55 percent of the children currently enrolled in MSHS are under the age of two. MSHS programs have served infants and toddlers since its inception in 1969, well before the Early Head Start program was launched in 1994. MSHS programs maintain an effective network to provide seamless services to children and their families, including the transfer of academic and medical records to avoid disrupting a child’s education. This cross-program coordination eliminates duplication of services, including the prevention of repeat immunizations or testing.⁹

II. Elementary and Secondary Education.

a. Program for the Children of Migratory Agricultural and Fishing Workers – Title I, Part C, of ESEA.

	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>	<i>President’s 2018 Request</i>	<i>HEC’s 2018 Request</i>
BA in Millions	\$375	\$375	\$375	\$375	\$374	\$425

Title I, Part C of the Elementary and Secondary Education Act (ESEA) provides supplemental assistance to the children of migratory farmworkers who suffer from educational disruption because their parents move from one area to another due to their employment in the agricultural or fishing sectors. **Virtually all migratory children in the United States are Latino.** Title I, Part C funds go from the Department of Education to the states for distribution to local, often rural, school districts and other providers to supplement education and support services related to the mobility of migratory children. Title I, Part C bridges gaps in schooling to ensure children do not suffer due to their mobility, because of the differences between states in curriculum, academic content, or graduation requirements. The program has steadily increased the high school graduation rate among migratory children and provides critically needed services, without which many of these children would be forced to repeat courses, or drop out of school.

b. Preparing, Training, and Recruiting High Quality Teachers and Principals – Title II of ESEA.

	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>	<i>President’s 2018 Request</i>	<i>HEC’s 2018 Request</i>
BA in Millions	\$2,350	\$2,350	\$2,256	\$2,056	\$0	\$2,295

Title II of ESEA provides important resources to states, school districts, and state institutes of higher education to recruit and train high-quality teachers and principals, which include grants for the preparation of teachers working with English learners. As the population of English learners continues to grow, more states and districts are unable to find teachers qualified to teach them. In fact, **32 states reported not having enough qualified teachers to teach English learners in 2016.**¹⁰ Title II must continue to be expanded, not cut, to address these growing needs.

c. English Language Acquisition – Title III of ESSA.

	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>	<i>President’s 2018 Request</i>	<i>HEC’s 2018 Request</i>
BA in Millions	\$723	\$737	\$737	\$737	\$736	\$800

Title III of the Every Student Succeeds Act (ESSA) provides formula grants to states to serve the **9.4 percent of students who are English learners** in K-12 public schools nationwide. English learners are a protected accountability subgroup in ESSA and proficiency of English learners in their English language proficiency examinations is a required measure of school accountability under Title I, Part A of ESSA. Schools use Title III grants to supplement their programs designed to help English learners attain English proficiency, meet the goals in ESSA, and better integrate English learners into the school system.

III. Higher Education.

a. Federal TRIO Programs – Title I, Part A of the Higher Education Act

	FY 2014	FY 2015	FY 2016	FY 2017	President's 2018 Request	HEC's 2018 Request
BA in Millions	\$838	\$840	\$900	\$950	\$808	\$1,004

There are five TRIO programs, discretionary grant programs that provide services to encourage individuals from disadvantaged backgrounds to both enter and complete college and post graduate education.¹¹ The TRIO programs help disadvantaged middle and high school students prepare for college by providing tutoring, rigorous coursework and guidance. TRIO programs serve nearly 800,000 students and **approximately 19 percent of TRIO program participants are Latino**. TRIO programs have been proven effective in helping participants graduate from high school ready for college. As one Latino Student Support Services (SSS) participant put it, “my SSS peer mentor was directly responsible for helping me stay in school after my freshman year... Without SSS, I know I would not be where I am today.”¹²

b. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) – Title I, Part A of the Higher Education Act

	FY 2014	FY 2015	FY 2016	FY 2017	President's 2018 Request	HEC's 2018 Request
BA in Millions	\$302	\$302	\$323	\$340	\$219	\$350

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) provide 6-year grants to support early college preparation and awareness activities. GEAR UP has two major components. First, projects provide a comprehensive set of early support services for low-income elementary and secondary school students including mentoring, tutoring, exposure to college campuses as well as financial aid information and assistance. Second, projects provide college scholarships to participating students. Studies have shown that GEAR UP students, as compared to other low-income students, have more positive outcomes on nearly all measures of enrollment, persistence, and degree attainment.¹³ **30 percent of GEAR UP participants are Latino students**. One evaluation showed that 71 percent of Latino GEAR UP students attended college the year after high school graduation, as compared to only 45 percent of low-income Latino students not participating in GEAR UP.¹⁴ Congress should reject any proposed cuts and should increase GEAR UP funding to help states continue the proven progress they are making towards exposing more students and parents to information that helps them graduate college and career ready.

c. High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) – Title IV, Part A, Subpart 5, Higher Education Act.

	FY 2014	FY 2015	FY 2016	FY 2017	President's 2018 Request	HEC's 2018 Request
BA in Millions	\$34.6	\$37.4	\$44.6	\$44.5	\$44.5	\$44.5

For over five decades, the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) projects have successfully closed the access and completion gaps for the children of agricultural workers.¹⁵ HEP and CAMP are the only federal programs that provide the children of agricultural workers with the educational opportunities and support to succeed in higher education. HEP provides children of agricultural workers aged 16 and over academic and support services to help them obtain a High School Equivalency Diploma which allows them to gain employment or admission to postsecondary institutions or training programs.¹⁶ CAMP assists students in their first year of college with academic and personal counseling, stipends, and other support services, which help students obtain financial aid for their remaining undergraduate education. **By all measures, both HEP and CAMP are both highly efficient and successful programs:** attainment of High School Equivalency Diplomas; enrollment in college, upgraded career, or entrance into the military; and various measures within college.¹⁷ The HEC's FY

2018 request will support outreach, technical assistance, and professional development activities. These services are in high demand, and more funding is required to meet the needs of the children of migratory farmworkers to ensure they have access to greater educational and job opportunities. Furthermore, the proposed funding level will allow the Department of Education to consider the geographic distribution of grants to ensure HEP and CAMP projects are available in rural areas of the country with the most need for these critical programs.

d. Public Service Loan Forgiveness – Title IV, Part C, Higher Education Act.

	FY 2014	FY 2015	FY 2016	FY 2017	President’s 2018 Request	HEC’s 2018 Request
BA in Millions	n/a	n/a	n/a	n/a	End program for new borrowers	Continue and expand program ¹⁸

Latinos are underrepresented in many fields that require advanced degrees. For instance, **despite being 17 percent of the population, only 4 percent of attorneys are Latinos, and 5 percent of physicians are Latinos.**¹⁹ While there are a few programs such as those discussed below that help create post-baccalaureate programs at Minority Serving Institutions, there are no federal need based grant programs that help low-income students get advanced degrees, the way that Pell Grants and the programs described above do for undergraduate students. The only program that helps bridge that gap is Public Service Loan Forgiveness (PSLF), where a low-income borrower can get their student loans forgiven after paying their loans for ten years while working in public interest: for federal, state, or local government, or for a 501(c)(3) non-profit.²⁰ Programs like PSLF should be expanded to better meet the needs of low-income students and students of color, not removed.

e. Developing Hispanic-Serving Institutions Program – Title V, Part A of the Higher Education Act

	FY 2014	FY 2015	FY 2016	FY 2017	President’s 2018 Request	HEC’s 2018 Request
BA in Millions	\$107	\$109	\$117	\$117	\$117	\$117

Nationwide, there are 472 Hispanic Serving Institutions (HSIs), accredited and degree-granting public or private nonprofit institutions of higher education, the undergraduate enrollment of each of which is at least 25 percent Latino.²¹ Together, these **HSIs enroll over 64 percent of all Hispanic undergraduate students**, a total of almost 2 million Latinos in 2016.²² Funds received from Title V, Part A, of the Higher Education Act have allowed HSIs to expand their academic and faculty programs, administration, infrastructure, technology, endowment, and other urgently needed resources. Title V remains the chief federal vehicle for targeting funding to HSIs. This request is purposefully modest to bolster our more ambitious postbaccalaureate and National Science Foundation requests below. The requests only maintain funding levels for this program and does not accommodate the 52 percent increase in the number of HSIs over a five-year term.²³

f. Promoting Postbaccalaureate Opportunities for Hispanic Americans Program – Title V, Part B of the Higher Education Act

	FY 2014	FY 2015	FY 2016	FY 2017	President’s 2018 Request	HEC’s 2018 Request
BA in Millions	\$10	\$9.0	\$9.7	\$9.7	\$9.6	\$20

The Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) program provides competitive grants to HSIs to expand postbaccalaureate educational opportunities for Hispanic and low-income students. Graduate degrees are rapidly becoming crucial to succeed in today’s economy, as advanced skills become a more important measure of future earnings, tax dollars, and the nation’s economic strength. HSIs have already begun to rise to meet this need; today **HSIs award 37 percent of all Hispanic graduate degrees, but only 40 percent of HSIs have the infrastructure to offer advanced degree programs.**²⁴ PPOHA was designed to promote advanced degrees in HSIs, but unfortunately took a significant budgetary hit in 2014 when an annual \$10 million mandatory portion expired. Total funding was effectively cut in half and no new grants have been awarded since that year. This

request would allow HSIs to build this necessary infrastructure, to meet this currently under-tapped need within the Latino community.

g. HSI Infrastructure Development Program – National Science Foundation

	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>	<i>President’s 2018 Request</i>	<i>HEC’s 2018 Request</i>
BA in Millions	n/a	n/a	n/a	\$15	n/a ²⁵	\$30

In 2014, Hispanics Americans received only 6 percent of the doctoral degrees in science and engineering, compared to 72.5 percent by non-Hispanic whites.²⁶ Many HSIs provide the baccalaureate foundation for Hispanic doctoral scientists and engineers. In fact, the National Science Foundation has recognized three HSIs as being among the top ten producers of Hispanic doctoral recipients.²⁷ HSIs have the expertise, proximity, and commitment to their students and communities to provide front-line leadership and support in the effort to close the gap and promote the graduation of more Hispanics with degrees in Science, Technology, Engineering, and Math (STEM). However, many HSIs cannot successfully compete for existing NSF funds because they lack organizational support. **The HSI Infrastructure Development Program is critical to enable HSIs capacities, and increase Hispanic participation and success in STEM fields.**

IV. Adult Education.

a. Adult Education and Family Literacy – Title II of the Workforce Innovation and Opportunity Act.

	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>	<i>President’s 2018 Request</i>	<i>HEC’s 2018 Request</i>
BA in Millions	\$564	\$548	\$582	\$582	\$485	\$649

Title II of the Workforce Innovation and Opportunity Act (WIOA) provides a number of important adult education and literacy services including: workplace adult education and literacy, family literacy, English language acquisition, integrated English literacy and civics education, workforce preparation, and integrated education and training.²⁸ These adult English learning, civics, and literacy programs are vital to the Latino community, and improve the English language proficiency skills of their students, and help them integrate into our society. **English learners make up 40 percent of all Title II adult education students,** many immigrant families depend upon these classes to become successful members of their communities.²⁹ This request is to fully fund Title II WIOA at the FY 2018 authorized funding level.

V. Other Issues.

a. Civil Rights Enforcement -- The Department of Education, Office of Civil Rights.

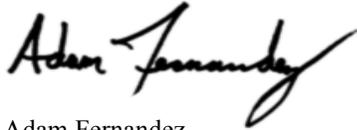
	<i>FY 2014</i>	<i>FY 2015</i>	<i>FY 2016</i>	<i>FY 2017</i>	<i>President’s 2018 Request</i>	<i>HEC’s 2018 Request</i>
BA in Millions	\$98	\$100	\$107	\$109	\$107	\$113

Congress charged the Department of Education, Office of Civil Rights with the important responsibility to enforce prohibitions against discrimination based on a student’s race, national origin, sex, gender, disability, or age.³⁰ **In 2016, the Office of Civil Rights received a record-high 16,720 civil rights complaints.**³¹ Furthermore, evidence shows that throughout the country, discrimination and hate crimes continue to be on the rise.³² The Hispanic Education Coalition calls upon Congress to continue to fund the Office of Civil Rights commensurate with the present need, and calls upon the Office of Civil Rights to dutifully enforce civil rights law.

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If you have any questions, please feel free to contact the HEC co-chairs: Adam Fernandez of the Mexican American Legal Defense and Educational Fund, at afernandez@maldef.org, or Cleo Rodriguez of the National Migrant and Seasonal Head Start Association at crodriguez@nmshsa.com.

Sincerely,



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Mexican American Legal
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Cleo Rodriguez, Jr.
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Executive Director
National Migrant and Seasonal
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CC: Members of the Congressional Hispanic Caucus
Members of the House Committee on Appropriations
Members of the Senate Committee on Appropriations
Members of the House Committee on Education and the Workforce
Members of the Senate Committee on Health, Education, Labor and Pensions

¹ *Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2024*, Education Dept., http://nces.ed.gov/programs/digest/d14/tables/dt14_203.50.asp.

² *Id.*

³ *Id.*, 59. According to the Department of Education, in 2000 there were 6.8 million Latino students in public schools nationwide, in comparison to 12.3 million today. In the same time period, the Asian American student population also nearly doubled from 1.7 million in 2000 to 2.5 million in 2014, however, the numbers of African American and White students in our nation's public schools have remained almost unchanged. Nationwide in 2000, there were 25 million White students in public school, which dropped slightly to 24.7 in 2014. Similarly in 2000, there were 7.1 million African American students, which raised slightly to 7.7 million in 2014.

⁴ *Id.* From 2000 to 2014, number of Latinos in high poverty schools raised from 2.4 million to 5.9 million. This raise in high-poverty enrollment of 3.5 million, when compared with the overall increase of 5.5 million Latinos nationwide, which comes to precisely 63.6 percent.

⁵ *Id.*, 57. Latino students are 48 percent of students attending high-poverty schools, as compared to 30 percent African American, 15 percent White, 4 percent Asian American, and 4 percent other. (Percentages do not add up to 100 percent due to rounding).

⁶ *Id.*, 16.

⁷ See e.g. *Better Use of Information Could Help Agencies Identify Disparities and Address Racial Discrimination*, GAO, 18-21 (Apr. 2016), available at <http://www.gao.gov/products/GAO-16-345> (showing that high poverty schools are much less likely to have access to advanced science and mathematics courses, gifted and talented education programs, and AP courses, as compared to low-poverty schools).

⁸ *Head Start program facts for Fiscal Year 2016*, Dept. of Health & Human Services, <https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/head-start-program-facts-fiscal-year-2016>

⁹ In order to maintain services at this level, HEC asks that the Labor, HHS Appropriations bill includes language to ensure that no less than 4.5 percent of the funds appropriated to Head Start in FY 2018 are set aside for Migrant and Seasonal Head Start programs, as required in the Head Start Act. See 42 U.S.C. 9835 (a)(4)(D)(iii).

¹⁰ Claudio Sanchez, *English Language Learners: How Your State Is Doing*, NPR Ed, <http://www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk> (analyzing 2016 data from the US Department of Education).

¹¹ These programs include Talent Search, Upward Bound, Student Support Services, Educational Opportunity Centers, and the McNair Post Baccalaureate Achievement programs.

¹² US Department of Education. "*FACT SHEET: 50th Anniversary of the Federal TRIO Programs.*" <https://www2.ed.gov/about/offices/list/ope/trio/trio50anniv-factsheet.pdf>

¹³ See e.g. Social & Economic Sciences Research Center. “*Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)*” http://www.gearup.wa.gov/sites/default/files/resources/sesrc_study_2008.pdf

¹⁴ *Id.*

¹⁵ See e.g. HEP-CAMP FY 2016 Report to Congress, Education Dept., <https://www2.ed.gov/programs/hep/2016hcreporttocongress.pdf>

¹⁶ For example, coming from a single parent home Guillerma always dreamed of becoming an engineer. She and her mother moved to Oregon when she was 9 years old to work in the strawberry fields during the summer. Guillerma is the first person in her family to attend a four-year institution, Oregon State University (OSU), and participated in the College Assistance Migrant Program (CAMP) in 2011-12. While in college, she pursued summer internships with Lockheed Martin Aerospace and NASA. She successfully graduated from OSU in 2016 with a degree in Industrial Engineering. Guillerma now works for Pratt and Whitney, a United Technologies Corp. company that designs, manufactures and services aircraft engines and is applying to business school to earn an MBA. CAMP was instrumental in providing her the supportive services she needed to graduate from college and achieve her dream of becoming an engineer.

¹⁷ See e.g. HEP-CAMP FY 2016 Report to Congress, Education Dept., <https://www2.ed.gov/programs/hep/2016hcreporttocongress.pdf>. The most recent reporting finds 74.5 percent of participants in CAMP receive their High School Equivalency Diplomas, and 80.1 percent of those go on to enter postsecondary education programs, career positions, or the military. It also finds that 86.7 percent of CAMP participants complete their first year of a postsecondary program in good standing, and 96.2 percent of those continue their postsecondary education.

¹⁸ The Public Interest Loan Forgiveness program is mandatory spending like Medicare and Social Security, not discretionary spending like other programs described.

¹⁹ See *2016 Lawyer Demographics*, ABA,

https://www.americanbar.org/content/dam/aba/administrative/market_research/lawyer-demographics-tables-2016.authcheckdam.pdf. See also Paloma Toledo, *The US Needs More Hispanic Medical Students*, Northwestern University, <https://news.northwestern.edu/stories/2014/04/opinion-quartz-toledo-hispanic-medical-students/>

²⁰ Passed in 2007, PSLF requires ten years of payments after enactment, which means when the first payout, which has not yet occurred but should occur later this year, will not only include graduates from 2007, but all previous years. Because of this, the second year of PSLF payouts should be considerably lower than the first year.

²¹ Hispanic Serving Institutions (HSIs): 2015-16, Excelencia in Education, <http://www.edexcelencia.org/hsi-cp2/research/hsis-fact-sheet-2015-16>.

²² *Id.* HSIs alone, enrolled precisely 1,962,353 Hispanic or Latino students in the 2015-16 school year.

²³ As of 2010 there were 311 institutions of higher education nationwide that were HSIs, which rose more than 50 percent to 472 in 2015.

²⁴ Hispanic Serving Institutions (HSIs): 2015-16, Excelencia in Education, <http://www.edexcelencia.org/hsi-cp2/research/hsis-fact-sheet-2015-16>.

²⁵ The National Science Foundation HSI Infrastructure Development Program was created in the FY 2017 Omnibus spending bill, which was still being negotiated at the time the President’s budget request was drafted.

²⁶ Paul Taylor *et al.*, *An Awakened Giant: The Hispanic Electorate is Likely to Double by 2030*, Pew, <http://www.pewhispanic.org/2012/11/14/an-awakened-giant-the-hispanic-electorate-is-likely-to-double-by-2030/>

²⁷ *Women, minorities, and persons with disabilities in science and engineering: 2017*, National Science Foundation, <https://www.nsf.gov/statistics/2017/nsf17310/static/data/tab7-14.pdf>.

²⁸ *Integrated English Literacy and Civics Education under the Workforce Innovation and Opportunity Act – Frequently Asked Questions*, Education Dept., <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-15-7-ielce.pdf>

²⁹ *Id.*

³⁰ The Department of Education, Office of Civil Rights is statutorily bound to enforce racial and national origin discrimination under the Title VI of the Civil Rights Act of 1962, sex and gender discrimination under Title IX of the Education Amendments of 1982, disability discrimination under Section 504 of the Rehabilitation Act of 1973 and the Title II of the Americans with Disabilities Act of 1990, Age Discrimination under the Age Discrimination Act of 1975.

³¹ Catherine E. Lhamon, *Securing Equal Educational Opportunity FY 2016: Report to the President and Secretary of Education*, <https://www2.ed.gov/about/reports/annual/ocr/report-to-president-and-secretary-of-education-2016.pdf>.

³² The Southern Poverty Law Center records 1,094 incidents of harassment and intimidation in the month following the 2016 election. “Overall, anti-immigrant incidents (315) remain the most reported, followed by anti-black (221), anti-Muslim (112), and anti-LGBT (109).” See *1,094 Bias-Related Incidents in the Month Following the Election*, Southern Poverty Law Center, <https://www.splcenter.org/hatewatch/2016/12/16/update-1094-bias-related-incidents-month-following-election>.