

Hispanic Association of Colleges and Universities



**HACU's 2007 Legislative Agenda
for the
1st Session of the 110th Congress**

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Dear Friends and Colleagues:

The Hispanic Association of Colleges and Universities (HACU) proudly presents a Legislative Agenda to the first session of the 110th Congress and the nation advocating for a comprehensive series of federal investments in the higher education success of Hispanic Americans. As the youngest and largest ethnic population, Hispanics are a vital national asset that must be developed and supported fairly.

Our nation's future economic and social well-being depends largely on how well its burgeoning Hispanic population is educated to meet the employment and leadership needs of the 21st century. Innovation and creativity are the engines of greatness in the global economy. Investing in Hispanic higher education success now will ensure our country's continued leadership in strengthening the community of nations.

Regrettably, Hispanic-Serving Institutions (HSIs), the backbone of Hispanic higher education, remain the most under-funded cohort of postsecondary institutions. They receive, on average, less than one-half the funds that all institutions receive per student annually. HACU's more than 400 member institutions, including the 252 federally listed HSIs, enroll nearly three of nearly every four of the two million Hispanic students in U.S. higher education. As Hispanics continue to enroll overwhelmingly at HSIs and other HACU-member institutions, the growing needs for capacity building and academic excellence make even more pressing the case for dramatically improved federal support in Fiscal Year 2008 and beyond.

Please join HACU in advocating for equitable federal assistance through enhanced appropriations for HSIs and Hispanic higher education, as well as for greater inclusion of HSIs and Hispanic Americans in the amendments of the Higher Education Act of 1965 including especially HR 761 and its companion bill S 357, The Next Generation Hispanic-Serving Institutions Act". The future of our country demands that Congress and the nation embrace HACU's Legislative Agenda.

Thank you for your support of HACU's advocacy efforts.

Cordially,

Antonio R. Flores
President and CEO

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Executive Summary

The following is a summary of HACU's federal agency appropriations requests for FY 2008 and Policy Recommendations for the Higher Education Act (HEA), Farm Bill, and No Child Left Behind (NCLB) Reauthorizations, as well as the DREAM Act.

HACU's Appropriations Requests for FY 2008

Title V (Higher Education Act-HEA)

- \$175 million for undergraduate grant program for HSIs under Title V.
- \$20 million for a new graduate education grant program for HSIs under Title V.

Federal Agency Funding

- \$20 million for HSIs under Title VII of the Farm Bill (USDA).
- \$12 million for the HUD Hispanic-Serving Institutions Assisting Communities (HSIAC) program and an additional \$5 million to reinstate the HUD work-study program to aid two-year HSIs.
- \$20 million for HSIs under the Department of Defense: \$15 million for research development, testing and evaluation infrastructure support for HSIs and \$5 million for faculty development programs for HSIs.
- \$23 million for a new Western Hemisphere Energy Cooperation program under the Department of Energy to include HSIs as eligible institutions of higher education.
- \$20 million for HSIs within the National Institutes of Health (NIH) for faculty development, research and capacity building under DHHS.
- \$10 million for competitive education and training grants to HSI community colleges for training of first and second responders as a part of the Strategic Human Capital Plan under the Department of Homeland Security, Federal Emergency Management Agency (FEMA).
- \$20 million for HSIs for research, curriculum and infrastructure development and for other purposes under the National Science Foundation (NSF).
- \$10 million to support a HACU/HSI consortium to elevate the regional pre-collegiate *Proyecto Access* model initiative for science, technology, mathematics and engineering to a nationwide program under NASA.

Strengthening the K-College Pipeline

- \$443 million for the Migrant Education Program under Title I, Part C, of the ESEA.
- \$45 million for Dropout Prevention under Title I, Part H, of the ESEA.
- \$45 million for HEP-CAMP (High School Equivalency Program/College Assistance Migrant Program), under Title IV of the Higher Education Act (HEA): \$25 million for HEP, and \$20 million for CAMP.
- \$500 million for GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) for low-income youth under Title IV of the HEA.
- \$900 million for TRIO programs under Title IV of the HEA.

HACU Recommendations for the Higher Education Act Reauthorization

Title V: Institutional Development/Graduate Education/Technology

- The increase of authorized funding for HSIs under Title V specifically directed at capacity-building for undergraduate programs at 2- and 4-year institutions to \$465 million per year.
- The creation of a new section under Title V of the HEA to be identified as Part B, Graduate Education, authorized at \$125 million for each year of the HEA cycle.
- The creation of a new section under Title V of the HEA to be known as Part D, Technology Enhancement Program for HSIs, authorized at \$50 million for each year of the HEA cycle.
- The creation of a new category of “Associate HSIs” for institutions that do not meet the eligibility criteria for HSI designation, but whose total FTE Hispanic undergraduate or graduate enrollment, or both, exceeds either 10 percent or 1,000 students. These institutions shall not be directly eligible for Title V funding, but may join consortia with one or more eligible HSIs to foster Hispanic higher education success. Associate HSIs may be sub-grantees of HSIs either for consortia or partnership purposes.

Title II: Teacher Education/Teacher Quality

- The addition of a new section under Title II to authorize \$50 million for eligible HSIs to create new and expand current high quality teacher education programs. These competitive grants would address teacher quality and supply issues in all PK-12 areas but especially in those where Hispanics students show greater under-achievement (e.g., math, science, technology), as documented by national, state and local reports.
- That this new section allow funding of consortia and partnerships between HSIs and Associate HSIs as defined by a previous recommendation under Title V) for the preparation of Hispanic teachers to meet national, state and local needs.
- That this section also authorize collaboration between PK-12 schools and HSIs, Associate HSIs and any other eligible applicants for grants funded by relevant parts or sections of Title II. These grants are intended to better prepare teachers for those communities and regions of the country where Hispanics and other minority populations are concentrated.

Title IV: Financial Aid/Student Support/Immigration

- Double the authorized maximum Pell Grant within the multi-year HEA cycle, while assuring adequate funding levels for needy students by making the Pell Grant an entitlement at a level comparable to the 80/20 grant/self-help ratio that prevailed when first initiated.
- Create an adequately funded state challenge-grant program with new federal aid dollars as a complement to the Pell Grant program.
- Discontinue all federal student loan-origination fees and fix maximum interest rates at or below the current level or prime rate (whichever is lower).
- Create new entitlement-based loan forgiveness funding under the Stafford Student Loan Program to promote greater student participation in disciplines marked by national need and under-representation of Hispanics, e.g., science, mathematics, engineering, information technology, health, and teaching.

- Provide a loan forgiveness program on a 20-percent, per year, debt reduction basis for any federal-loan borrower who completes a degree program and within one year of graduation chooses to work for an HSI. Borrowers may transfer from one HSI to another without loss of loan forgiveness benefits.
- Exempt from the federal-loan default rate provisions institutions with an undergraduate or graduate enrollment comprised of at least 50 percent low-income students, as indicated by their participation in a need-based Title IV program. These institutions, however, shall provide an acceptable default management plan, and engage an independent third party to assist in implementing such plan. Further, they shall demonstrate annually that the plan is being implemented successfully and that substantial improvement is being made in cohort default rates.
- Increase the annual reauthorized level of funding for TRIO to \$1.7 billion in FY 2008.
- Grant HSIs and other minority-serving institutions the same number of points as those received by other institutions for “prior experience” in TRIO grant competitions.
- Increase the reauthorized level of funding for GEAR UP programs to \$500 million.
- Increase the annual authorized level of funding for the College Assistance Migrant Program (CAMP) to \$75 million.
- Make long-term immigrant students, who have completed a high school program of study or its equivalent and who have physically resided in the United States for continuous period of not less than five years, eligible for federal college financial aid programs.

Title VI: International Education

- A new section under Title VI establishing an Institute for Pan-Hispanic International Studies under the auspices of a consortium of eligible HSIs, to be authorized at \$30 million per year.
- A new section under Title VI establishing an "Hispanic International Scholars and Fellows" program, to be authorized for \$20 million per year for the HEA cycle.

Title VII: Graduate and Professional Programs

- The authorization of \$15 million per year of the HEA cycle for a new "HSI Fellowship Program” to increase the enrollment and success of Hispanic and other under-represented students in HSI graduate and professional programs under Title VII, Part A, Subpart 5 of the HEA.
- The authorization \$20 million per year of the HEA cycle for an HSI/FIPSE program within Part B of the "Fund for the Improvement of Postsecondary Education" to encourage HSIs to develop innovative recruitment and support programs to increase the numbers of Hispanic students enrolled in HSI graduate and professional programs.

HACU Recommendations for the Farm Bill Reauthorization

Title II: Conservation

- A competitive grant programs for HSIs to develop and enhance academic programs and extension education to assist Hispanic beginning farmers and ranchers in areas of national interest, e.g., diversification and rotation of crops and training in new technology and new farming concepts.

Title III: Trade

- A competitive grant programs for HSI to assist Hispanic small farmers and businesses to market agricultural products internationally using Web-based technology.

Title VI: Rural Development

- Expanded outreach and assistance capacity for the Socially Disadvantaged Farmers and Ranchers Program under Subtitle H–Administration to include HSIs as a primary source for agricultural education or other needed services to help farmers and ranchers improve food production and distribution capacity.
- A special grant program for HSIs to train farm workers in new technologies necessary for production of higher value crops for national and international consumption.
- A special grant program for HSIs to train Hispanic students for jobs in the dairy industry in farms, ranches and food system.
- A special scholarship program for Hispanic youth from families employed in the agriculture and food processing industry, who demonstrate an interest in pursuing careers in agriculture and food science industries and related areas.
- A special outreach program for HSIs to assist Hispanic small farmers in identifying new food products for national and international consumption through organic agriculture.
- A grant program for HSIs to develop the IT infrastructure needed for rural businesses to engage in more effective electronic commerce.

Title VII: Research and Related Matters

- Increased authorization to \$40 million for Title VII HSI Educational Grants Program to correspond to the growing numbers of HSIs.
- An HSI extension service program to allow HSIs to conduct outreach to Hispanic rural and urban communities in the areas of nutrition, food science, and other human development areas affected by poverty.
- Create an Integrated Research, Education, and Extension Competitive Grants Program for HSIs to conduct research on human nutrition and food science and to use the research to improve health and address specific illnesses endemic to the Hispanic community.
- A competitive infrastructure grant program to allow HSIs to conduct advanced and applied research in agriculture, foods science, bio-energy and environmental science.
- Curriculum grants to HSIs to establish food science, environmental and agricultural courses to promote Hispanic student interest in agriculture and food science careers.
- A special grant and fellowship program to develop faculty in HSIs in food science, agriculture, environmental sciences, bio-energy and related fields.

- A special competitive grants program for HSIs for international agriculture, environmental and food sciences and education extension program.
- A program for HSIs to place interns in foreign agricultural service field offices overseas. Coordinated by the Cooperative State Research, Education and Extension Service and the Foreign Agriculture Service, the program will be known as the HSI Foreign Agricultural Service program.
- A special grant and fellowship program for HSIs to develop K-12 teachers and specialists in nutrition and food science for schools in areas with large concentrations of Hispanic and other disadvantaged families.
- A National Food and Agricultural Sciences Teaching Awards Program (TAP) to recognize and promote excellence in teaching food and agricultural sciences in 2 and 4 year HSIs. This program would be authorized according to section 1417(i) of NARETPA (7 U.S.C. 3152). This section authorizes the Secretary of Agriculture to create such a program and delegate its operation to the Administrator of CSREES.
- Legislative language to encourage and reward interdepartmental collaboration within USDA to fund curriculum development and extension education at HSIs that will assist Hispanics to become more productive in the agriculture and food science development, production and distribution process.

Title VIII: Forestry

- An undergraduate scholarship and graduate fellowship program for HSIs to train and develop professionals to work with federal and state agencies to preserve, monitor, and enhance the nation's natural resources and to sustain and protect timber, fish, wildlife, soil and water for recreational purposes.

Title IX: Energy

- A competitive grant program for HSIs with bio-energy or environmental science programs and expertise in the expanded use of agriculture resources for energy.
- A special grant programs for HSIs to assist nations with high levels of poverty and malnutrition, and limited natural energy to develop new sources of bio-energy for the industrial and daily living needs of the population.

Title X: Miscellaneous

- A "21st Century Land Grant Status for HSIs" with academic, research and outreach programs in agriculture, food science, nutrition and bio-energy and other related areas of agriculture. Eligible HSIs would offer an associate or baccalaureate degree and extension programs in agriculture, food science, bio-energy and related areas.
- An HSI agriculture and food science grant program within USAID and USDA so that HSIs with academic and extension education programs can assist countries with high levels of poverty and malnutrition

HACU Recommendations for the No Child Left Behind (NCLB) Reauthorization

HACU will develop a NCLB policy agenda in 2007 that will bring together HSIs, other member institutions and K-12 systems as partners in initiatives designed to close the education and achievement gap of Hispanics in the K-12 system. The following represent areas of focus for HACU in the reauthorization of the NCLB.

- Teacher preparation in all academic areas but especially science, technology and mathematics.
- Partnerships between HSIs and other colleges and universities and Hispanic-Serving School Districts (school districts with 25% or more Hispanic students) to develop new models for Hispanic K-12 academic achievement.
- A grant program for HSIs to develop precollegiate programs to prepare Hispanic middle and high school students in science and math.
- Dropout Prevention programs and partnerships between HSIs and high schools to improve Hispanic student completion rates.
- Bilingual education and English acquisition teacher preparation and program development.
- Partnership programs between HSIs and high schools to increase advanced placement programs for Hispanic students and enhance postsecondary readiness, motivation, and achievement.

HACU Recommendations for Immigration and the DREAM Act

HACU membership has made the DREAM Act a priority for enactment during the 110th Congress.

- HACU recommends that Congress enact the DREAM Act or amend the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 with the inclusion of DREAM Act provisions to permit states to determine state residency for higher education proposes and to authorize the cancellation of removal and adjustment of status of certain alien students who are long-term United States residents.

Hispanic Association of Colleges and Universities

HACU's Legislative Agenda For the 1st Session of the 110th Congress

Appropriations Requests for FY 2008 Recommendations for HEA, Farm Bill, and NCLB Reauthorizations, and Dream Act Legislation

Introduction

Our nation's greatness has been measured by its investments in higher education that fuel innovation, economic strength, social progress and leadership. Thus, our country has a vital stake in ensuring that its youngest and largest ethnic population has the opportunity to achieve the advanced knowledge and skills that will dramatically contribute to our nation's future greatness.

The Hispanic Association of Colleges and Universities (HACU) is the nation's champion of Hispanic higher education success. HACU is the only nationally recognized voice for Hispanic-Serving Institutions (HSIs), which serve the largest concentrations of Hispanic students in higher education in the United States.

HACU presents a Legislative Agenda for the 1st Session of the 110th Congress to address Hispanic higher education needs across the K-20 pipeline and beyond in a comprehensive way. These pressing needs demand immediate attention. Hispanics suffer the lowest high school and college graduation rates of any major population group; yet, HSIs on average continue to receive less than half the funding per student than all other degree-granting institutions.

HACU's Legislative Agenda addresses Hispanic higher education needs through appropriations requests for federal Fiscal Year (FY) 2008 as well as long-range priorities through recommendations for the Reauthorization of the Higher Education Act.

In addition, this document includes policy statements and recommendations for the impending Farm Bill Reauthorization and the No Child Left Behind (NCLB) Reauthorization as well as a policy statement on the Development, Relief and Education for Alien Minors Act of 2007 (DREAM Act).

Hispanic Demographics and higher education

The Hispanic population of the United States, according to the population estimates by the U.S. Census Bureau as of May 10, 2006, numbers 46.6 million: 42.7 million in the mainland United States and 3.9 million in Puerto Rico. Hispanics accounted for about one-half of the national population growth of 1.3 million between July 1, 2004 and July 1, 2005. This change represents a growth rate for Hispanics of 3.3 percent over the 12-month period, more

than three times that of the total population which grew 1.0 percent according to the U.S. Bureau of the Census.

These numbers reflect the dramatic growth in the Hispanic population in the last decade, a growth that is expected to continue in the decades ahead. Today, Hispanics comprise 15.4 percent of the nation's total population. By July 1, 2050, according to Census Bureau projections, Hispanic Americans will number 102.6 million or one-fourth of the nation's total population. The number of Hispanics will nearly triple between 2000 and 2050.

With a median age of 27.2, according to the Census Bureau (Statistical Abstract 2007), Hispanics are more than a decade younger than non-Hispanic whites with a median age of 40.3. These dramatic growth rates for Hispanics are visible at all age and cohort levels. At the preschool age level (under age 5), according to the U.S. Census, as of July 1, 2005, there are 20.3 million children. For Hispanics 10.6 percent of the total population falls in this age group; for non-Hispanic whites, only 5.7 percent are under 5. This same variance exists for the 36.1 million elementary school age children in the 5 through 13 cohort which include 16.5 percent of the Hispanic population compared to only 10.6 percent of non-Hispanic whites. In addition the U.S. Census Bureau projects a 60 percent increase in the Hispanic school-age population over the next 20 years.

These population growth rates are also being reflected in the U.S. workforce. U.S. Department of Labor studies show Hispanics represent about 13 percent of the U.S. work force, but already make up one of every three new workers joining the U.S. labor force today and will comprise one of every two new workers joining the U.S. labor force by 2025.

In spite of extraordinary growth rates of preschool and elementary schools students, Hispanic high school and college completion fall far below most major population groups in the nation. According to the 2006 Current Population Survey report, "Educational Attainment in the United States: 1940-2005," released in 2006 by the Census Bureau, only 58.5 percent of Hispanics ages 25 and older had a high school diploma in 2005—compared to 90.1 percent of non-Hispanic white adults and 81 percent of African American adults. Only 12 percent of Hispanic adults had at least a bachelor's degree, compared to 30.5 percent of non-Hispanic white adults and 17.6 percent of African American adults. Only 3.5 percent of Hispanic adults in 2005 have graduate degrees, compared to 10.4 percent of non-Hispanics.

Hispanics remain under-represented in every field demanding an advanced degree, from teaching, law, and medicine to science, mathematics and technology. According to a 2005 employment report, "Occupational Status and Mobility of Hispanics" by the Pew Hispanic Center, Hispanics are concentrated in non-professional, service occupations, such as building and ground cleaning, maintenance, food preparation and serving, while the representation of Hispanics in management and professional occupations actually declined between 1990 and 2000. Furthermore, according to the Pew report, the occupations in which Hispanic workers are concentrated rank low in earnings, education requirements and general socioeconomic status. In 2005, according to the U.S. Bureau of Labor Statistics, 35% of whites held management related jobs compared to only 17% for Hispanics. These data clearly show a strong correlation between educational attainment, employment status and income. More than one in five (22.5 percent) of Hispanics live below the federal poverty line compared to one in ten (10.2 percent) of non-Hispanic whites, according to the Census Bureau's "Income,

Poverty and Health Insurance Coverage in the United States: 2003” report. The real median income of Hispanic households in 2003 actually declined 2.6 percent from the previous year.

These education, employment and income data clearly document the national imperative of greater investments in assuring academic access and success throughout the K-20 pipeline for the country’s 46.6 million Hispanic Americans. Failure to address the current educational under-attainment and poverty statistics will erode our nation’s economic strength and security. In order to maintain its preeminence in science, technology, engineering and mathematics (STEM), the United States must engage a larger segment of the Hispanic population which currently lags behind other groups in the attainment of advanced education and technical skills demanded in an increasing number of high technology employment fields.

The Role of HSIs

Hispanic-Serving Institutions or HSIs are at the forefront of every major effort to address the challenge of increasing the numbers of trained professionals in the STEM areas. More than 260 HSIs nationally provide Hispanic Americans the greatest access to a college education. HSIs represent less than 8 percent of all higher education institutions, but serve almost 50 percent of all Hispanic students. HSIs are defined by the U.S. Department of Education as not-for-profit institutions of higher learning with a Full-Time Equivalent (FTE) student enrollment that is at least 25 percent Hispanic. Appendix A provides a listing of HSIs by Congressional district.

The impact of these vital institutions is reflected in the fact that between 1990 and 1999, student enrollment increased by 14 percent at HSIs, compared to a 7 percent enrollment growth for all institutions (U.S. Department of Education, National Center for Education Statistics (NCES), 1990 through 1999 Integrated Postsecondary Education Data System (IPEDS), “Fall Enrollment Survey”). The number of degrees awarded by HSIs grew by 36 percent between 1991-92 and 1999-00, compared to 13 percent for all institutions, according to NCES reports.

These numbers also reflect the reach of HSIs to all minority populations. According to the NCES “Completions Survey” report for fall 2000, the total number of Hispanic degree recipients at HSIs grew by 95 percent between 1991-92 and 1999-00, and the total number of minority degree recipients grew by 87 percent for that period.

Yet, HSIs on average continue to receive less than half the funding per student accorded to every other degree-granting institution. According to 2001-02 IPEDS statistics of the Department of Education, HSIs received \$8,596 per student on average from all revenue sources, compared to \$18,673 per student for all degree-granting institutions.

This gap will only widen without immediate legislative action because of the increase in the number of higher education institutions reaching the 25 percent Hispanic enrollment minimum to become eligible HSIs. Emerging HSIs with an 18-24 percent FTE Hispanic student enrollment are also expected to increase. Appendix B lists emerging HSIs by Congressional district.

The Role of HACU

Founded in 1986, HACU is a nonprofit 501 (c) 3 corporation with national headquarters in San Antonio, TX, and offices in Washington, D.C. and Sacramento, CA. As the only nationally recognized voice for HSIs and the Hispanic higher education community, HACU's fast-growing membership, as of December 31, 2006, totaled 455 nonprofit, degree-granting institutions, including 410 HSIs, emerging HSIs and partner institutions in 37 states and Puerto Rico, and 45 international member institutions.

HACU's U.S. member institutions collectively serve nearly two-thirds of all Hispanic higher education students. These institutions also have pre-collegiate, lifelong learning and workforce development outreach to every sizable Hispanic population center.

HACU represents 206 HSIs with a minimum 25 percent Hispanic student enrollment in Arizona, California, Colorado, Connecticut, Florida, Illinois, Kansas, Massachusetts, New Jersey, New Mexico, New York, North Carolina, Pennsylvania, Puerto Rico, Texas and Washington. HACU also includes 126 Associate Member institutions (institutions with a minimum 10 percent Hispanic student enrollment or at least 1,000 Hispanic students) in Arizona, Arkansas, California, Colorado, Connecticut, Florida, Illinois, Maryland, Massachusetts, Michigan, Nebraska, Nevada, New Jersey, New Mexico, New York, Oklahoma, Pennsylvania, Tennessee, Texas and Wisconsin.

In addition, 78 Partner Institutions (which do not yet meet HACU's Associate Member definition) are located in 34 states: Alabama, Arizona, Arkansas, California, Connecticut, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Virginia, Washington and Wisconsin. HACU also represents 45 International Member Institutions--many linked by higher education partnerships, exchanges and/or joint research initiatives with HACU's U.S. membership--in Brazil, Columbia, the Dominican Republic, Ecuador, Mexico, Nicaragua, Paraguay, Peru, Portugal and Spain.

HACU's Legislative Agenda for the 1st Session of the 110th Congress is based on the consensus of its membership and affiliates, on solid research and on the accumulated history of HACU's ongoing role as advocate of all major federal legislation defining and benefiting HSIs.

HACU's first major legislative victory was the definition of HSIs in amendments to the Higher Education Act (HEA) in 1992 under Title III, sections 316 and 360 (a) (1) (B) (i) that authorized \$45 million "for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years." These new provisions of the HEA were the first milestone in recognizing the role and strengthening the capacity of HSIs, in order to promote greater Hispanic success in higher education.

HEA amendments in 1998, under a new and improved Title V, enhanced the scope of the HSI definition and increased authorized funding for HSIs to \$62.5 million "for fiscal year 1999 and such sums as may be necessary."

Along with these legislative improvements, HACU secured an amendment to the Farm Bill governing the U.S. Department of Agriculture that has provided funding since fiscal year 1997 under Title VII. The Farm Bill is scheduled for reauthorization during the 110th Congress in 2007. HACU's advocacy efforts also resulted in a line-item funding under the appropriation bill of the Department of Housing and Urban Development.

Although HACU and its supporters in Congress have been able to increase appropriations for HSIs under Title V from the first \$12 million in FY 1995 to \$94.9 million in FY 2007, HSIs remain the most under-funded category of institutions serving the neediest ethnic population in America.

Substantially greater investments in Hispanic higher education are required to meet the demands of a high-technology and knowledge-driven economy. The need has become more acute in an uncertain economy, in which cutbacks in local and state funding have further eroded the funding base of HSIs.

HACU is calling upon the 1st Session of the 110th Congress to address the inequity in federal funding for HSIs by adopting a FY 2008 budget with increases for Title V of the HEA, for key federal agencies, and for K-college pipeline programs, as described in HACU's 2007 Legislative Agenda. Additionally, HACU is calling for new and expanded legislative language and substantial increases in appropriations for Title V and other Titles of the HEA, for the Farm Bill, and for No Child Left Behind as part of their reauthorization processes in the 110th Congress.

Education remains the foundation of our nation's greatness. It is in our best national interest to enhance Hispanic higher education access, equity and success through substantial new and expanded investments in federal funding support for Hispanic higher education.

HACU's Appropriations Requests for FY 2008

Higher Education Act

Title V: Undergraduate Education

HACU requests a Title V appropriation for undergraduate support for HSIs of \$175 million for FY 2008.

HACU's number one appropriations priority is to substantially increase appropriations for Hispanic-Serving Institutions (HSIs) under Title V of the Higher Education Act. Title V funds since 1995 have allowed HSIs to expand their academic and faculty programs, administration, infrastructures, technology, endowments and other urgently needed resources. Title V remains the chief federal vehicle for targeting federal funding to HSIs.

A Hispanic-Serving Institution (HSI) is defined as an institution that has a minimum 25 percent Hispanic full-time equivalent (FTE) enrollment, at least 50 percent of whose Hispanic students are low income (defined as 150 percent of the poverty level as determined by the U.S. Census Bureau).

HSIs serve the largest concentrations of the nation's youngest and largest ethnic population. Based on the U.S. Department of Education IPEDS data, there are 266 Hispanic Serving Institutions located in 14 states and Puerto Rico. In 2004, these 266 HSIs served more than 996,000 Hispanic students, 55% of the collective total of 1.8 million Hispanic students that attend all higher education institutions.

Between 1990 and 1999 alone, student enrollment increased by 14 percent at HSIs, compared to a 7 percent enrollment growth for all institutions (1990 through 1999 IPEDS "Fall Enrollment Survey"). The number of degrees awarded by HSIs grew by 36 percent between 1992 and 2000, compared to 13 percent for all institutions.

These numbers also reflect the reach of HSIs to all minority populations. According to the NCES "Completions Survey" report for fall 2000, the total number of Hispanic degree recipients at HSIs grew by 95 percent between 1992 and 2000, and the total number of minority students grew by 87 percent. According to U.S. Department of Education, the number of HSIs grew from 219 institutions in 2002 to 262 in 2003, a 10.5 percent increase. (The Department of Education's 2006 Web site of "Institutions with High Hispanic Enrollment" lists 287 institutions.)

In addition to postsecondary institutions already classified as HSIs, another group of institutions is on the threshold of reaching 25% Hispanic enrollment. Department of Education officials have estimated that there are approximately 86 "Emerging HSIs" on the verge of meeting HSI eligibility rules, (See Appendix B for a complete listing of emerging HSIs). Because of rapid Hispanic population growth, especially for the Hispanic college-age population, most of these emerging HSIs are expected to become HSIs within the next decade, as increasing numbers of Hispanics pursue postsecondary education. HEA Title V funding, already inadequate to serve the current number of eligible HSIs, will become even less capable of meeting the demand from a widening pool of institutions eligible to compete for Title V and other federal agency HSI grant programs.

Title V: Graduate Education

HACU requests authorizing language and a first-time \$20 million appropriation for graduate education support for HSIs under Title V for FY 2008.

At a time when advanced skills are becoming an ever more important measure of future earnings, tax dollars and the nation's economic strength, only 20 percent of HSIs offer a master's degree. Less than 12 percent of HSIs offer a doctoral degree. Many under-funded HSIs do not have the infrastructure to offer advanced degree programs.

According to the 2007 Statistical Abstract, as of March 2004 only about 11.9 percent of Hispanics ages 25 and older had at least a bachelor's degree, compared to 29.8 percent of non-Hispanic white adults and 17.6 percent of black adults. With regard to post-baccalaureate degrees only 3.5 percent of Hispanics have graduate degrees, compared to 10.4 percent of non-Hispanics.

According to Department of Labor Bureau of Labor Statistics, Handbook of Labor Statistics for 2001, Hispanics comprise less than 5 percent of most fields requiring advanced degrees. Hispanics comprise only 4.7 percent of all employment in professional specialty fields, including only 4.6 percent of the country's physicians, 2.8 percent of natural scientists, 3.6 percent of mathematical and computer scientists, 5.4 percent of public school teachers, 3.5 percent of engineers and 3.2 percent of lawyers and judges.

Funding for HSIs to develop and enhance graduate programs would help reverse the under-representation of Hispanics in teaching, science and other critical professions.

Federal Agency Appropriations

All federal agencies are mandated by White House Executive Order 13171 to promote and support workforce development and outreach policies that reflect the diversity of the nation. These policies are supported by federal laws that urge federal agencies to take the necessary steps to include minority communities in their programs and operations.

The White House Initiative on Educational Excellence for Hispanic Americans and formal Memorandums of Understanding (MOUs) between HACU and more than 30 federal agencies provide the foundation for greater collaboration between the federal government and HSIs. Many of these MOUs provide support and resources to HSIs for infrastructure enhancement and for students, faculty and staff at HSIs to participate in federal agency work, research, and career opportunities.

In addition, many of these agencies are active partners with the HACU National Internship Program (HNIP), the nation's largest Hispanic college internship program. HNIP provides college students with paid internships in federal agencies and an on-the-job introduction to potential federal career opportunities. HNIP is a proven tool for increasing the Hispanic employment profile in the federal work force. Since its inception in 1992, HNIP has placed more than 6,500 outstanding interns, and many former interns today are full-time federal employees.

Despite federal mandates and ongoing initiatives, Hispanics remain the only under-represented ethnic population group in the federal work force. According to the U.S. Department of Labor, Hispanics currently represent 6.5 percent of the federal workforce – 4.6 percent below the current Hispanic civilian labor employment level.

HACU proposes the following federal funding increases to strengthen HSIs:

Department of Agriculture

HACU requests a U.S. Department of Agriculture (USDA) appropriation for HSIs under Title VII of the Farm Bill of \$20 million for FY 2008.

HACU requests an additional \$25 million under Title X for HSIs (and other entities) to assist socially disadvantaged farmers and ranchers

The U.S. Department of Agriculture (USDA) and HACU have long been affiliated through a formal Memorandum of Understanding that recognizes the need to include more HSIs in USDA programs and research. Annual program funds for HSIs within the USDA/HSI Education Grants Program remained stagnant from FY 2001 to FY 2002 at \$3.5 million. Funding has increased only gradually to \$4.1 million for FY 2003, \$4.6 million for FY 2004, \$5.6 million for FY 2005 and \$6.0 for FY 2006. This program is the only USDA competitive-grants program specifically targeted to HSIs.

USDA/HSI Education Grants Program Funding (M=Million)

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Total
Appr.	\$1.5M	\$2.5M	\$2.85M	\$2.85M	\$3.5M	\$3.5M	\$4.2M	\$4.6M	\$5.64M	\$6M	\$6.2M	\$43.34M
Grant	14	11	11	14	17	17	19	18	18	22	n/a	161

Source: USDA-Higher Education Programs

This program has awarded 161 grants since 1997 for projects in human nutrition and dietetics, aquaculture, agribusiness technology, food and beverage export, food and agriculture, marketing and management, integrated resources management, food science technology and engineering, plant science, environmental science, and veterinary science and technology, among others.

In FY 2006, for example, 20 grants totaling \$6 million were awarded to HSIs in seven states and Puerto Rico. Although not required by the USDA, most of these institutions have leveraged federal grant funds with institutional cost sharing or third-party support. Administered by the USDA Office of Higher Education Programs, the grants program for HSIs was designed to strengthen the ability of HSIs to offer educational programs that attract, retain and graduate outstanding students who will enhance the nation’s food and agricultural, scientific and professional work force.

Although Title VII of the Farm Bill authorizes \$20 million for HSIs, actual appropriations remain at 30 percent of the minimally authorized level. Only 2.7 percent of Hispanic college graduates earn a degree in agriculture-related areas. The continued under-representation of Hispanics in these important fields warrants a greater investment to expand such programs to additional HSIs to better meet USDA goals.

Family-owned farms in the United States have been in decline for almost the past fifty years. In 1997 the U.S. Department of Agriculture reported that “all operators” of farms declined from 2.25 million to 1.9 million. During this same time period the number of Hispanic-operated farms increased from 17,572 to 27,717. Many Hispanic farmers experience difficulty successfully managing a farm in an age of increased reliance on technology and global competition. The last Farm Bill Reauthorization in 2002 included a component that provides authorization to assist socially disadvantaged farmers and ranchers. Increasing direct and outreach services to the large number of Hispanic-owned farms would significantly contribute to the development of food production to meet domestic and global demands. HACU is therefore requesting continued support for the Title X socially disadvantaged farmers and ranchers program

Department of Defense:

HACU requests a U.S. Department of Defense appropriation for HSIs of \$20 million for FY 2008: \$15 million for research development, testing and evaluation infrastructure support for HSIs and \$5 million for faculty development programs for HSIs.

Many HACU member colleges and universities, because of historic funding inequities, lack resources to expand much-needed research and science education programs in areas of study where Hispanics are seriously under-represented and where national security needs are great. Low high school completion rates also deny many Hispanic youth the opportunity to serve in the military at a time when military branches are not meeting recruitment goals. For example, 196 HSIs were eligible in FY 2000 to compete for \$5 million in Department of Defense (DoD) infrastructure support programs, yet the limited funding allowed only 12 HSIs to secure grants. The funding situation has worsened since then.

The DoD offers unique opportunities to expand the research laboratory experiences and teaching skills of HSI faculty and students, while enhancing the security of the United States. The nation also needs expanded avenues for increasing the number of qualified Hispanics serving in DoD civilian management and military officer ranks.

The DoD Infrastructure Support Program’s HBCU/MI (Historically Black Colleges and Universities/Minority Institutions) Program, while not specifically naming HSIs in its title, awarded HSIs \$4.3 million in FY 2002 science, mathematics and engineering support grants. These grants are used by HSIs to enhance the capabilities to perform science and engineering research and to accomplish related educational purposes in fields of study critical to the country’s national defense.

In spite of the important contributions of HSIs to national defense, Congress only modestly increased the appropriation for Department of Defense programs in support of HSIs from \$4.3 million in FY 2002 to \$6 million for FY 2003. Even though the national security needs of the country have increased in subsequent years, Congress *decreased* DoD funding for HSIs to \$5 million for FY 2004 and to \$4.25 million for FY 2005 and eliminated all funding for FY 2006. HACU is requesting the U.S. Department of Defense to once again provide support for an infrastructure development program for HSIs.

**U.S. Department of Defense Appropriations for HSIs
(M=Million)**

Department of Health and Human Services:

HACU requests a U.S. Department of Health and Human Services line-item appropriation of \$20 million for HSIs within the National Institutes of Health (NIH) for faculty development, research and capacity building for FY 2008.

Hispanics are persistently under-represented in health care and human services fields,

FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	Total
\$4.3 M	\$6 M	\$5 M	\$4.25 M	-0-	-0-	\$19.55 M

especially in biomedicine and other developing medical technologies. These fields are becoming more crucial in order to address heightened security concerns like the threat of bio-terrorism, as well as to meet the increasing health care needs of an aging non-minority population.

Health care disparities, like the high rate of adult onset diabetes and tuberculosis and the lack of health nutrition and immunizations, impact Hispanics and are exacerbated by disproportionate poverty and corresponding lack of access to adequate health care among Hispanic Americans.

HSIs are located in communities with the largest concentrations of Hispanics. These institutions are best situated, and culturally most sensitive, to respond to these disparities by providing more health care professionals and focused faculty research and outreach. HSIs can also focus on training more Hispanic and other minority health care providers reflective of multicultural patient communities.

Department of Homeland Security

HACU requests a U.S. Department of Homeland Security, Federal Emergency Management Agency (FEMA), appropriation of \$10 million for competitive education and training grants to HSI community colleges for training of first and second responders as a part of the Strategic Human Capital Plan.

There is a great need to train first and second responders. First responders include police and public safety officers, airport and border inspection officers, pyrotechnic and hazardous materials officers, emergency medical personnel and cyber-security experts. Second responders include professionals who restore fire, water, and power capacity to communities after environmental disaster or human-related terrorism.

HSIs are poised to train a new cadre of specialists necessary for state and national security. There are more than 119 HSI community colleges with workforce development programs

and a capacity to train individuals to meet current and future needs of FEMA and the Department of Homeland Security. HSI community colleges educate over 57% of all Hispanics attending postsecondary education and are located in areas of high population density. Many of these institutions are situated near international borders and coastlines. Many already provide a variety of workforce development programs in the areas of protective services and allied health, and have the capacity to design new programs to meet the specific needs of FEMA and the Department of Homeland Security.

Department of Housing and Urban Development

HACU requests a U.S. Department of Housing and Urban Development (HUD) appropriation of \$12 million for FY 2008 for the Hispanic-Serving Institutions Assisting Communities (HSIAC) program to extend the reach of HUD programs into fast-growing Hispanic communities.

HACU requests a U.S. Department of Housing and Urban Development (HUD) appropriation of \$5 million for FY 2008 to reinstate the HUD Hispanic-Serving Institution Work-Study Program (HSI-WSP) to aid two-year HSIs.

The U.S. Department of Housing and Urban Development (HUD)’s funding for HSIs, as seen in the chart below, has been on a roller coaster since its inception in FY 2001.

Past grants from this program vital to our communities—especially those with high-poverty, high-minority populations--have been awarded to HSIs or consortia of HSIs for projects ranging from construction of community learning centers to youth services facilities. One grant provided funds to build a center for child care providers. HSIAC program funds benefit primarily low- and moderate-income residents, help prevent or eliminate slums or blight, or meet urgent community development needs.

**Hispanic-Serving Institutions Assisting Communities (HSIAC) Funding
(M=Million)**

Year	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	Total
App	\$6.5 M	\$6.5 M	\$5 M	\$6.5M	\$6.7 M	\$6.0 M	\$6.0 M	\$43.2 M
Grants	13	19	12	12	10	10	n/a	76

Because Hispanics suffer disproportionately high poverty rates, and because HSIs are located in or near communities with the country’s largest and fastest-growing Hispanic populations, an increase in HSIAC program funding can enhance the role of HSIs and their special focus on the importance of a college education to benefit these needy communities.

In the past, HUD also provided the Hispanic-Serving Institutions Work-Study Program (HSI-WSP) for eligible community colleges to provide tuition and other assistance to low-income, full-time students who are pursuing degrees that promote community service and community development careers. The majority of Hispanic higher education students are enrolled at two-year institutions. In 1999, before funding ceased, \$3 million had been available for HSI-WSP grants to two-year HSIs.

The success of this program in training Hispanic students in community development careers is the basis for requesting a reinstatement of the program with an increase in funding to \$5 million. A diverse base of dedicated professionals is urgently needed to revitalize the nation's communities, especially those with large and fast-growing minority populations where two-year HSIs are located. These communities tend to be urban and disproportionately impoverished, multiplying needs within these diverse population clusters.

National Science Foundation:

HACU requests a NSF appropriation of \$20 million for HSIs for research, curriculum and infrastructure development, and for other purposes, for FY 2008.

A 21st century workforce trained in advanced science, technology, engineering and mathematics (STEM) fields is critical to our nation's economic strength, social well-being and security. Hispanics, the nation's largest ethnic population, comprise the fastest-growing sector of our U.S. labor force. Yet Hispanic-Serving Institutions (HSIs) are the *only* group of Minority-Serving Institutions excluded from dedicated funding by the National Science Foundation (NSF).

To address a shortage of professionals in the fields of general and applied science, biotechnology, biomedicine, technology, HACU requests support from the National Science Foundation to train Hispanics as the next generation of leaders in these important fields. Federal resources are critical for HSIs to address the under-representation of Hispanics in STEM fields and to allow them to compete in technology education vital to the national security. The Division of Science Resources Studies of the National Science Foundation (NSF) reports that only 2.8 percent of the doctoral degrees in science and engineering are earned by Hispanics, compared to 51.4 percent by non-Hispanic whites.

According to a recent report from the National Science Board, "Global competition for S&E [science & engineering] talent is intensifying, such that the U.S. may not be able to rely on the international S&E labor market to fill unmet skill needs." Moreover, "the number of native-born S&E graduates entering the workforce is likely to decline unless the Nation intervenes to improve success in educating S&E students from all demographic groups, especially those that have been underrepresented in S&E careers."

A 2004 National Science Foundation's publication on Science and Engineering Indicators reports that minorities, particularly Hispanics, are significantly impacting the demographics of college campuses. Traditional college-age (18 to 24 year-olds) Hispanics are expected to grow at a rate of 52 percent from 2000 to 2015, and will continue to grow at least through 2050.

Although Hispanics comprise 15 percent of the general population, they made up only 3.2 percent of the science and engineering workforce in 2000. Hispanics are less than 3 percent of doctorate holders in science and only 2 percent of doctorate holders in engineering. Indeed, Hispanics represent only 3.4 percent of the employed scientists and engineers at the bachelor's level. At the same time, the Higher Education Research Institute reports that more than 34 percent of Hispanic college students expected to major in science and engineering, compared to 30.5 percent of non-Hispanic whites surveyed.

NSF investments in Hispanic higher education have largely been of a secondary or lesser nature. For example, the Advanced Networking with Minority-Serving Institutions (AN-MSI) project is the result of a National Science Foundation grant to EDUCAUSE which established partnerships with HACU, the American Indian Higher Education Consortium and associations and councils representing other Minority-Serving Institutions. Leadership development aspects of this project have included the involvement of administrators of HSIs and other Minority-Serving Institutions at seminars on academic computing and a recent Technology Summit.

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 information technology gap and promote the graduation of more Hispanics with STEM degrees. However, many HSIs cannot successfully compete for existing NSF funds because they lack organizational support and adequate expertise.

HSIs are an effective vehicle for impacting Hispanics in higher education, especially in science and engineering. Only 7 percent of U.S. colleges and universities enroll nearly 50 percent of Hispanic college students. The NSF also reported that “...Hispanic-serving institutions are important sources of S&E bachelor’s degrees....” Many HSIs provide the baccalaureate foundation for Hispanic doctoral scientists and engineers, including five of the ten most productive institutions of future PhDs. However, HSIs face many challenges and special issues, including under-funding.

HSIs remain the only group of Minority-Serving Institutions (MSIs) not receiving targeted NSF infrastructure development funding. Historically Black Colleges and Universities (HBCUs) have received targeted NSF appropriations since 1998 and Tribal Colleges and Universities (TCUs) began to benefit from set-aside funding in 2001. See the following chart:

**National Science Foundation Appropriations to Minority-Serving Institutions
(M-Millions)**

Type	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Total
HBCU	\$6M	\$10M	\$15M	\$18M	\$18M	\$19M	\$24M	\$24.5M	\$25M	\$25M	\$184.5M
TCUs	0	0	0	\$10M	\$10M	\$10M	\$10M	\$9.9M	\$10M	\$10M	\$69.9M
HSIs	0	0	0	0	0	0	0	0	0	0	0

A program administered by the NSF Directorate of Education and Human Resources/Division of Human Resource Development, specifically targeted to HSIs, would enhance the quality of undergraduate science, technology, engineering and mathematics (STEM) education at HSIs as a means to broaden participation in the nation’s STEM work force.

NASA:

HACU requests a NASA appropriation of \$10 million to support a HACU/HSI consortium to elevate the model, regional pre-collegiate Proyecto Access initiative for science, technology, mathematics and engineering to a nationwide program for FY 2008.

The shortage of Hispanics in STEM fields can also be addressed in pre-collegiate programs targeting Hispanic and other minority students. From 1996 until 2001, HACU assisted more than 3,000 minority middle and high school students through the pilot *Proyecto Access* program. The National Aeronautics and Space Administration (NASA) provided the project \$1 million per year for the five years of the project's existence.

Proyecto Access targeted minority students interested in pursuing a college degree in engineering, science, mathematics, and information technology fields. The annual summer program focused on preparing these students by teaching logic, critical thinking, and problem-solving skills in STEM fields of study.

The under-representation of Hispanics in STEM fields and the growing shortage of scientists, mathematicians and engineers require the development of an early education "pipeline" to attract new Hispanic and minority talent. This program can target the youngest and fastest-growing population, who will account for 60 percent of the school-age population growth in the next decade.

Elevating NASA's investment in this program would also expand NASA's recruiting resources and outreach beyond its traditional base of Research I universities, only a handful of which are HSIs. NASA can play an important role in increasing the diversity of its workforce and leadership ranks and serve as a model for other federal agencies with similar goals of increasing Hispanic employment and outreach.

Department of Energy

HACU requests an appropriation of \$23 million for FY 2008 to be directed to the U.S. Department of Energy for the Western Hemisphere Energy Cooperation (WHEC) program fully targeted to Hispanic Serving Institutions (HSIs) and other Part B institutions.

The Energy Policy Act (EPA) of 2005 created an Office for International Cooperation to carry out a Western Hemisphere Energy Cooperation (WHECP) program to promote cooperation on energy issues between countries of the Western Hemisphere. Thirty-nine million dollars are authorized for the program--\$10 million for FY '07, \$13 million for FY '08 and \$16 million for FY '09.

The program will promote cooperation on energy issues with Western Hemisphere countries by assisting the countries in formulating and adopting changes in economic policies increasing the production of energy supplies, improving energy efficiency, and assisting in the development and transfer of energy supply and efficiency technologies that would have a beneficial impact on world markets. As new sources of oil and natural gas are discovered and developed in the Western Hemisphere, these countries will play an important role in the future energy supply and demand for the United States and other primary Western Hemisphere trading partners.

The 2005 EPA directs the Secretary to carry out the program with the participation of institutions of higher education (particularly Hispanic-Serving Institutions and part B

institutions) as sources of unbiased technical and policy expertise to countries of the Western Hemisphere.

HACU member institutions represent the nation's best postsecondary resource for designing and evaluating new energy technologies by collaborating with Western Hemisphere countries in the development of new energy policies and training energy specialists and policymakers.

Strengthening the K-College Pipeline

Strengthening the K-College pipeline for Hispanic students is vital to increasing Hispanic higher education access, equity and success. Too many Hispanic students face almost insurmountable barriers to college attendance and higher education success. HACU presents a series of interdependent proposals designed to strengthen the K-College pipeline for Hispanic students.

Title I (Elementary and Secondary Education Act ESEA) Migrant Education Program:

The Migrant Education Program, operating under Title I, Part C, of the ESEA, was created to provide supplemental instruction and other support services for migrant children. Eligible participants are those children of migratory workers who have, within the last 36 months, moved across school district boundaries in order to obtain temporary or seasonal employment in agriculture or fishing.

Because the vast majority of program participants are Hispanic and because the seasonal/migrant worker population suffers the highest K-12 dropout rates, lowest college attendance rates and disproportionately high poverty rates, the Migrant Education Program is a critical component of efforts to ensure that truly no child is left behind.

HACU recommends a FY 2008 \$443 million appropriation under Title I, Part C, of the ESEA for the Migrant Education Program.

Title IV (HEA) HEP-CAMP: Additional programs addressing seasonal/migrant worker are funded under the Higher Education Act. Sustained increases in federal funding for HEP-CAMP (High School Equivalency Program/College Assistance Migrant Program) would allow more Hispanic migrant and seasonal farm workers and their children to break the cycle of poverty and increase the likelihood of postsecondary access through HEP and college success through CAMP. Only 43 colleges and universities operate CAMP programs. Only 59 HEP programs are in place. Many areas of the country have no access to HEP or CAMP programs.

HACU recommends a FY 2008 \$50 million appropriation for HEP-CAMP, under Title IV of the Higher Education Act (HEA): a \$25 million appropriation for HEP and a \$20 million appropriation for CAMP.

Title I (ESEA) Dropout Prevention: Hispanics are the largest ethnic population and the fastest-growing segment of the labor force. Yet Hispanics also suffer the lowest high school completion rates of any major population group: 41.5 percent of Hispanics ages 25 and older did not have a high school diploma in 2005, compared to 14.3 percent of white adults and 18.9 percent of black adults.

Dropout prevention is essential to strengthening the K-16 pipeline for Hispanic students. High school dropouts earn less, suffer higher rates of poverty and contribute less to the country's future economic strength and security. Substantial investments in dropout prevention are essential to increasing Hispanic high school graduation rates and, ultimately, access to and success in higher education.

HACU recommends a FY 2008 \$45 million appropriation under Title I, Part H, of the ESEA for Dropout Prevention.

Title IV (HEA) GEAR UP: Effective interventions in the transitions from middle-school to high school to college are critical to reversing Hispanic under-achievement and dropout rates. The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program is a proven tool for allowing states, middle and high schools, higher education institutions and community organizations to help middle schools and high schools with large numbers of low-income students to strengthen the K-16 pipeline. Since 1998, GEAR UP has served an estimated 1.4 million students—over one-third of them Hispanic, according to the Hispanic Education Coalition.

The Hispanic dropout rate in K-12 education exceeds 40 percent--the highest of any racial or ethnic group in the nation. Consequently, the pool of prospective Hispanic entrants to higher education, particularly to HSIs, is greatly diminished and largely under-prepared for postsecondary curricula.

GEAR UP engages colleges and universities in consortia with local communities and K-12 schools to enhance student success and entrance to college, and is vital to opening the doors to higher education for under-represented Hispanic students.

HACU recommends a FY 2008 \$325 million appropriation under Title IV of the HEA for GEAR UP for low-income youth.

Title IV (HEA) TRIO: Under Title IV, TRIO programs provide student services that help low-income and first-generation Americans enter and complete their postsecondary education. More than 2,700 TRIO programs at more than 1,200 colleges and universities currently serve nearly 873,000 low-income students from grades six through college, according to the National TRIO Clearinghouse (Council for Opportunity in Education). Of these students, 37 percent are non-Hispanic white, 35 percent African-American, 19 percent Hispanic, 4 percent Native American, 4 percent Asian-American and 1 percent “other.”

Because Hispanic college students are disproportionately lower income and first-generation, and because Hispanics suffer the lowest high school graduation rates of any major population group, TRIO programs are of critical importance. Pre-collegiate TRIO programs such as Upward Bound are specifically designed to help students prepare for college. Hispanic college students also suffer disproportionately low retention rates, which makes the TRIO program’s Student Support Services (SSS) and other retention programs of paramount importance in directly addressing this disparity.

Hispanic students remain under-represented in the TRIO programs. While Hispanic students comprise approximately 29 percent of eligible TRIO students, only 19 percent of the actual participants are Hispanic. Increased minimum grant levels are essential to reversing the under-representation of eligible Hispanics for TRIO program, and would help to accomplish the goals of increasing HSI participation and adequately funding current grantee programs.

HACU recommends a FY 2008 \$900 million appropriation for TRIO programs under Title IV of the HEA.

HACU's Public Policy Priorities for HEA Reauthorization

In 1992, Congress defined Hispanic-Serving Institutions (HSIs) in Title III of the Higher Education Act (HEA). Even today, however, actual funding for HSIs remains at levels far below the documented needs of these institutions.

The first \$12 million appropriation for HSIs under Title III did not occur until FY 1995 and remained at that level until FY 1998. With the HEA amendments of 1998, annual appropriations for HSIs under a revised Title V increased to \$28 million in FY 1999, \$42.3 million in FY 2000, \$68.5 million in FY 2001, \$86 million in FY 2002, \$93 million in FY 2003, \$94 million in FY 2004, \$95.1 million for FY 2005, and 94.9 million for FY 2006 and FY 2007.

Despite this progress, HSIs still receive less than half the federal funds per student than other institutions, even as the nation's largest minority population continues to be its fastest-growing. Hispanics already comprise one in every three new workers joining the U.S. workforce, projected to become one in two by 2025. An increasing dependence on this population to maintain and advance our economic progress and social well-being will require considerably greater investment in higher education for Hispanic Americans.

HACU is requesting that the 110th Congress enhance the level of support for HSIs and Hispanic higher education through the HEA reauthorization. These recommendations address: institutional development, graduate education and technology provisions under Title V; teacher education/teacher quality provisions under Title II; financial aid and immigration provisions under Title IV; international education provisions under Title VI; and graduate and professional programs enhancement under Title VII.

HACU's recommendations for HEA reauthorization emerged from four main sources: (1) a national survey of HSI presidents and key institutional leaders, (2) six regional HSI/HEA public forums, (3) staff analyses of other databases and reports, and (4) revisions inspired by increasing support for HACU's Legislative Agenda and HEA Reauthorization proposals expressed in numerous bills introduced in the House and Senate during the 108th and 109th Congresses.

The wide, bipartisan support for each of these legislative proposals--many re-introduced in the 1st Session of the 110th Congress--adds impetus to HACU's efforts to advocate for much-needed amendments benefiting HSIs in the final HEA reauthorization.

Issues, Rationales and Recommendations

Title V: Institutional (Undergraduate) Development

ISSUE: Since 1986, HACU has advocated for the colleges and universities serving the largest concentrations of Hispanic students in higher education. In 1992 HACU and its Congressional allies won a new federal designation--Hispanic-Serving Institution (HSI)--for those not-for-profit higher education institutions with at least 25 percent Hispanic enrollment.

By definition, not less than 50 percent of total student enrollment must be low-income, as indicated by Pell Grant eligibility.

According to Integrated Postsecondary Education Data Systems (IPEDS) statistics from the Department of Education, in 2002-03 HSIs receive \$1,136 per student on average from federal grants, contracts and appropriations, compared to \$2,630 per student for all non-HSIs.

Title V of the Higher Education Act remains the chief vehicle at the federal level through which authorized appropriations are targeted to HSIs to address those funding disparities. Since 1999, the Title V grants program has funded 330 infrastructure enhancement programs that support 727 allowable activities. See Appendix C for a complete listing of the allowable uses of the Title V program in HSIs.

RATIONALE: With the HEA amendments of 1992, Congress recognized institutions with at least 25 percent Hispanic enrollment as Hispanic-Serving Institutions (HSIs). Although authorized funding for HSIs under Title III was set at \$45 million, no actual appropriation occurred until FY 1995, and only at \$12 million per year through FY 1998.

Through the HEA amendments of 1998, HSIs gained greater authorized funding at \$62.5 million “and such sums as may be necessary,” a broader scope of legislative intent and an improved definition under a new Title V. Appropriations for HSIs under Title V rose from \$28 million in FY 1999 to \$95.1 million for FY 2005 (\$94.9 million for FY 2006 and 2007), but these increases have not allowed HSIs to reach federal funding parity with all other degree-granting institutions.

Current funding can reach only a fraction of the more than 266 HSIs in this country. Moreover, an additional 100 to 150 “Emerging HSIs,” institutions on the verge of becoming HSIs, are increasing the number of institutions competing for limited Title V funds annually. The funding gap will widen dramatically as all these Emerging HSIs join the ranks of eligible HSIs over the next few years.

Hispanics constitute a youthful population with 35 percent under the age of 18. The Educational Testing Service has projected that the U.S. higher education system will grow by 3.5 million additional students by 2015, and that nearly 40 percent of these new students will be Hispanic. All of these factors underscore the urgency for substantial and sustained increases in Title V funding.

Because of their location in major urban areas, HSIs tend to attract a larger percentage of students from lower socio-economic backgrounds who need greater academic and support services. At the same time, state support for higher education has been declining on a per student basis in almost every region of the country.

Because the mission of HSIs is to promote access to a population that suffers historically high poverty rates and continued discrimination, most HSIs are unable (and, by mission, unwilling) to increase their tuition and fees. Consequently, HSIs require greater federal support to offset limited state resources allocated, especially in difficult years of widespread state deficits.

In the 2006 Extension of HEA, HACU and Congressional allies eliminated the two-year wait-out period (long required before HSIs with existing Title V grants can compete for new grants) as well as the burdensome 50-percent low-income assurance requirement. These are positive changes that make Title V funding more accessible and more helpful to HSIs.

As noted above, the rapid growth in the Hispanic college-age population has created a new category of “Emerging HSIs,” on the verge of becoming HSIs. Proactively, HACU seeks to include these institutions as partners with existing HSIs in Title V grant activities.

HACU includes Emerging HSIs as HACU Associate Member Institutions that have Hispanic undergraduate or graduate enrollments either between 10 and 25 percent or totaling 1,000 such students. Partnerships between HSIs and Associate HSIs have proven highly successful in maximizing benefits to Hispanic students. HACU proposes new legislation to allow Associate HSIs to act as sub-grantees in mutually beneficial partnerships between HSIs and Associate HSIs.

RECOMMENDATIONS:

- *Authorize a funding level for HSIs under Title V specifically directed at infrastructure enhancement for undergraduate programs at 2-year and 4-year institutions of \$465 million per year "and such sums as may be necessary" for the authorized cycle of years following the reauthorization of the HEA.*
- *Create a new category of “Associate HSIs,” institutions that do not meet the eligibility criteria for HSI designation, but have a total FTE Hispanic undergraduate or graduate enrollment that exceeds either 10 percent or 1,000 such students. These institutions shall not be eligible for direct Title V funding, but may act as parts of consortia with one or more eligible HSIs to foster Hispanic higher education success. Associate HSIs may be sub-grantees of HSIs either for consortia or partnership purposes.*

Title V: Graduate Programs

ISSUE: As advanced skills are becoming a more prerequisite of future earnings, tax dollars and the nation’s economic strength, only 20 percent of HSIs offer a master’s degree. Less than 12 percent of HSIs offer a doctoral degree. Only 44 HACU member HSIs now have graduate programs in place; many others do not have the infrastructure to offer advanced degree programs. Funding for HSIs to spur graduate education would help reverse the persistent under-representation of Hispanics in research, teaching, science, technology and professional ranks.

The chronic shortage of Hispanic professionals with advanced degrees, especially in science, technology, engineering, mathematics, biomedicine and professional careers, results in a work force in the scientific and professional communities that is not reflective of the nation’s diverse population. Advanced degrees translate into higher salaries with a concomitant higher taxable income, which can alleviate federal budget and state deficits. Without the infusion of new professionals with advanced degrees and specialized knowledge, the U.S. will be unable to keep a competitive edge in the global economy.

At the same time, challenges to affirmative action from Proposition 209 in California and the *Hopwood* court decision in Texas to more recent affirmative action court battles in Michigan and other states have reduced minority enrollment in graduate and professional schools. The U.S. Supreme Court, in *Gratz v. Bollinger* and *Grutter v. Bollinger* in June 2003, issued a split decision, ruling in favor of affirmative action in admissions policies at the School of Law of the University of Michigan, but against certain criteria for admissions policies for undergraduate students. Michigan's subsequent legislative action has made diversity efforts even more difficult and inadequate to offset the effects of court challenges and legislative barriers.

RATIONALE: The under-representation of Hispanics in advanced degree programs impacts all careers demanding masters, doctoral, and professional degrees, particularly technology, law, medicine, and engineering. Advanced degree programs also serve as gateways to careers in the federal government and institutions of higher education.

At 6.4 percent, Hispanics remain the only under-represented group in the federal work force. This inadequate representation occurs in all agencies, but especially NASA, the National Institutes of Health, the Food and Drug Administration, and other agencies requiring advanced degrees for employment in an increasing number of positions.

Likewise, the under-representation of Hispanics in higher education is daunting. The National Center for Education Statistics, "Fall Staff Survey (1999)," reports that only 3.1 percent of all the "executive/administrative/managerial" positions were held by Hispanics and a mere 3.0 percent of all faculty positions. To reach parity in the federal work force, Hispanics would need to double their numbers. To reach parity in higher education administration ranks, Hispanics would have to more than quadruple their representation.

According to the 2007 Statistical Abstracts, Hispanics in 2005 represented only 5.7 percent of graduate students (including first professional), while non-Hispanic whites represented 66.3 percent and African-Americans represented 9.9 percent of all graduate students. In 2004 Hispanics earned 5.3 percent of all master's degrees, compared to 66.1 percent for non-Hispanic whites. Hispanics earned 3.4 percent of all doctoral degrees. These enrollment and graduation figures for Hispanics pale in comparison to the number and percentage (15.4) of Hispanics in the general U.S. population.

RECOMMENDATION:

- *HACU recommends the creation of a new section under Title V of the HEA to be identified as Part B, Graduate Education, authorized at \$125 million "and such sums as may be necessary" for each year of the HEA cycle.*

Title V: Technology

A 2002 report, commissioned by IBM and prepared by The Tomás Rivera Policy Institute, shows Hispanics continue to trail non-Hispanic whites and other minority groups throughout the United States in computer ownership and Internet use.

A fast-changing global economy and national security priorities demand the elimination of the “digital divide” between minority and non-minority populations, particularly on college campuses. Underscoring this national imperative is the growth of Hispanic Americans, a population suffering disproportionately from this digital divide.

The U.S. Department of Commerce series of reports, “*Falling Through the Net*,” and a more recent series, “*A Nation Online: How Americans Are Expanding Their Use of the Internet*,” document the divide. According to the 2004 report, Hispanic Internet users grew from 33.4 percent in 2001 to 37.2 percent in 2003; white non-Hispanics users increased from 61.3 percent to 65.1 percent. But the divide remained the same (27.9 percent). The chart below reflects both the growth of technology and the continuing divide.

Computer & Internet Use Nationwide by Hispanic and Non-Hispanic

Computer Ownership Rates for Households Nationwide			
	<u>2001</u>	<u>2000</u>	<u>1998</u>
Hispanic percent	40.0 percent	33.7 percent	25.5
White, non-Hispanic percent	61.6 percent	55.7 percent	46.6
All U.S. Households percent	56.6 percent	51.0 percent	41.2
Internet Penetration Rates for Households Nationwide			
	<u>2001</u>	<u>2000</u>	<u>1998</u>
Hispanic percent	32.0 percent	23.6 percent	12.6
White, non-Hispanic percent	55.4 percent	46.1 percent	29.8
All U.S. Households percent	50.5 percent	41.5 percent	26.2

Source: National Telecommunications & Information Administration 2002

The 2001 report, focusing on 18-24 year-olds actually in school or college, documents that Hispanics in this cohort are almost 20 percent less likely than non-Hispanic whites to have a home computer and almost 25 percent less likely to use the Internet at home. But the technology gap narrows to 15 percent when one considers outside home use, which for these students overwhelmingly means school or college. A 15 percent gap is still large, but it is better than the 25 percent home use gap. These data highlight the importance of federal support for technology at HSIs, since they are so central to bridging the digital divide.

RECOMMENDATION:

- *Establish a new section under Title V, Part D, of the HEA to be known as the Technology Enhancement Program for HSIs, and authorize \$50 million per year “and such sums as may be necessary” for HSIs to enhance their technology infrastructure, connectivity to the Internet, and teaching/learning applications. This would include support for the development of technology parks at HSIs.*

Title II: Teacher Education/Teacher Quality

ISSUE: Increasing the ranks of Hispanic teachers is of paramount importance, not only to higher education institutions but also to the nation’s public schools. Already, HSIs award almost 50 percent of all teacher education degrees earned by Hispanic students.

Numerous studies consistently point to links between educational attainment of minority populations and the diversity of teaching ranks as a measurable, contributing factor to the success of those students at every academic level. It is just as significant for non-minority students to be exposed in their schools to positive role models of minority backgrounds.

RATIONALE: The shortage of Hispanic teachers correlates with the lack of funding for teacher education for the nation’s HSIs. While 19.5 percent of the public school student population in 2003-2004 was Hispanic, only 6.2 percent of all teachers at those elementary and secondary schools were Hispanic (Statistical Abstracts 2007). In higher education, only 3 percent of all full-time faculty members are Hispanic (*ACE Minorities in Higher Education 2003-4*).

HACU is a member of the Alliance for Equity in Higher Education, which includes the National Association for Equal Opportunity in Education (NAFEO) and the American Indian Higher Education Consortium (AIHEC). The 2000 Alliance publication, “Educating the Emerging Majority: The Role of Minority-Serving Colleges and Universities in Confronting America’s Teacher Crisis,” reports that racial and ethnic minority students comprise 37 percent of elementary and secondary school enrollment. This number is anticipated to exceed 50 percent by 2050. Classroom teachers are not broadly representative of the students they teach; nine of 10 teachers are non-Hispanic whites.

RECOMMENDATIONS:

- *The addition of a new section under Title II to target \$50 million “and such sums as may be necessary” for eligible HSIs to create new and expand current high quality teacher education programs. These competitive grants would address teacher quality and supply issues in all PK-12 areas, but especially in those where Hispanic students show greater under-achievement (e.g., math, science, technology, etc.), as documented by national, state, and local reports.*

- *That this new section allow funding of consortia and partnerships between HSIs and Associate HSIs, as defined by a previous recommendation under Title V, for the preparation of Hispanic teachers to meet national, state, and local needs.*
- *That this section also authorize collaboration between PK-12 schools and HSIs, Associate HSIs, and any other eligible applicants for grants funded by relevant parts or sections of Title II. These grants are intended to better prepare teachers for those communities and regions of the country where Hispanics and other minority populations are concentrated.*

Title IV: Financial Aid/Support/Immigration

Financial Aid

ISSUE: Over the past 20 years, the proportion of annual college-attendance costs, including all related expenses, at public 4-year and 2-year institutions supported by Pell Grants has declined from 80 percent to 42 percent. This trend is especially detrimental to low-income families, particularly to Hispanics, who comprise more than one-fifth of all U.S. citizens living in poverty. Low-income families already are being disproportionately impacted by college tuitions and fees that have risen by 35 percent in the last three years.

Doubling the current authorization maximum (currently \$5,100) by the year 2010 and making it an entitlement program would restore the lost purchasing power of the Pell Grant and allow these grants to cover nearly 75 percent of the average public four-year college price of attendance, based on moderate projections of tuition growth. This increase would move the Pell Grant closer to the original established level.

RATIONALE: A majority of students attending HSIs are low-income and many have attended secondary schools that have not adequately prepared them for a rigorous college curriculum. HSI community colleges are often best prepared to serve these high-need students who might otherwise not have access to postsecondary opportunities. However high risk students may experience difficulty completing an academic program and, once separated from school, may not be able to repay outstanding federal loans. Subjecting HSIs to cohort loan default rate provisions discourages them from participating in federal loan programs or from accepting high-need, high-risk students, or both. HSIs must be afforded the opportunity to fulfill their mission to traditionally low-income communities without the threat of penalties from current Title IV loan default rate provisions.

Hispanic under-representation is a grim reality across higher education, but it is even worse in some fields of study of urgent and strategic national need. Work force shortages are already impacting on health services, information technology, teaching (particularly secondary-school math and science), and engineering, among others. As other industrialized countries, particularly in Europe, experience similar specialized labor shortages, our ability to attract foreign professionals for these strategic occupations will decrease. Hispanics represent a largely untapped human resource to offset shortages in these fields. A loan forgiveness incentive is a crucial part of this effort under Title IV.

A loan forgiveness program could also provide a new incentive for successful graduates to work at HSIs and allow HSIs to compete more effectively with more affluent institutions in the recruitment and retention of a diverse staff of quality employees. Over time, this would further strengthen HSI institutional capacity.

The undocumented population in the United States is estimated at 8 to 10 million. It is also estimated that nearly 70 percent of the undocumented population is Hispanic, overwhelmingly Mexican and Central American. These hard-working families live on the fringes of society with children born or raised in the U.S. These children are entitled to a K-12 public education, but are ineligible for federal financial aid and often precluded from higher education if they are not citizens or legal residents of the United States. Because nearly all will remain in the country and earn legal status and citizenship, it is in the national interest to make them eligible to participate in Title IV financial aid programs.

RECOMMENDATIONS:

- *Double the authorized maximum Pell Grant within the multi-year HEA cycle, while assuring adequate funding levels for needy students by making the Pell Grant an entitlement at a level comparable to the 80/20 grant/self-help ratio that prevailed when first initiated.*
- *Create an adequately funded state challenge-grant program with new federal aid dollars as a complement to the Pell Grant program.*
- *Discontinue all federal student loan-origination fees and fix maximum interest rates at or below the current level or prime rate (whichever is lower).*
- *Create new entitlement-based loan forgiveness funding under the Stafford Student Loan Program to promote greater student participation in disciplines marked by national need and under-representation of Hispanics, e.g., science, mathematics, engineering, information technology, health, and teaching.*
- *Provide a loan forgiveness program on a 20-percent, per year, debt reduction basis for any federal-loan borrower who completes a degree program and within one year of graduation chooses to work for an HSI. Borrowers may transfer from one HSI to another without loss of loan forgiveness benefits.*
- *Exempt from the federal-loan default rate provisions those institutions with an undergraduate or graduate enrollment, or a combination of both, comprised of at least 50 percent low-income students, as indicated by their participation in a need-based aid Title IV program. These institutions, however, shall provide an acceptable default management plan, and engage an independent third party to assist in implementing such plan. Further, they shall demonstrate annually that the plan is being implemented successfully and that substantial improvement is being made in cohort default rates.*
- *Authorize Title IV financial aid eligibility for students whose parents or who themselves may have been undocumented residents of the United States for a period of*

five or more years, who do not have a criminal record, and who meet other institutional admissions requirements.

TRIO Programs

ISSUE: Under Title IV, TRIO programs provide student services that assist low-income and first-generation Americans to enter and complete their postsecondary education. More than 2,700 TRIO programs at 1,200 colleges and universities serve nearly 873,000 low-income students from grades six through college, according to the National TRIO Clearinghouse (Council for Opportunity in Education). Of these students, 37 percent are non-Hispanic white, 35 percent are African-American, 19 percent are Hispanic, 4 percent are Native American, 4 percent are Asian-American and 1 percent are listed as “other.”

Because Hispanic college students are disproportionately lower income and first-generation, and because Hispanics suffer the lowest high school graduation rates of any major population group, TRIO programs are of critical importance. Pre-collegiate TRIO programs such as Upward Bound are specifically designed to help students to prepare for college. Hispanic college students also suffer disproportionately low retention rates, which makes the TRIO program’s Student Support Services (SSS) and other retention programs of paramount importance in directly addressing this disparity.

RATIONALE: Rather than eliminate the system of preference points for current TRIO grantees and lose the gains achieved through continuity of service—a hallmark of TRIO’s 30 plus years of success—HACU proposes that HSIs that are not current grantees be treated as if they were grantees in the application process. Such a system would maintain successful programs at current grantee institutions while increasing the number of programs at HSIs that serve target communities of the TRIO programs.

For this approach to succeed, HACU strongly supports increased funding for TRIO programs. Increased funding is necessary to serve eligible students not receiving TRIO program services. More funding will also ensure that the services already being provided are of the highest quality.

In 1992, Congress reversed a long history of decreases in the intensity of services that TRIO programs were able to provide to students by establishing minimum grant levels. Nevertheless, these grant levels have not been adjusted for inflation. Increased minimum grant levels would further the goals of increasing HSI participation and adequately funding current grantee programs.

RECOMMENDATIONS:

- *Provide opportunities for increased HSI participation in Federal TRIO programs by affording these institutions, when applying for a competitive grant, the same preference points given to current grant recipients for prior experience.*
- *Increase the annual authorization level for TRIO programs to \$1.7 billion to increase HSI and Hispanic student participants proportionate to Hispanic national, state, and local needs.*

GEAR UP

ISSUE: In 2004, more than 9.8 million Hispanics were enrolled in PK-12 public schools, representing 19.5 percent of PK-12 students. These numbers, both absolute and percent, are projected to continue growing. Unfortunately, too few Hispanic students are graduating from our nation's schools. The Hispanic dropout rate in K-12 education exceeds 40 percent--the highest of any racial or ethnic group in the nation. Researchers and practitioners recognize that effective interventions in the transitions from middle-school to high school to college are critical in decreasing Hispanic under-achievement and dropouts.

The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program is a proven tool for allowing states, middle and high schools, higher education institutions and community organizations to help middle schools and high schools with large numbers of low-income students to strengthen the K-16 pipeline. Since GEAR UP began in 1998, it has served an 1.4 million students--over one-third of these Hispanic, according to the Hispanic Education Coalition.

RATIONALE: The pool of prospective Hispanic entrants to higher education, particularly to HSIs, is greatly diminished by high dropout rates and under-preparation for postsecondary curricula. GEAR UP is an essential intervention which engages colleges and universities in consortia with local communities and K-12 schools to enhance student success and entrance to college.

RECOMMENDATION:

- *HACU supports the request for an annual \$500 million authorization "and such sums as may be necessary" for each of the five years of the next HEA cycle for GEAR UP to enhance HSI and Hispanic participation in this program.*

College Assistant Migrant Program (CAMP)

ISSUE: Hispanics make up the majority of migrant and seasonal farm workers. This population suffers among the highest poverty rates of any studied population group. This population also has the highest K-12 dropout and lowest college attendance rates. Currently, only 42 colleges and universities are operating CAMP programs.

RATIONALE: Increasing federal support will permit more eligible young migrants or seasonal farm workers, or children of these workers, to attend college and break their cycle of poverty. Increased federal support would also allow HSIs to enhance their participation and success rates in the CAMP program to the benefit of many more migrant families.

RECOMMENDATION:

- *HACU supports the request of \$75 million per year for the College Assistance Migrant Program (CAMP) "and such sums as may be necessary" as an annual funding base*

for the reauthorized HEA cycle so that broader HSI and Hispanic participation can be achieved.

Title VI: International Education

ISSUES: The future of the world is global. Economic forces and technological advances are establishing the foundation for a multilingual, multicultural global society. Higher education institutions across the world are at the forefront of this international change. In 2004-05, according to Statistical Abstracts 2007, 565,000 foreign students were enrolled in U.S. colleges and universities.

Despite its proximity to the United States, Latin America accounted for only 12 percent of the total. Almost one-fifth of these students were from Mexico, which, in seventh place, is the only Latin American country among the top 10 countries of origin for foreign students studying in the U.S.

The Chronicle of Higher Education (November 22, 2002) reports that only 14 percent of the more than 154,000 U.S. students who study abroad choose Latin America as their destination. The majority (63 percent) choose Europe. Of U.S. students studying abroad, less than 5 percent were Hispanic. None of the top 25 U.S. institutions enrolling the largest numbers of foreign students in 2001-2002 was an HSI.

RATIONALE: HACU members in Latin America and Spain are eager to develop partnerships with HSIs to allow more Hispanic students, faculty, and staff to participate in educational and research programs abroad, and increase the number of Latin America and Spanish counterparts attending HSIs. The increased national security concerns and needs for a multilingual and culturally diverse workforce in the U.S. make this an especially important issue for HSIs and Hispanic Americans.

RECOMMENDATION:

- *Create a new section under Title VI and authorize \$30 million per year “and such sums as may be necessary” for the establishment of an Institute for Pan-Hispanic International Studies under the auspices of a consortium of eligible HSIs to foster Hispanic student and faculty participation in study-abroad programs, and HSI collaboration with higher education institutions in Latin America, the Caribbean, and the Iberian Peninsula.*
- *Establish a new section under Title VI and authorize \$20 million per year “and such sums as may be necessary” for the establishment of a Hispanic International Scholars and Fellows Program for Hispanic American international scholars and fellows to increase their participation in educational and research programs abroad.*

Title VII: Graduate and Professional Programs

ISSUES: As HSIs remain severely limited in their ability to develop or enhance graduate and other postsecondary education programs, the bulk of federal resources for such programs continue to go to non-HSIs that may not be targeting Hispanics.

RATIONALE: HSIs with graduate and professional programs can benefit from a federally supported fellowship program that will allow more Hispanic undergraduate students representing a historically lower-income population (i.e., with fewer resources to pursue an advanced education) the financial means to enroll in existing graduate and professional programs at HSIs.

To date, no special initiatives have been launched by the Fund for the Improvement of Postsecondary Education (FIPSE) program to encourage the development and enhancement of graduate education programs at HSIs. Targeted funding within the allowable uses of FIPSE for HSIs would encourage innovative responses to the need to develop and enhance graduate and professional programs at HSIs with existing programs and at HSIs with no such programs yet in place.

RECOMMENDATIONS:

- *Authorize \$15 million per year of the HEA cycle, "and such sums as may be necessary" to support an "HSI Fellowship Program" to increase the enrollment and success of Hispanic and other under-represented students in HSI graduate and professional programs under Title VII, Part A, Subpart 5 of the HEA.*
- *Authorize \$20 million per year of the HEA cycle, "and such sums as may be necessary" to support an HSI/FIPSE program within Part B of the "Fund for the Improvement of Postsecondary Education" of the HEA, to encourage HSIs to develop innovative recruitment and support programs to increase the numbers of Hispanic students enrolled in graduate and professional programs at HSIs.*

HACU's Public Policy Priorities for the Farm Bill Reauthorization

The 110th Congress is expected to adopt major farm and food legislation in an omnibus multi-year reauthorization of the Farm Security and Rural Investment Act of 2002 commonly called the "Farm Bill." The Farm Bill consists of ten titles whose goals are to: provide support to the agriculture, food science and environmental science community to support the production of a reliable, safe, and affordable supply of food and fiber; promote stewardship of agricultural land and water resources; facilitate access to American farm products at home and abroad; encourage continued economic and infrastructure development in rural America; and ensure continued research to maintain an efficient and innovative agriculture and food sector.

To continue federal support for the nation's agriculture, food and environmental science industries, Congress will revisit the 2002 Farm Bill in order to reauthorize programs that have proven useful, restructure some for enhanced capacity and establish new programs to meet the agriculture and nutrition needs of the nation. Many of its provisions are set to expire in September 31, 2007.

While only two Hispanic-Serving Institutions (HSIs)--University of Puerto Rico--Mayaguez and New Mexico State University--are designated Land Grant Colleges, more than 50 HSIs (according to College Board data) grant undergraduate degrees and certificates in various agriculture-related disciplines: agribusiness, landscaping and grounds-keeping, agricultural economics, food science, dairy science and horticulture science. Many more HSIs offer individual courses in nutrition, food science, horticulture, bio-energy, and other areas of agriculture and are eligible to apply for infrastructure and research grants from the USDA. A more complete listing of HSIs with agriculture related programs appears as Appendix D.

By drawing upon the research, outreach and teaching capacity of HSIs in agriculture-related areas, the nation's food and energy supply can be significantly enhanced. HACU's recommendations for the Farm Bill have been developed after extensive outreach to HACU membership through regional focus groups and a national survey and are presented to the nation's policy-makers for inclusion in the 2007 Farm Bill Reauthorization. The HACU Recommendations for amendments to the Farm Bill address the seven Titles of the Bill which most involve the institutional missions of research, teaching and outreach.

Farm Bill Issues and Recommendations

Title II: Conservation

Non-federal agricultural and forest lands occupy 1.4 billion acres, about 70 percent of the contiguous United States. These lands supply habitat for wildlife, filter groundwater supplies, and regulate surface water flows. They improve the quality of life for much of our population. Many HSIs are located in areas where faculty and institutional expertise can have a dramatic impact on improving agriculture, increasing bio-energy and food production and protecting the vast areas of land for future agricultural, ecological and recreational purposes.

RECOMMENDATION:

- *Create a competitive grant program for HSIs to develop and enhance academic programs and extension education to assist Hispanic beginning farmers and ranchers in areas of national interest, e.g., diversification and rotation of crops and training in new technology and new farming concepts.*

Title III: Trade

The economic capacity of the nation is to a great extent based on agriculture. Agricultural products, beyond food supplies, are used in industry, manufacturing and energy production. A significant portion of these agriculture-related products are sent through the world as trade products and foreign aid. Many Hispanic small farmers are unaware of systems they could use to trade agricultural and related products to national and international markets.

RECOMMENDATION:

- *Establish a competitive grant program for HSIs to assist Hispanic small farmers and businesses to market agricultural products internationally using Web-based technology.*

Title VI: Rural Development

Rural development addresses the improvement of rural community economic, health, and infrastructure and housing conditions. While the life style of many persons living in rural areas is based on agriculture, others depend on the condition of the land and other natural resources to live a productive life.

RECOMMENDATIONS:

- *Expand outreach and assistance capacity for the Socially Disadvantaged Farmers and Ranchers Program under Subtitle H--Administration to include HSIs as a primary source for agricultural education or other needed services to help farmers and ranchers improve food production and distribution capacity.*
- *Create a special grant program for HSIs to train farm workers in new technologies necessary for production of higher value crops for national and international consumption.*
- *Create a special grant program for HSIs to train Hispanic students for jobs in the dairy industry in farms, ranches and food system.*
- *Create a special scholarship program for Hispanic youth from families employed in the agriculture and food processing industry, who demonstrate an interest in pursuing careers in agriculture and food science industries and related areas.*
- *Create a special outreach program for HSIs to assist Hispanic small farmers in identifying new food products for national and international consumption through organic agriculture.*
- *Create a grant program for HSIs to develop the IT infrastructure needed for rural businesses to engage in more effective electronic commerce.*

Title VII: Research and Related Matters

Scientific research and extension services have played a central role in making the nation's farmers the most productive in the world. In addition to food and bio-energy production, agriculture research is contributing to the improvement of health through food safety and

quality, water and air quality and agriculture as a resource for the eradication of illness and disease.

RECOMMENDATIONS:

- *Increase authorization level to \$40 million for the USDA Title VII HSI Educational Grants Program to correspond to the growing numbers of HSIs.*
- *Create an HSI extension service program to allow HSIs to conduct outreach to the Hispanic rural and urban communities in the areas of nutrition, food science, and other human development areas affected by poverty.*
- *Create an Integrated Research, Education, and Extension Competitive Grants Program for HSIs to conduct research on human nutrition and food science and to use the research to improve health and address specific illnesses endemic to the Hispanic community.*
- *Create a competitive infrastructure grant program to allow HSIs to conduct advanced and applied research in agriculture, food science, bio-energy and environmental science.*
- *Fund curriculum grants to HSIs to establish food science, environmental and agricultural courses to promote Hispanic student interest in agriculture and food science careers.*
- *Fund a special grant and fellowship program to develop faculty in HSIs in food science, agriculture, environmental sciences, bio-energy and related fields.*
- *Establish a special competitive grant program for HSIs for international agriculture, environmental and food sciences and education extension program.*
- *Establish a program for HSI to place interns in foreign agricultural service field offices overseas. Coordinated by the Cooperative State Research, Education and Extension Service and the Foreign Agriculture Service, the program will be known as the HSI Foreign Agricultural Service program.*
- *Fund a special grant and fellowship program for HSIs to develop K-12 teachers and specialists in nutrition and food science for schools in areas with large concentrations of Hispanic and other disadvantaged families.*
- *Establish a National Food and Agricultural Sciences Teaching Awards Program (TAP) to recognize and promote excellence in teaching food and agricultural sciences in 2 and 4 year HSIs. This program would be authorized according to section 1417(i) of NARETPA (7 U.S.C. 3152). This Section authorizes the Secretary of Agriculture to create such a program and delegate its operation to the Administrator of CSREES.*
- *Develop legislative language to encourage and reward interdepartmental collaboration within USDA to fund curriculum development and extension education at HSIs that will assist Hispanics to become more productive in the agriculture and food science development, production and distribution process.*

Title VIII: Forestry

The Forest Land Enhancement Program in Title VIII provides financial assistance to state foresters to encourage the long-term sustainability of non-industrial private forest lands. To sustain the nation's forest requires a well-trained work force which includes researchers, fire and contamination experts and forest rangers. Many HSIs are located near major wood and forest lands and animal refuges and would be well situated to establish or enhance workforce development programs.

RECOMMENDATIONS:

- *Create a undergraduate scholarship and graduate fellowship program for HSIs to train and develop professionals to work with federal and state agencies to preserve, monitor, and enhance the nation's natural resources and to sustain and protect timber, fish, wildlife, soil and water for recreational purposes.*

Title IX: Energy

The new energy focus of the Farm Bill provides support for sustainable bio-based and renewable energy resources. The major purpose of this new title is to help the nation develop and expand new sources of bio-energy. In addition this knowledge and expertise could be transported to other energy-poor nations by our nation's higher education system. A number of HSIs are well situated near agriculture and food development and processing centers and could assist in this endeavor through research into new sources of energy and through educational exchanges to transport this information to energy-poor nations in the western hemisphere.

RECOMMENDATIONS:

- *Establish a competitive grant program for HSIs with bio-energy or environmental science programs and expertise in the expanded use of agriculture resources for energy.*
- *Establish special grant programs for HSIs to assist nations with high levels of poverty, malnutrition, and limited natural energy to develop new sources of bio-energy for the industrial and daily living needs of the population.*

Title X: Miscellaneous

This Title provides opportunities for new ideas and initiatives that would lead to improved agriculture, food science and safety, nutrition, bio-energy and other agriculture-related areas in research, outreach and teaching.

RECOMMENDATIONS:

- *Creation of a "21st century Land Grant Status for HSIs" with academic, research and outreach programs in agriculture, food science, nutrition and bio-energy and other related areas of agriculture. HSIs eligible would be those with an associate or baccalaureate degree program and extension programs in the areas of agriculture, food science, bio-energy and related academic areas.*
- *Establish an HSI agriculture and food science grant program within USAID and USDA so that HSIs with academic and extension education programs can assist countries with high levels of poverty and malnutrition.*

HACU's Public Policy Priorities for No Child Left Behind (NCLB)

Hispanic enrollment in elementary and secondary public schools has been increasing significantly during the past decade. With increased immigration from Latin American countries, a higher birth rate, and a younger population with a mean age of 26.5, the number of Hispanic youth attending public schools will continue to increase more rapidly than other

population groups in the U.S. According to the Digest of Educational Statistics published by the U.S. Department of Education, Hispanic students are the largest group attending K-12 schools in California (where they make up 46.7 percent of the enrollment) and Texas (43.8 percent). U.S. Bureau of the Census projections show increasing numbers of Hispanics in other key areas of the country, a trend that will have a significant impact on the economy and the public schools in these states.

The Hispanic dropout rate in K-12 education exceeds 40 percent--the highest of any racial or ethnic group in the nation. Hispanics, who remain the most segregated group in public education, tend to receive poorer academic preparation for postsecondary curricula. Consequently, the pool of prospective Hispanic entrants to higher education, including HSIs, is greatly diminished.

No Child Left Behind (NCLB) is the federal effort to assist states in improving the education performance and achievement of all students who attend K-12 public schools. NCLB is scheduled for reauthorization during the 110th Congress. This reauthorization represents a window of opportunity for HACU and its membership to offer ways in which higher education can collaborate with K-12 systems to create a more integrated and successful pipeline of education.

HACU will develop a NCLB policy agenda during 2007 that will bring HSIs and other member institutions and K-12 school districts together as partners in initiatives and programs to close the education and achievement gap of Hispanics. HACU intends to focus of the following areas in the reauthorization of the NCLB.

- *Teacher preparation in all academic areas, especially science, technology and mathematics.*
- *Partnerships between HSIs and Hispanic Serving School Districts (school districts with 25% or more Hispanic students) to develop new models for Hispanic K-12 academic achievement.*
- *Grants to support HSI Pre-collegiate Outreach to better prepare Hispanic students in middle and high students in the science and math areas.*
- *Dropout Prevention programs and partnerships with HSIs to help high schools improve Hispanic student completion rates.*
- *Bilingual education and English acquisition teacher preparation and program development.*
- *Partnership programs between HSIs and high schools to provide Hispanic students with more advanced placement programs for better preparation for postsecondary enrollment and achievement.*

Educational Initiatives for Immigrants

Immigration from many countries of the world has been the basis for the unparalleled economic and industrial growth and development of the United States. New immigrants from throughout the world have brought new ideas and made major discoveries that have enhanced the economic and social life of the entire nation.

Currently the United States is in a period of increased population growth through immigration. Many of these new immigrants are in the United States without proper residency documents. Hispanic youth, who account for a sizeable number of these long term residents, are often achieving exemplary academic credentials in high school and showing a potential to become leaders and professionals in the U.S. workforce. Unfortunately, their economic and residency status often prevents them from matriculating in postsecondary education.

The bipartisan Development, Relief, and Education for Alien Minors (DREAM) Act was first introduced during the 108th Congress, and reintroduced in the 109th and 110th. This legislation would give states the flexibility to offer in-state tuition to students regardless of their immigration status.

This measure will benefit those deserving students who have met the same rigorous academic requirements as their college-bound peers, but are now denied the financial aid and lower in-state tuition provided to other students. The nation as a whole would benefit from the education of these young people, who will be able to make their fullest contribution as future tax-payers, educators, professionals and leaders in areas of critical importance to the nation's economy and security.

Many HSIs are located in communities with significant populations of undocumented Hispanic youth and are well situated to provide them with postsecondary opportunities.

RECOMMENDATION:

- *HACU recommends that Congress enact the DREAM Act (or amend the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 with the inclusion of the DREAM Act) to permit states to determine state residency for higher education purposes and to authorize the cancellation of removal and adjustment of status of certain alien students who are long-term United States residents.*

Conclusion

HACU, with the support of its membership, will continue to work both independently and in collaboration with other educational associations and organizations to achieve HACU's public policy priorities for the reauthorization of HEA, the Farm Bill, and No Child Left Behind, as well as other federal legislative and funding objectives that will enhance the infrastructure and quality of HSIs and increase access and achievement for Hispanics in higher education.

The HACU Legislative Agenda also addresses FY 2008 appropriations coming to this session of the 110th Congress through requests we see as critical to sealing the K-Graduate School pipeline.

It is HACU's goal to ensure that HSIs and emerging HSIs will be better positioned to meet the educational needs of Hispanic students as well as all the other students these institutions serve.

By 2050, Hispanics will have nearly tripled in number since 2000, comprising nearly 25 percent of the U.S. population. The academic success of this generation of Hispanic Americans will have a dramatic impact on the present and future prosperity, security and social life of our nation. HSIs and others committed to Hispanic educational success have a vital role to play in this process. HACU's Legislative Agenda presents recommendations essential to assuring a bright future, not only for Hispanics but for all Americans.

APPENDICES

Congressional Districts With Hispanic Serving Institutions

State	Representative	Party	District	Institution
ARIZONA (Total: 12)				
AZ	Renzi, Rick	R	1st	Central Arizona College
AZ	Pastor, Ed	D	4th	AIBT International Institute of Americas, Phoenix
AZ	Pastor, Ed	D	4th	AIBT International Institute of Business, Phoenix
AZ	Pastor, Ed	D	4th	Phoenix College
AZ	Pastor, Ed	D	4th	South Mountain Community College
AZ	Mitchell, Harry	D	5th	Education American, Tempe
AZ	Grijalva, Raul	D	7th	Arizona Western College
AZ	Grijalva, Raul	D	7th	Estrella Mountain Community College
AZ	Grijalva, Raul	D	7th	Pima Community College, Desert Vista Campus
AZ	Grijalva, Raul	D	7th	Pima County Community College District
AZ	Giffords, Gabrielle	D	8th	Cochise College
AZ	Giffords, Gabrielle	D	8th	University of Arizona South
CALIFORNIA (Total: 74)				
CA	Eshoo, Anna	D	14th	Cañada College
CA	Honda, Michael	D	15th	Heald College of Business and Tech.-Milpitas
CA	Honda, Michael	D	15th	Gavilan College, Gilroy Campus
CA	Honda, Michael	D	15th	San Jose City College
CA	Lofgren, Zoe	D	16th	Evergreen Valley College
CA	Lofgren, Zoe	D	16th	The National Hispanic University
CA	Farr, Sam	D	17th	California State University-Monterey Bay
CA	Farr, Sam	D	17th	Hartnell College
CA	Farr, Sam	D	17th	Heald College of Business-Salinas
CA	Cardoza, Dennis	D	18th	Heald College of Business -Stockton
CA	Cardoza, Dennis	D	18th	Merced College
CA	Cardoza, Dennis	D	18th	Modesto Junior College
CA	Radanovich, George	R	19th	California State University-Stanislaus
CA	Radanovich, George	R	19th	Fresno City College
CA	Radanovich, George	R	19th	Heald College of Business-Fresno
CA	Costa, Jim	D	20th	West Hills Community College
CA	Nunes, Devin	R	21st	California State University-Fresno
CA	Nunes, Devin	R	21st	College of the Sequoias
CA	Nunes, Devin	R	21st	Porterville College
CA	Nunes, Devin	R	21st	Reedley College
CA	McCarthy, Kevin	R	22nd	Antelope Valley College
CA	McCarthy, Kevin	R	22nd	Bakersfield College
CA	McCarthy, Kevin	R	22nd	California State University-Bakersfield
CA	Capps, Lois	D	23rd	Allan Hancock College
CA	Capps, Lois	D	23rd	Oxnard College
CA	Gallegly, Elton	R	24th	St. John's Seminary
CA	Gallegly, Elton	R	24th	St. John's Seminary College
CA	Gallegly, Elton	R	24th	Ventura College
CA	Dreier, David	R	26th	Chaffey College
CA	Dreier, David	R	26th	Citrus College
CA	Dreier, David	R	26th	Mount San Antonio College
CA	Dreier, David	R	26th	University of LaVerne
CA	Sherman, Brad	D	27th	California State University-Northridge
CA	Sherman, Brad	D	27th	Los Angeles Mission College
CA	Sherman, Brad	D	27th	Woodbury University

State	Representative	Party	District	Institution
CA	Berman, Howard	D	28th	Los Angeles Valley College
CA	Schiff, Adam	D	29th	Glendale Community College
CA	Schiff, Adam	D	29th	Pacific Oaks College
CA	Schiff, Adam	D	29th	Pasadena City College
CA	Waxman, Henry	D	30th	Mount Saint Mary's College, Los Angeles Campus
CA	Waxman, Henry	D	30th	Santa Monica College
CA	Becerra, Xavier	D	31st	Los Angeles City College
CA	Becerra, Xavier	D	31st	Los Angeles Trade-Technical College
CA	Becerra, Xavier	D	31st	Occidental College
CA	Solis, Hilda	D	32nd	California State-Los Angeles
CA	Solis, Hilda	D	32nd	D-Q University
CA	Solis, Hilda	D	32nd	Don Bosco Technical Institute
CA	Solis, Hilda	D	32nd	East Los Angeles College
CA	Roybal-Allard, Lucile	D	34th	Los Angeles County College of Nursing & Allied Health
CA	Waters, Maxine	D	35th	El Camino College District, El Camino College
CA	Harman, Jane	D	36th	Los Angeles Harbor College
CA	Millender-McDonald, Juanita	D	37th	California State University-Dominguez Hills
CA	Millender-McDonald, Juanita	D	37th	Compton Community College
CA	Millender-McDonald, Juanita	D	37th	Long Beach City College-Long Beach Campus
CA	Napolitano, Grace	D	38th	California State Polytechnic University,
CA	Napolitano, Grace	D	38th	Rio Hondo College
CA	Sanchez, Linda	D	39th	Cerritos College
CA	Royce, Edward	R	40th	California State University-Fullerton
CA	Royce, Edward	R	40th	Fullerton College
CA	Royce, Edward	R	40th	Santiago Canyon College
CA	Lewis, Jerry	R	41st	California State University-San Bernadino
CA	Lewis, Jerry	R	41st	Mt. San Jacinto Community College-San Jacinto
CA	Lewis, Jerry	R	41st	San Bernardino Community College District
CA	Baca, Joe	D	43rd	San Bernardino Valley College
CA	Calvert, Ken	R	44rd	Riverside Community College District
CA	Bono, Mary	R	45th	College of the Desert
CA	Bono, Mary	R	45th	Palo Verde College
CA	Sanchez, Loretta	D	47th	Rancho Santiago Community College District
CA	Sanchez, Loretta	D	47th	Santa Ana College
CA	Bilbray, Brian	R	50th	Palomar College
CA	Filner, Bob	D	51st	Imperial Valley College
CA	Filner, Bob	D	51st	San Diego State University, Imperial Valley
CA	Filner, Bob	D	51st	Southwestern College
CA	Hunter, Duncan	R	52nd	Alliant International, School of Professional Psychology
CA	Davis, Susan A.	D	53rd	San Diego City College
COLORADO (Total: 6)				
CO	DeGette, Diana	D	1st	Community College of Denver
CO	Salazar, John	R	3rd	Adams State College
CO	Salazar, John	R	3rd	Otero Junior College
CO	Salazar, John	R	3rd	Pueblo Community College
CO	Salazar, John	R	3rd	Trinidad State Junior College
CO	Salazar, John	R	3rd	University of Southern Colorado
FLORIDA (Total 16)				
FL	Weldon, Dave	R	15th	Valencia Community College-Osceola Campus
FL	Meek, Kendrick	D	17th	Barry University
FL	Meek, Kendrick	D	17th	Miami-Dade Community College-North Campus
FL	Meek, Kendrick	D	17th	St. Thomas University
FL	Meek, Kendrick	D	17th	Trinity International University, South Florida Campus

State	Representative	Party	District	Institution
FL	Ros-Lehtinen, Ileana	R	18th	Miami-Dade Community College-District
FL	Ros-Lehtinen, Ileana	R	18th	Miami-Dade Community College-Inter-American
FL	Ros-Lehtinen, Ileana	R	18th	Miami-Dade Community College-Medical Center
FL	Ros-Lehtinen, Ileana	R	18th	Miami-Dade Community College-Wolfson
FL	Ros-Lehtinen, Ileana	R	18th	St. John Vianney College Seminary
FL	Ros-Lehtinen, Ileana	R	18th	University of Miami
FL	Wexler, Robert	D	19th	St. Vincent De Paul Regional Seminary
FL	Lincoln Diaz-Balart	R	21st	Carlos Albizu University, Miami Campus
FL	Lincoln Diaz-Balart	R	21st	Florida International University
FL	Diaz-Balart, Mario	R	25th	Miami-Dade Community College-Homestead
FL	Diaz-Balart, Mario	R	25th	Miami-Dade Community College-Kendall
ILLINOIS (Total: 10)				
IL	Lipinski, William	D	3rd	Morton College
IL	Lipinski, William	D	3rd	Richard J. Daley College, City Colleges of Chicago
IL	Emanuel, Rahm	D	5th	Northeastern Illinois University
IL	Emanuel, Rahm	D	5th	Wilbur Wright College
IL	Davis, Danny	D	7th	Lexington College
IL	Davis, Danny	D	7th	MacCormac College
IL	Davis, Danny	D	7th	Malcolm X College, City Colleges of Chicago
IL	Schakowsky, Janice	D	9th	Harry S. Truman College, City Colleges of Chicago
IL	Schakowsky, Janice	D	9th	St. Augustine College
IL	Hastert, J. Dennis	R	14th	Waubonsee Community College
KANSAS (Total: 2)				
KS	Moran, Jerry	R	1st	Seward County Community College
KS	Moore, Dennis	D	3rd	Donnelly College
MASSACHUSETTS (Total: 3)				
MA	Frank, Barney	D	4th	Hebrew College
MA	Tierney, John F.	D	6th	Salem State College
MA	Capuano, Michael E.	D	8th	Urban College of Boston
NEW JERSEY (Total: 5)				
NJ	Ferguson, Mike	R	7th	Union County College-Cranford
NJ	Pascrell Jr., William	D	8th	Passaic County Community College, Paterson
NJ	Payne, Donald M.	D	10th	New Jersey City University
NJ	Sires, Albio	D	13th	Hudson County Community College
NJ	Sires, Albio	D	13th	St. Peter's College
NEW MEXICO (Total: 19)				
NM	Wilson, Heather	R	1st	Albuquerque Technical Vocational Institute
NM	Wilson, Heather	R	1st	University of New Mexico
NM	Wilson, Heather	R	1st	University of New Mexico, Valencia
NM	Pearce, Steve	R	2nd	Dona Ana Branch Community College
NM	Pearce, Steve	R	2nd	Eastern New Mexico University-Roswell
NM	Pearce, Steve	R	2nd	New Mexico Junior College
NM	Pearce, Steve	R	2nd	New Mexico State University
NM	Pearce, Steve	R	2nd	New Mexico State University at Carlsbad
NM	Pearce, Steve	R	2nd	New Mexico State University, Grants
NM	Pearce, Steve	R	2nd	Western New Mexico University
NM	Udall, Tom	D	3rd	Eastern New Mexico University
NM	Udall, Tom	D	3rd	Luna Community College
NM	Udall, Tom	D	3rd	Mesa Technical College
NM	Udall, Tom	D	3rd	Mesalands Community College
NM	Udall, Tom	D	3rd	New Mexico Highlands University
NM	Udall, Tom	D	3rd	Northern New Mexico Community College
NM	Udall, Tom	D	3rd	Santa Fe Community College

State	Representative	Party	District	Institution
NM	Udall, Tom	D	3rd	University of New Mexico, Los Alamos
NM	Udall, Tom	D	3rd	University of New Mexico, Taos
NEW YORK (Total: 12)				
NY	Crowley, Joseph	D	7th	College of Aeronautics
NY	Nadler, Jerrold	D	8th	Borough of Manhattan Community College, CUNY
NY	Nadler, Jerrold	D	8th	John Jay College of Criminal Justice, CUNY
NY	Towns, Edolphus	D	10th	New York Technical College, CUNY
NY	Maloney, Carolyn	D	14th	LaGuardia Community College
NY	Rangel, Charles B.	D	15th	Boricua College
NY	Rangel, Charles B.	D	15th	City College, CUNY
NY	Serrano, Jose	D	16th	Bronx Community College, CUNY
NY	Serrano, Jose	D	16th	Eugenia Maria de Hostos CUNY,
NY	Engel, Eliot	D	17th	College of Mount St. Vincent
NY	Engel, Eliot	D	17th	Herbert H. Lehman College, CUNY
NY	Lowey, Nita	D	18th	Mercy College
OREGON (Total: 1)				
OR	Hooley, Darlene	D	5th	Mount Angel Seminary
PUERTO RICO (Total: 52)				
PR	Fortuño, Luis	R		American University of Puerto Rico,Manati
PR	Fortuño, Luis	R		American University of Puerto Rico
PR	Fortuño, Luis	R		Atlantic College
PR	Fortuño, Luis	R		Bayamon Central University
PR	Fortuño, Luis	R		Caribbean University, Bayamon
PR	Fortuño, Luis	R		Caribbean University, Carolina
PR	Fortuño, Luis	R		Caribbean University, Ponce
PR	Fortuño, Luis	R		Caribbean University, Vega Baja
PR	Fortuño, Luis	R		Carlos Albizu University
PR	Fortuño, Luis	R		Colegio Biblico Pentecostal de Puerto Rico
PR	Fortuño, Luis	R		Conservatory of Music of Puerto Rico
PR	Fortuño, Luis	R		Escuela de Artes Plasticas de Puerto
PR	Fortuño, Luis	R		Humacao Community College
PR	Fortuño, Luis	R		Inter-American University Aguadilla
PR	Fortuño, Luis	R		Inter-American University Arecibo
PR	Fortuño, Luis	R		Inter-American University Barranquitas
PR	Fortuño, Luis	R		Inter-American University Bayamon
PR	Fortuño, Luis	R		Inter-American University Central Office
PR	Fortuño, Luis	R		Inter American University Fajardo
PR	Fortuño, Luis	R		Inter-American University Guayama
PR	Fortuño, Luis	R		Inter-American University Metropolitan
PR	Fortuño, Luis	R		Inter-American University Ponce
PR	Fortuño, Luis	R		Inter-American University San German
PR	Fortuño, Luis	R		Inter-American University School of Law
PR	Fortuño, Luis	R		Inter-American University School of Optometry
PR	Fortuño, Luis	R		Ponce School of Medicine
PR	Fortuño, Luis	R		Pontifical Catholic University Arecibo
PR	Fortuño, Luis	R		Pontifical Catholic University Guayama
PR	Fortuño, Luis	R		Pontifical Catholic University Mayaguez
PR	Fortuño, Luis	R		Pontifical Catholic University Ponce
PR	Fortuño, Luis	R		Seminario Evangelico de Puerto Rico
PR	Fortuño, Luis	R		Sistema Universitario Ana G. Mendez
PR	Fortuño, Luis	R		The Technological College of San Juan
PR	Fortuño, Luis	R		Universidad Adventista de las Antillas
PR	Fortuño, Luis	R		Universidad Central de Caribe

State	Representative	Party	District	Institution
PR	Fortuño, Luis	R		Universidad del Este
PR	Fortuño, Luis	R		Universidad del Turabo
PR	Fortuño, Luis	R		Universidad Metropolitana
PR	Fortuño, Luis	R		Universidad Politecnica de Puerto Rico
PR	Fortuño, Luis	R		University of Puerto Rico, Aguadilla
PR	Fortuño, Luis	R		University of Puerto Rico, Arecibo
PR	Fortuño, Luis	R		University of Puerto Rico, Bayamon
PR	Fortuño, Luis	R		University of Puerto Rico, Carolina
PR	Fortuño, Luis	R		University of Puerto Rico, Cayey
PR	Fortuño, Luis	R		University of Puerto Rico, Central Administration
PR	Fortuño, Luis	R		University of Puerto Rico, Humacao
PR	Fortuño, Luis	R		University of Puerto Rico, Mayaguez
PR	Fortuño, Luis	R		University of Puerto Rico, Medical Sciences
PR	Fortuño, Luis	R		University of Puerto Rico, Ponce
PR	Fortuño, Luis	R		University of Puerto Rico, Rio Piedras
PR	Fortuño, Luis	R		University of Puerto Rico, Utuado
PR	Fortuño, Luis	R		University of Sacred Heart
TEXAS (Total: 38)				
TX	Paul, Ron	R	14th	Victoria College
TX	Hinojosa, Ruben	D	15th	Coastal Bend College
TX	Hinojosa, Ruben	D	15th	South Texas Community College
TX	Hinojosa, Ruben	D	15th	Texas A&M, Kingsville
TX	Hinojosa, Ruben	D	15th	University of Texas at Pan American
TX	Reyes, Silvestre	D	16th	El Paso Community College
TX	Reyes, Silvestre	D	16th	University of Texas at El Paso
TX	Jackson-Lee, Sheila	D	18th	Houston Community College System
TX	Jackson-Lee, Sheila	D	18th	University of Houston, Downtown
TX	Jackson-Lee, Sheila	D	18th	University of St. Thomas
TX	Neugebauer, Randy	R	19th	Howard College
TX	Neugebauer, Randy	R	19th	Midland College
TX	Neugebauer, Randy	R	19th	Odessa College
TX	Neugebauer, Randy	R	19th	South Plains College
TX	Neugebauer, Randy	R	19th	University of Texas at Permian Basin
TX	Gonzalez, Charles A.	D	20th	Alamo Community College District
TX	Gonzalez, Charles A.	D	20th	Northwest Vista College
TX	Gonzalez, Charles A.	D	20th	San Antonio College
TX	Gonzalez, Charles A.	D	20th	St. Mary's University
TX	Gonzalez, Charles A.	D	20th	Oblate School of Theology
TX	Gonzalez, Charles A.	D	20th	Our Lady of the Lake University
TX	Gonzalez, Charles A.	D	20th	University of the Incarnate Word
TX	Gonzalez, Charles A.	D	20th	University of Texas San Antonio Health Science
TX	Rodriguez, Ciro	D	23rd	Laredo Community College
TX	Rodriguez, Ciro	D	23rd	Southwest Texas Junior College
TX	Rodriguez, Ciro	D	23rd	Sul Ross State University
TX	Rodriguez, Ciro	D	23rd	Texas A&M International University
TX	Rodriguez, Ciro	D	23rd	University of Texas at San Antonio
TX	Marchant, Kenny	D	24th	Mountain View College
TX	Doggett, Lloyd	D	25th	St. Edwards's University
TX	Ortiz, Solomon	D	27th	Del Mar College
TX	Ortiz, Solomon	D	27th	Texas A&M, Corpus Christi
TX	Ortiz, Solomon	D	27th	Texas State Tech. College, Harlingen
TX	Ortiz, Solomon	D	27th	University of Texas at Brownsville
TX	Cuellar, Henry	D	28th	Palo Alto College

State	Representative	Party	District	Institution
TX	Cuellar, Henry	D	28th	St. Philip's College
TX	Green, Gene	D	29th	San Jacinto College Central
TX	Green, Gene	D	29th	San Jacinto College, North Campus
WASHINGTON STATE (Total: 2)				
WA	Hastings, Doc	R	4th	Columbia Basin College
WA	Hastings, Doc	R	4th	Heritage College

Prepared by Hispanic Association of Colleges and Universities, January 2007, with data provided by www.house.gov

Emerging HSIs based on Total Enrollment and Congressional District

Institution	State	Representative	District	Hispanic	Total	% Hispanic
Eastern Arizona College	AZ	Rick Renzi	1 st	798	3925	20.3%
Glendale Community College	AZ	Trent Franks	2nd	4014	20692	19.4%
Metropolitan College	AZ	Ed Pastor	4th	33	168	19.6%
Antelope Valley College	CA	William M. Thomas	22nd	2710	11507	23.6%
Barstow College	CA	Howard McKeon	25th	787	3336	23.6%
Cabrillo College	CA	Sam Farr	17th	3165	14049	22.5%
California State Polytechnic University-Pomona	CA	Grace Napolitano	38th	4715	19804	23.8%
California State University-Channel Islands	CA	Elton Gallegly	24th	349	1560	22.4%
California State University-Long Beach	CA	Dana Rohrabacher	46th	7873	34715	22.7%
California State University-San Marcos	CA	Randy Cunningham	50th	1432	7777	18.4%
Chabot College	CA	Fortney Pete Stark	13th	2575	11590	22.2%
Charles R Drew University Of Medicine And Science	CA	Juanita Millender	37th	116	509	22.8%
College Of San Mateo	CA	Tom Lantos	12th	2257	12149	18.6%
College Of The Canyons	CA	Howard McKeon	25th	2825	14553	19.4%
Contra Costa College	CA	George Miller	7th	1493	6753	22.1%
Crafton Hills College	CA	Jerry Lewis	41st	1133	5067	22.4%
Fresno Pacific University	CA	Jim Costa	20th	461	2167	21.3%
Glendale Community College	CA	Adam B. Schiff	29th	3489	14377	24.3%
Heald College-Concord	CA	George Miller	7th	141	751	18.8%
La Sierra University	CA	Ken Calvert	44th	375	1940	19.3%
Los Angeles Pierce College	CA	Brad Sherman	27th	4177	17720	23.6%
Los Medanos College	CA	George Miller	7th	1792	8484	21.1%
Marymount College	CA	Dana Rohrabacher	46th	127	661	19.2%
Miracosta College	CA	Darrell E. Issa	49th	1901	10087	18.8%
Mt San Jacinto College	CA	Jerry Lewis	41st	2514	10769	23.3%
Palo Verde College	CA	Mary Bono	45th	974	4082	23.9%
Palomar College	CA	Randy Cunningham	50th	4845	23691	20.5%
San Diego State University	CA	Susan A. Davis	53rd	6017	32803	18.3%
San Joaquin College Of Law	CA	Devin Nunes	21st	56	252	22.2%
Santa Barbara City College	CA	Lois Capps	23rd	3582	15206	23.6%
Skyline College	CA	Tom Lantos	12th	1523	8169	18.6%
Southern California Bible College And Seminary	CA	Duncan Hunter	52nd	45	221	20.4%
University Of California-Riverside	CA	Ken Calvert	44th	3724	17296	21.5%
Victor Valley College	CA	Howard McKeon	25th	2400	9980	24.0%
West Los Angeles College	CA	Diane Watson	33rd	2258	9558	23.6%
Capital Community College	CT	John B. Larson	1st	814	3381	24.1%
Housatonic Community College	CT	Christopher Shays	4th	1006	4678	21.5%
Broward Community College	FL	Debbie Wasserman	20th	6700	32030	20.9%
City College	FL	Alcee L. Hastings	23rd	115	636	18.1%
Hillsborough Community College	FL	Jim Davis	11th	4121	22006	18.7%
Johnson & Wales University-Florida Campus	FL	Kendrick Meek	17th	545	2379	22.9%
Valencia Community College	FL	Rick Keller	8th	5836	29269	19.9%
City Colleges Of Chicago-Harold Washington College	IL	Danny K. Davis	7th	1617	8212	19.7%
City Colleges Of Chicago-Olive-Harvey College	IL	Jesse L. Jackson Jr	2nd	1118	6116	18.3%
College Of Lake County	IL	Melissa L. Bean	8th	3078	15822	19.5%
Lexington College	IL	Danny K. Davis	7th	8	43	18.6%
Robert Morris College	IL	Danny K. Davis	7th	1173	5139	22.8%
Calumet College Of Saint Joseph	IN	Peter J. Visclosky	1st	268	1333	20.1%
Dodge City Community College	KS	Jerry Moran	1st	378	1979	19.1%
Garden City Community College	KS	Jerry Moran	1st	423	2177	19.4%
Louisiana Technical College-Morgan Smith Campus	LA	Charles W. Boustany	7th	35	157	22.3%
Northern Essex Community College	MA	Martin T. Meehan	5th	1305	6301	20.7%
Pine Manor College	MA	Barney Frank	4th	96	488	19.7%
Bergen Community College	NJ	Scott Garrett	5th	2981	13991	21.3%
Saint Peters College	NJ	VACANCY	13th	671	2952	22.7%
Union County College	NJ	Mike Ferguson	7th	2183	10399	21.0%

Eastern New Mexico University-Ruidoso	NM	Stevan Pearce	2nd	128	703	18.2%
CUNY Hunter College	NY	Carolyn B. Maloney	14th	4114	20797	19.8%
CUNY Queensborough Community College	NY	Gary L. Ackerman	5th	2579	12470	20.7%
Institute Of Design And Construction	NY	Edolphus Towns	10th	46	224	20.5%
Metropolitan College Of New York	NY	Jerrold Nadler	8th	328	1592	20.6%
Nyack College	NY	Eliot L. Engel	17th	575	2814	20.4%
Winebrenner Theological Seminary	OH	Michael G. Oxley	4th	18	100	18.0%
American Christian College And Seminary	OK	Ernest J. Istook	5th	477	2448	19.5%
Alvin Community College	TX	Ron Paul	14th	738	3902	18.9%
Amarillo College	TX	Mac Thornberry	13th	2179	10169	21.4%
Angelo State University	TX	K. Michael Conaway	11th	1272	6043	21.0%
Austin Community College	TX	Lloyd Doggett	25th	6671	30638	21.8%
Brazosport College	TX	Ron Paul	14th	835	3587	23.3%
Brookhaven College	TX	Kenny Marchant	24th	2192	10893	20.1%
College Of Biblical Studies-Houston	TX	Al Green	9th	312	1472	21.2%
College Of St Thomas More	TX	Kay Granger	12th	4	21	19.0%
College Of The Mainland	TX	Tom DeLay	22nd	717	3919	18.3%
Commonwealth Institute Of Funeral Service	TX	Sheila Jackson-Lee	18th	31	152	20.4%
Eastfield College	TX	Jeb Hensarling	5th	2286	11708	19.5%
Galveston College	TX	Ron Paul	14th	522	2214	23.6%
Lee College	TX	Ted Poe	2nd	1375	6377	21.6%
North Lake College	TX	Kenny Marchant	24th	1528	8392	18.2%
Northwood University	TX	Lamar Smith	21st	213	1116	19.1%
South Plains College	TX	Randy Neugebauer	19th	2243	9636	23.3%
Southwestern Adventist University	TX	Chet Edwards	17th	195	917	21.3%
Texas State Technical College-West Texas	TX	K. Michael Conaway	11th	374	1628	23.0%
Texas State University-San Marcos	TX	Henry Cuellar	28th	4822	26306	18.3%
Western Texas College	TX	K. Michael Conaway	11th	334	1649	20.3%
Wharton County Junior College	TX	Ron Paul	14th	1404	5906	23.8%
Big Bend Community College	WA	Doc Hastings	4th	394	2090	18.9%

Data Compiled March 2007, by the Hispanic Association of Colleges & Universities. One Dupont Circle NW, Suite 605, Washington, DC 20036

Emerging HSI Based on percent of Hispanic total enrollment
 HSI based on 25% Hispanic Enrollment at the undergraduate or graduate level, or both.

**Title V - HEA
HSIs Grants by
Authorized Activities Foci and Year**

Authorized Activity	1999	2000	2001	2002	2003	2004	2005	2006	Total
Acquisition of laboratory equipment (educational purposes, including instructional and research purposes)	1	3	1				4	3	12
Construction, maintenance, renovation, and improvement (classrooms, libraries, laboratories, and other instructional facilities)	4	5	6	2	4	2	6		29
Support of faculty fellowships & exchanges, curriculum development, academic instruction.	21	55	35	23	15	11	19	14	193
Purchase of library books, periodicals, educational & tele-communications materials.		3	2	1	1		2	2	11
Tutoring, counseling, and student service programs designed to improve academic success	17	36	30	22	21	15	24	20	185
Funds & administrative management, acquisition of equipment for funds management enhancement	2	1			1		1		5
Joint use of facilities, such as laboratories and libraries	1	1		1	2				5
Establish or improve a development office to strengthen or improve contributions from alumni and private sector	1	3	1			1	1		7
Establish or improve an endowment fund.	5	5	3	3	2				18
Enhance technology capacity for Internet distance learning & instructional; (purchase or rental of telecommunications equipment or services)	16	51	34	20	13	8	18	9	169
Establish & enhance programs of teacher education to qualify students for public elementary and secondary schools.	1	1		1	5	5			13
Establish community outreach programs; (prepare elementary & secondary students with academic skills & interest for postsecondary education success).		6	8	2	2	4	5	4	31
Increase number of Hispanic & other underrepresented graduate and professional students: (courses and institutional resources).		3	1		2	12	18	5	41
Other activities pursuant to section 504 that contribute to carrying out the purposes of this title	1*	1*	2**					4***	8
Other activities pursuant to section 504 approved by the Secretary as part of the review and acceptance of such application.									
Total Activities	70	174	123	75	68	58	98	61	727
Total Programs Funded	39	69	49	34	29	29	48	33	330

Source: U.S. Department of Education

Category structure: Authorized activities allowable through Sec. 503 of Title V-HEA

Notes: The number of programs funded does not coincide with total number of institutional areas of focus identified. Many programs address more than one allowable area of Title V.

Compilation: Hispanic Association of Colleges and Universities

*Program Evaluation

**Cultural and Diversity

*** STEM

Title V - HEA

SEC. 503. AUTHORIZED ACTIVITIES.

`(a) TYPES OF ACTIVITIES AUTHORIZED- Grants awarded under this title shall be used by Hispanic-serving institutions of higher education to assist the institutions to plan, develop, undertake, and carry out programs to improve and expand the institutions' capacity to serve Hispanic students and other low-income students

Title V AUTHORIZED ACTIVITIES- Grants awarded can be used for one or more of the following activities:

(1)Acquisition of laboratory equipment. Purchase, rental, or lease of scientific or laboratory equipment for educational

purposes, including instructional and research purposes.

(2) Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.

(3) Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.

(4) Purchase of library books, periodicals, and other educational materials, including telecommunications program material.

(5) Tutoring, counseling, and student service programs designed to improve academic success.

(6) Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.

(7) Joint use of facilities, such as laboratories and libraries.

(8) Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.

(9) Establishing or improving an endowment fund.

(10) Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.

(11) Establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary schools and secondary schools.

(12) Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.

(13) Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.

(14) Other activities proposed in the application submitted pursuant to section 504 that--

(A) contribute to carrying out the purposes of this title; and

(B) are approved by the Secretary as part of the review and acceptance of such application.

(C) ENDOWMENT FUND LIMITATIONS-

`(1) PORTION OF GRANT- A Hispanic-serving institution may not use more than 20 percent of the grant funds provided under this title for any fiscal year for establishing or improving an endowment fund.

`(2) MATCHING REQUIRED- A Hispanic-serving institution that uses any portion of the grant funds provided under this title for any fiscal year for establishing or improving an endowment fund shall provide from non-Federal funds an amount equal to or greater than the portion.

Appendix D.

Institution		City	State	Agriculture, general	Agricultural business and management	Agribusiness/agricultural business	Farm/farm and ranch management	Agricultural/farm supplies retail	Equestrian/equine studies	Applied horticulture/horticultural operations	Ornamental horticulture	Landscaping and grounds keeping	Plant nursery operations and management	Turf and turf grass management	Agricultural economics	Animal sciences, general	Agricultural animal breeding	Animal health	Dairy science	Poultry Science	Food Science	Plant Sciences	Agronomy and Crop Science	Horticultural Science
50	Texas State Technical College: Harlingen	Harlingen	TX			H	H																	
51	Columbia Basin College	Pasco	WA		A	A																		
TOTALS			51	9	19	13	6	2	4	7	17	12	2	5	1	15	1	2	4	2	9	8	8	8

Compiled by:
 Hispanic Association of Colleges and Universities, Government Relations Office,
 One Dupont Circle, NW, Washington, DC 20036; 202-833-8361 phone: 202-261-5082 fax

Source: The College Board 2004 Survey www.collegeboard.org

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