

**1986-2011:
25 YEARS OF
CHAMPIONING HISPANIC
HIGHER EDUCATION**

A Historical Review and a Glimpse into the Future

**The Hispanic Association of Colleges and Universities
(HACU)**

Contents

INTRODUCTION 1

I. HACU: FOUNDATIONS AND GROWTH 3

 IN THE BEGINNING 3

 HACU TODAY 3

II. HACU 1986-2036..... 6

 A HACU VISION 2036..... 6

 Demography..... 7

 Funding and Legislation 7

 The Educational Pipeline 8

 Diversity..... 9

 Culture Wars 10

 GETTING TO THE VISION..... 11

 Regional Offices 12

 Leadership Academy 12

 HSIs-HSSDs Collaboration 13

 International Education..... 14

 Grant Procurement and Management 14

 La Red (The Net) 15

 THE ROAD AHEAD 15

 The Promise 16

 The Challenges..... 17

 IN CLOSING 18

III. HACU THE ADVOCATE 19

SOCIAL AND EMPLOYMENT STATUS OF HISPANICS	19
HACU’S BEGINNINGS AND FIRST ADVOCACY EFFORTS	20
FEDERAL HSI DEFINITION AND TITLE V	21
STEM FUNDING EFFORTS.....	22
OTHER FEDERAL HSI PROGRAMS:.....	23
USDA.....	23
HUD and Other Agencies	24
HACU COLLABORATIONS IN ADVOCACY	25
HACU Partnerships with Federal Agencies	26
INTERNATIONAL EDUCATION EFFORTS.....	28
IMMIGRATION AND THE DREAM ACT	29
ANNUAL NATIONAL CAPITOL FORUM ON HISPANIC HIGHER EDUCATION	29
HACU NATIONAL INTERNSHIP PROGRAM	30
HACU STATE ADVOCACY EFFORTS	31
State Budgets	31
State Policy Issues.....	32
WRO Member Services	32
IV. HACU PROGRAMS: IMPACT AND LEGACY	33
MODEL IMPLEMENTATION PROGRAMS.....	33
Hispanic Student Success Program (HSSP)	33
Youth Leadership Development Forum.....	35
Proyecto Access	37
Early College Awareness	44
CAREER DEVELOPMENT PROGRAMS	44

HACU National Internship Program (HNIP)	44
Corporate HNIP (CHNIP).....	46
Student Track	46
Kellogg MSI Leadership Fellows	47
CAPACITY-BUILDING PROGRAMS.....	48
FEDIX-MOLIS	48
HACU Environmental Protection Agency Faculty Development Program	49
Professions Capacity Building Program	49
Information Technology Initiatives	50
DHHS Cooperative Agreement 2005-2010, 2011-2015.....	52
STUDENT SUPPORT PROGRAMS.....	53
HACU Scholarship Program.....	53
RESEARCH PROGRAMS.....	54
Improving Utilization of the Information Highway by Hispanic-Serving Institutions.....	54
Kellogg Foundation Grant for Strengthening HSI Capacities	54
HACU-ETS Policy Fellows.....	56
The HACU Hispanic Higher Education Research Collective (H3ERC)	56

INTRODUCTION

John Moder

Senior Vice President and Chief Operating Officer

Hispanic Association of Colleges and Universities (HACU)

In 2011 the Hispanic Association of Colleges and Universities (HACU) celebrated the 25th anniversary of its founding. Eighteen charter members from eight states made the original leap of faith in 1986 and empowered founding Executive Director Antonio Rigual and Board Chair Gilbert Sanchez for the task of turning the idea of HACU into reality. The invaluable Gus Cardenas at Xerox was helpful in bringing key people together. Early corporate support from AT&T funded the first planning meeting and other donors joined to make the first annual membership meeting possible. Equally importantly, the Pew Charitable Trusts and the Ford Foundation gave the fledgling HACU multi-million dollar support for its first initiative, the Hispanic Student Success Program, which allowed HACU to hire its first paid staff and launched its direct engagement with fundamental issues of student access and readiness.

At the quarter century mark, HACU remains true to its roots and its mission. It is still first and foremost a membership organization governed by a Board primarily composed of leaders of Hispanic-Serving Institutions (HSIs). It speaks as the pre-eminent voice for Hispanic higher education in the United States. It continues its programmatic efforts to address the pipeline issues so critical still to Hispanic-American students. And it engages government and corporate partners in its mission in growing numbers and in ever more varied ways.

The daring vision of the founders continues to drive an entrepreneurial spirit at HACU as well. Its reach has expanded to include international members in Latin America, Spain and Portugal, and to pursue cross-border initiatives: international conferences, study abroad, faculty exchange, collaborative international research. HACU has formally defined and engaged Hispanic-Serving School Districts to foster the needed dialogue and interaction between PK-12 and higher education. It continues to seek new partnerships to strengthen its member institutions and open the doors of opportunity for their students.

In a series of essays, this volume aims both to document the work of the last twenty-five years and to sketch what the next twenty-five can have in store. Norma Jean Revilla-García records the story of HACU's founding, largely drawn from the "Triennial Report: 1986 – 1989," the earliest record of HACU's origins. HACU's current President and CEO Antonio Flores offers a vision of the next twenty-five years in "HACU 1986 – 2036" that is no less bold than the vision of the original founders. The history of HACU's advocacy work is traced from the first efforts to win federal recognition of HSIs to the continuing efforts to secure the level of support needed to bring them to parity with the rest of the higher education community. And finally, from the

initial Hispanic Student Success Program, the range and depths of HACU's programs are explored, reflecting the complexity of issues that confront Hispanic students today.

No work like this can be complete, either in the mention of every stage of the history or in the record of everyone who has played a key role. But like HACU itself, indeed like education, this is a work in progress. We hope you will join us in filling in the details of the past and in carrying forward the mission of the future.

I. HACU: FOUNDATIONS AND GROWTH

Norma Jean Revilla-García

Executive Director of Communications

Hispanic Association of Colleges and Universities (HACU)

IN THE BEGINNING

The idea for the Hispanic Association of Colleges and Universities (HACU) was born in late 1985, after a fundraising visit to the East Coast of the United States. Dr. Antonio Rigual, then vice president for institutional advancement at Our Lady of the Lake University (OLLU) in San Antonio, and Sister Elizabeth Anne Sueltenfuss, OLLU president at the time, visited the Xerox Corporation headquarters to request support for the establishment of a “Center for Hispanic Higher Education.”

After being referred to Gus Cardenas, Xerox national liaison for Hispanic affairs, in San Antonio, Rigual met with him in December 1985. With the collaboration of others and following several meetings, the initial idea of forming an association of colleges and universities with high Hispanic enrollments took shape. In January 1986, a meeting of higher education administrators from various institutions took place to attempt to define the purpose of the unnamed association.

On May 23-24, 1986, HACU was formed at a meeting attended by representatives from 19 institutions in six states and five educational associations. Officers were elected for the Association, which became the first organization of its kind.

The newly-formed group established a set of bylaws and defined its mission to engage in activities that heightened the awareness among corporations, foundations, governmental agencies and individuals of the role that member colleges and universities play in educating the nation’s Hispanic youth.

HACU TODAY

Today, HACU represents more than 400 colleges and universities committed to Hispanic higher education success in thirty-one states, Puerto Rico, and the District of Columbia, in eight countries in Latin America, plus Spain and Portugal.

HACU’s U.S. member institutions currently represent less than 10% of all higher education institutions nationwide, yet they are home to two-thirds of all Hispanic college students, enrolling in 2011 a total 4.5 million students.

In 1992, HACU led the effort to convince Congress to formally recognize campuses with high Hispanic enrollment as federally designated Hispanic-Serving Institutions (HSIs) and to begin targeting federal appropriations to those campuses. These institutions, defined (in part) by their minimum 25 percent Hispanic enrollment, educate half the Hispanics in higher education in the U.S. but are severely constrained by persisting underfunding.

Soon after, HACU and its allies were instrumental in convincing Congress to appropriate money specifically for HSIs. For the first time ever, HSIs were granted \$12 million in 1995 from federal resources. Since then, funding has increased significantly because of HACU's persistent advocacy. In 2011, for example, \$104.3 million were appropriated for the HSI undergraduate program under Title V of the Higher Education Act, and an additional \$21 million for HSI graduate education. HACU's efforts have led to over \$1.7 billion being set aside for HSIs. (See chart p. 25 for total appropriations for federal HSI programs through 2011.)

HACU's collaborative approach has produced more than 30 formal Memoranda of Understanding (MOUs) and Partnership Agreements with federal agencies, offices, and business organizations. HACU has also hosted technical assistance workshops for HSIs throughout the country on federal program grants and other resources available.

The HACU National Internship Program (HNIP), which in 2012 celebrates its 20th anniversary, has placed over 9,500 student interns with corporations around the country or federal agencies in Washington or field offices. HNIP has been recognized by the federal Office of Personnel Management as a key strategy in increasing Hispanic employment in the federal government.

HACU also conducts policy analyses and research on issues affecting Hispanic higher educational success and HSIs. The association provides leadership with several current grant-funded programs, including the Walmart MSI Student Success Project, the American Legacy Foundation's Tobacco Use Survey, and a productive National Umbrella Cooperative Agreement with the Office of Minority Health in the U.S. Department of Health and Human Services.

For students attending HACU-member institutions, HACU offers a HACU Scholarship program, study-abroad partnerships, and other student programs. Thousands of young Hispanics benefit from HACU with internships, scholarships, college retention and advancement programs, pre-collegiate support, and career development opportunities and programs.

Each spring higher education administrators, students and supporters of Hispanic higher education gather in Washington, DC, for the annual National Capitol Forum on Hispanic Higher

Education, to learn the latest in federal education policy and legislation and to visit their legislators on the Hill.

The annual conference in the fall is HACU's premier conference on Hispanic higher education, attended by approximately 1,500 participants, and designed to address the improvement of Hispanic higher education, to forge linkages between K-12 and higher education, and to explore international partnerships in education.

HACU's International biennial conference focuses on opportunities for cross-border educational collaborations, addressing the critical issues in international education.

After 25 years, HACU's has strengthened its commitment to Hispanic success in education, from kindergarten through graduate school and into the workforce of tomorrow.

Advocating for Hispanic higher education success for the fastest-growing and youngest population will be crucial over the next two and a half decades to ensure greater access and success in higher education, and to strengthen support for colleges and universities where Latinos enroll. To achieve the President's goal of regaining the global lead in college degree attainment, Latinos must reach parity with the rest of America in degree completion. HACU will continue to advocate for HSIs, emerging HSIs, and Hispanic-Serving School Districts to be supported by all levels of government, the business community, and the philanthropic sector on par with the rest of higher education institutions and to fulfill its mission of **Championing Hispanic Success in Higher Education**.

II. HACU 1986-2036

Antonio R. Flores

President and CEO

Hispanic Association of Colleges and Universities (HACU)

A HACU VISION 2036

In 2036, the second year of the 124th Congress, a Presidential election year, the Hispanic Association of Colleges and Universities (HACU) celebrates its 50th Anniversary in San Antonio, Texas, where the association was born in 1986. It is a year of remembrance and celebration for 50 years of unparalleled achievements in championing Hispanic success in higher education.

Twenty-five years earlier, by 2011, HACU had already consolidated its place in the history of higher education when it celebrated its 25th Anniversary. The country was painfully emerging from the Great Recession and all levels of government were challenged as they had not been since the Great Depression to keep alive the American promise of opportunity, equality, and social justice. Although HACU was proud of its numerous accomplishments over its first 25 years of prolific work, the mood of the country was rather grim. Yet HACU had much to celebrate and be thankful for as a highly regarded and proven national and international association of colleges and universities.

Obviously, as HACU celebrated its 25th Anniversary in 2011, there was a sense of recommitment to its mission and of expectation about its future. HACU's loyal and supportive membership and its inspiring Governing Board were all confident that HACU's best years were still to come. And they were right.

Despite the tough challenges of the Great Recession and the years that followed it, HACU remained faithful to its tradition of unapologetic and well-researched advocacy, promotion of exemplary programs, and development and nurturing of partnerships to advance its mission. HACU's persistence and ability to adapt to change through innovative practices were key to its even greater successes during the second 25 years of its fruitful life in higher education.

The most significant HACU advocacy achievement in its first 25 years of work was the inclusion of Hispanic-Serving Institutions (HSIs) in federal legislation and the appropriation and commitment of over \$2.5 billion for HSI capacity building and student success. In the 25 years that followed, HACU built upon its earlier success to advocate for and secure new legislation that helped HSIs to engage HACU-defined Hispanic-Serving School Districts (HSSDs) in a national effort to create a seamless education pipeline for student success from kindergarten to

graduate school, particularly in science, technology, engineering, and mathematics (STEM). This major achievement of HACU's second 25 years of productive life has become a model for the entire nation and transformed the landscape of American education for the nation to claim its global lead in college degree attainment.

In 2036 HACU looks back at 1986 and 2011 as two milestones that anchored the most recent 25 years of service and success in championing Hispanic higher education. The sense of vision set by the founders and the accomplishments of those who followed their vision for the first 25 years provided the foundation for HACU's continued success in 2036.

Demography

As dramatic demographic changes swept across the country in the first part of the new century driven by unprecedented Hispanic population growth, HACU's mission took on a deeper, wider, and more intense meaning in the evolving American landscape. In 2011, when HACU celebrated its 25th anniversary, nearly one of every four of the more than 55 million K-12 students nationwide was Hispanic. By 2036, Hispanics in elementary and secondary schools account for nearly one of every three of the more than 65 million students.

This rapid Hispanic population expansion has impacted higher education in significant ways. It has greatly increased the number and proportion of Hispanic college students in all types of institutions. This growth has resulted in the doubling of the number of Hispanic-Serving Institutions (HSIs) from 311 in 2010 to nearly 600 in 2036. The combined total Hispanic college enrollment in 2036 has risen to over 5 million nationwide. The total aggregate enrollment of HSIs has surpassed 10 million students.

And this growth will continue. Demographers project that by 2049 Hispanics will outnumber non-Hispanic whites in elementary and secondary schools for the first time in nation's history and will be the largest K-12 demographic at nearly 40 percent of the total United States K-12 student population.

These sweeping demographic changes assure us that HACU's mission will continue to be a national imperative for the prosperity of all Americans well beyond 2036.

Funding and Legislation

HACU proudly celebrated the first federal definition of HSIs in the 1992 amendments to the Higher Education Act and the first \$12 million appropriation for HSI capacity building in 1995. By 2011 HSIs were included in at least five different pieces of federal legislation, including the

Farm Bill, the Student Aid and Fiscal Responsibility Act, legislation authorizing the National Science Foundation, the Department of Housing and Urban Development, and the Department of Defense, the latter two in appropriation bills. The combined annual appropriations from these acts exceeded \$250 million in 2010 and accounted for \$1.6 billion in total appropriated and mandated funds from 1995 to 2011, with an additional \$1 billion mandated for HSI articulation and science education over 10 years (through 2020). Despite this increase in funding, HSIs still received only 66 cents for every federal dollar going to all higher education institutions per student annually.

In 2036, the annual aggregate appropriations for HSIs exceed \$1 billion. These funds are generated by legislative authorizations (in addition to the above) for the following federal departments: Energy, Labor, Health and Human Services, Homeland Security, Transportation, Commerce, Interior, State, Veterans Affairs, Treasury, Justice, and federal independent agencies. Since 2011, the cumulative total funding received by HSIs surpassed \$25 billion or ten times as much as during HACU's first 25 years of advocacy work.

Together with other types of student and institutional aid, total federal HSI funding per student finally reached parity with the rest of higher education institutions in 2036.

The Educational Pipeline

By 2011, HACU had launched an innovative effort to foster collaboration between HSIs and Hispanic-Serving School Districts (HSSDs). In fact 35 major K-12 school districts had become affiliated with HACU to this end. HACU was advocating with Congress for amendments to the Elementary and Secondary Education Act (ESEA) to incorporate a series of new interventions and authorized funding for such collaboration. The aim was to create a seamless pipeline for student success from kindergarten through graduate school. The proposed amendments included the creation of centers of excellence for teacher education, especially in STEM fields, and for administrator leadership development at HSIs.

By 2036, nearly 500 consortia have been created across the nation among HSIs and HSSDs impacting the majority of the more than 20 million Hispanic students in K-12 and the 5 million in college. The college-going and graduation rates among Hispanics equal those of the general student population, including those in STEM fields. On HACU's 50th Anniversary, it now affiliates 500 HSSDs. The proverbial pipeline is finally a reality in 2036.

Diversity

In 2011, the 311 HSIs enrolled over 50 percent of the 2.5 million Hispanics in college at that time. These institutions also included in their enrollments 27 percent of non-Hispanic whites, 10 percent of African Americans, 8 percent of Asian Americans, and 1 percent of American Indians. They were very diverse institutions.

The HSI community was also very diverse with respect to type of institution, geographic location, and size. For instance, in 2011, 54 percent were community colleges, 25 percent private 4-year institutions, and 21 percent public 4-year universities. They were in 15 states and Puerto Rico and they ranged in enrollment size from less than 50 to more than 60,000 students.

The student and institutional diversity of HSIs in 2036 is somewhat similar to that of 2011, but now HSIs exist in all 50 states and Puerto Rico and the total number of such institutions has reached 600.

Also, 400 HACU associate members are evolving into HSIs with Hispanic enrollments ranging from 10 percent to 24 percent. In 2016 HACU became a 1,000 member association representing HSIs and emerging HSIs.

Although still largely of Mexican ancestry with a growing number of Central American and Caribbean origins, Hispanics are increasingly intermarrying and thus sharing multiple national origins and racial/ethnic backgrounds. Proximity to Mexico and other Latin American countries, along with the rapid expansion of Hispanic consumer power, has allowed Spanish language and culture to become even more prevalent as tools for career advancement of both Hispanics and non-Hispanics.

These trends have given increased impetus to the rise of college curricular and program innovations, particularly at HSIs. In 2036, graduation with a bachelor's or higher degree in the United States requires fluency in a second language, and Spanish is by far the most widely chosen option.

Correspondingly, most Western Hemisphere countries, especially immigrant feeder nations, have also adopted English fluency as a requirement for college graduation. North and south are becoming increasingly integrated not only economically but culturally as well.

Culture Wars

Immigration issues had become a catalyst for culture wars aimed at Hispanics across the nation in the first decade of the 21st century. The lack of federal consensus and action to reform our broken immigration system had unleashed a series of furious state legislative battles with results ranging from the benevolent to the absurd and xenophobic, more often the latter. From California's efforts to treat undocumented residents in a humane way to Arizona's pernicious attempts to demonize immigrants and people of color through laws that were blatantly unconstitutional and discriminatory, Hispanics found themselves caught in the crossfire between forces for expanding civil rights and those for protecting the perceived status quo.

For instance, State legislation had been promoted to treat children born in the United States as non-citizens in clear contradiction of the Fourteenth Amendment of the Constitution, enacted July 9, 1868. In other cases, such as Alabama, statutes had been passed to discourage public K-12 schooling for undocumented children, laws which controverted the U.S. Supreme Court decision in *Plyler v. Doe* (1982) that upheld the right of such children to a free public education. Other state laws were enacted to ban ethnic studies programs, particularly those focused on the Latino experience in the United States, in violation of First Amendment protections with respect to school speech. These and other examples of state anti-immigrant and anti-Hispanic legislation reflected a resurgence of xenophobia that rivaled the 19th century nativist movement.

The Old South and the new Southwestern regions of the country seemed to be the geographic epicenters of this revival fueled in part by the Great Recession and by ideologues like Samuel Huntington (*The Hispanic Challenge, 2004*), whose cultural fundamentalism rejected the co-existence of people of different cultural backgrounds in a multicultural, multi-ethnic nation. Such a premise made a measure of culture warfare against minority populations unavoidable. The demographic, political, and economic facts, however, presented a diametrically opposed view of the country where commanding a second language and understanding more than one culture were increasingly becoming essential to make our labor force competitive in the global economy. HACU embraced this latter option and reaffirmed our commitment to the national aim of regaining the lead in college degree-attainment rates, and also preparing the most qualified and culturally competent college graduates.

Through educational success, the culture wars of the early 21st century were bound to be soon left behind and to give way to the cultural interchange we see across the nation today. The acceptance in 2036 of multiculturalism as foundational to the American polity is a reaffirmation of America's best ideals.

GETTING TO THE VISION

The vision sketched above of what HACU's world could look like in 2036 may seem very optimistic, but our record of success through swiftly evolving demographic, cultural, political, and economic changes in the past twenty-five years not only shapes the outlines of this hopeful vision but also roots it in solid realities already achieved.

This vision foresees the consolidation and expansion of legislative and funding gains made by HSIs and Latinos in higher education at the national level. It also looks ahead to the development and enactment of new state statutes to complement the federal strategy of HACU's first 25 years. This new development requires the creation of a national network of HACU regional offices to work with state legislatures and governors on the promotion and passage of such statutes.

Programmatically, HACU recognizes the importance of a Latino leadership pipeline to supply the talent necessary for HSIs and other HACU-member institutions to reflect the demographics of their learning communities in their executive ranks. We envision a multilevel, comprehensive leadership development academy for senior staff aspiring to presidential/CEO positions, for mid-level administrators seeking higher-level opportunities, and for entry-level staff to advance in their college/university careers. This initiative requires major investments in initial phases of development, but it would be conducted as a self-supporting operation over the long term on a fee-for-services basis.

Once the Elementary and Secondary Education Act incorporates HSIs and Hispanic-Serving School Districts into its amendments and corresponding funding is appropriated by Congress, HACU foresees the development of a national network of HSI-HSSD consortia that would dramatically increase the graduation rates of Latinos from high school through graduate school. This transformation of the American education landscape would be a singular and major contribution of HACU to the national aim of regaining world leadership in college degree attainment rates.

Internationally, HACU projects a new era of collaboration between the United States and the countries of the Western Hemisphere where HSIs and other HACU-member institutions, including especially HACU's international members, would play a key role. HACU's current organizational capacity would need to be expanded significantly to promote and advocate for the international programs needed for such efforts.

HACU is also mindful of the continuing needs of many of its member institutions with respect to grant procurement and management. We anticipate a major initiative to provide technical assistance and training via regional workshops and online applications to build capacity and

success in grant seeking and management. This critical organizational development would require new investments in highly competent staff, support services, and information technology.

As HACU's nationally acclaimed internship program (HNIP) continues to excel and thousands of its alumni enter the professional world, we need to capitalize on their expertise and networking capabilities to develop La Red (The Net). La Red would be a physical and virtual network of campus-based and institutionally sanctioned Latino student organizations, as well as HACU Alumni Association chapters across the country. La Red would offer outstanding networking opportunities to participants, and an invaluable vehicle for HACU to disseminate information on internship, scholarship, and fellowship opportunities; on HACU conferences and forums; and on issues where La Red's advocacy can be helpful to HACU's policy agenda. This too would necessitate investments in personnel and technology.

In short, HACU's vision for the next 25 years includes a series of strategically important initiatives that emerge from HACU's own best practices over the past 25 years. Let's look a little more closely at these emerging initiatives.

Regional Offices

A national network of regional offices modeled after the HACU Western Regional Office in Sacramento would evolve into a major advocacy infrastructure to focus on state legislation and appropriations, as well as to support HACU's work with the U.S. Congress and the federal government. The following regional offices are envisioned:

- Southeastern, including Puerto Rico (Tallahassee or Miami)
- Northeastern (New Jersey/New York Area)
- Midwestern (Chicago area)
- Southwestern (Austin, Albuquerque, or San Antonio)

These regional offices would be coordinated by a senior executive reporting to the HACU President & CEO. This executive will also coordinate with the lead executive in HACU's Washington, D.C., office on national issues and priorities.

Leadership Academy

Only 4.6 percent of the more than 3,500 college/university presidents/CEOs in the nation are Hispanic (ACE, "Minorities in Higher Education"). Since Hispanic students constitute nearly 14 percent of the college population nationwide, the underrepresentation of Latinos in college and university leadership is severe. Moreover, Hispanic participation in related leadership/fellowship

programs run by other national organizations has historically been exceedingly low, according to managers of such programs that have approached HACU for referrals.

To address this issue effectively, a comprehensive, multilevel leadership academy is needed to assure a talent pipeline for entry-, mid-, and senior-level positions in higher education. A key preliminary step would be the amendment of Title IV of the Higher Education Act to create incentives for graduates at all levels to pursue higher education careers, e.g., a loan forgiveness program or a scholarship/fellowship program with a requirement to pursue such careers, or both.

Seed funding would be needed for the development and launch phase (two-three years), but the programs could become self-supporting over the long term. Given the importance of this issue, seed money is likely to be secured from private or public sources.

HSIs-HSSDs Collaboration

Dropout rates for Hispanics 16 to 24 years old remain three times those of white non-Hispanics (17.6 percent compared to 5.2 percent). Consequently, Hispanic high school graduation rates and readiness for college are much lower for Latinos than their peers.

In addition to (and in part because of) socioeconomic realities, such as low income and low parental educational attainment, Hispanics are far more likely to attend under-resourced PK-12 schools in HSSDs. More limited school finances lead to inadequate and lower quality educational services. These socioeconomic and school resource and quality factors explain much of the research findings on dropouts and high school graduation.

Although HSIs are also underfunded to the tune of 66 cents for every federal dollar going to the rest of higher education annually per student, some of their limited resources could be deployed for greater collaboration with neighboring HSSDs. For instance, some faculty could teach or support advanced placement courses at underserved high schools. College entrance exam preparation could be offered by HSIs in collaboration with testing organizations. More dual enrollment programs for high schoolers could also be created. Additional financial and in-kind resources could be sought from the private sector and government agencies in a given service area.

To further support these efforts, appropriate amendments would be pursued with the U.S. Congress for the Elementary and Secondary Education Act as it comes up for reauthorization. These amendments would be aimed at funding seamless transition programs from PK-12 to higher education through collaboration between neighboring HSIs and HSSDs. HACU's regional

offices would also be tasked with promoting state policies that assure smoother transitions to higher education and between two- and four-year institutions.

As the U.S. Hispanic population continues to grow, especially among the younger cohorts, the very future of the country hangs in the balance. New and major investments are required to level the educational playing field for Hispanics in the next 25 years.

International Education

Latinos are severely underrepresented among the more than 160,000 American college students who every year study abroad: less than five percent are Hispanic. Conversely, of the more than 600,000 foreign students in U.S. colleges and universities annually less than 10 percent are from Latin America and the Caribbean. This two-way dearth of Latino participation in study abroad is further exacerbated by the exceedingly low participation of HSIs in international education programs. Much needs to be done to reverse these trends over the next 25 years.

HACU is committed to working with the U.S. Congress and the Federal Administration to enact and fund legislation that would enhance the capacity of HSIs and emerging HSIs to participate effectively in international education programs and to compete successfully for the needed funding. In addition, HSIs would be spurred to develop and strengthen area studies and strategic language programs as part of their international education capacity building.

Through greater collaboration with sister international education organizations, HACU would also develop greater capacity to promote study abroad and academic exchange programs. This greater capacity would include additional highly competent staff and online tools in at least three languages by 2036: English, Spanish, and Portuguese.

Grant Procurement and Management

At the core of capacity building for HSIs and emerging HSIs is their ability to secure external funding and manage grant projects effectively. Often times, many of these institutions are not even able to address request-for-proposals opportunities or to do so competitively. Without the necessary in-house capacity to proactively seek external funding for key institutional areas and needs of their learning communities, HSIs and emerging HSIs will continue to lag behind the rest of higher education in their ability to serve and graduate Hispanics and other needy students or even to meet the demand for access of these fast-growing populations.

Likewise, deficiencies in project/grant management can only diminish the capacity for procuring external funding. Thus, these two dimensions reinforce each other for better or for worse. Grant

management needs to be addressed as a HACU priority along with grant procurement over the next 25 years.

This initiative would be approached as a self-sustained operation over the long term, but would require seed funding for staff and technology during its embryonic and development phases (two-three years). Once underway it would be offered on a fee-for-service basis at the most affordable rates possible to allow for cost recovery and program maintenance.

La Red (The Net)

It is estimated that HACU-member institutions host approximately 6,000 campus-based and institutionally sanctioned Latino student organizations. Fraternities and sororities, academic and career-based organizations, service learning and other community-oriented organizations are all part of this estimate. Compiling information about even one-third of the estimated 6,000 organizations for an online database would be an important start of La Red as both a physical and virtual network of Hispanic student organizations across the nation.

Such a database would serve multiple purposes. First, it would be a Latino talent research and career advancement system that could incorporate already employed alumni of HACU internship and scholarship programs as prospective mentors for emerging graduates. HACU would integrate this aspect of La Red to its online ProTalentó résumé database.

La Red would also be a tool for distributing information about HACU internship, scholarship, fellowship, and other sponsored programs of interest to students or alumni, including information on HACU conferences and forums.

In addition, La Red would engage students and alumni in support of HACU's advocacy priorities at the state and national levels. We know that the volume of inputs to policy makers on issues makes a difference on the positions they take.

As a virtual community, La Red would seek external support for its first five years of development, launch, and operation with a gradually sliding funding provision that would make the system self-supported after the fifth year of operation. La Red could prove to be one of HACU's most effective innovations by 2036.

THE ROAD AHEAD

Armed with the experience of 25 years of successful service and the vision for the next 25 years of organizational advancement, HACU faces a new phase of promise and challenge. As the

fastest-growing and youngest population, Latinos are called to new roles of leadership in all aspects of society: in government, business, the nonprofit sector, religious organizations, the scientific community, and certainly in K-12 and higher education, among others. As in years past, the cornerstone of Hispanic success in fulfilling these roles is higher educational attainment and excellence. Thus, the promise of HACU's and Hispanic success over the next two and a half decades depends on increasing access to and success in higher education for this burgeoning population and on strengthening the colleges and universities where most Latinos enroll.

The challenges to fulfill that promise include the greater inclusion and support of HSIs and Hispanic higher education by federal and state policy makers, the institutional commitment of HSIs and emerging HSIs to the educational success of Latinos, the dramatic improvement of HSSDs with respect to both resources and outcomes, and the understanding and support of these efforts by the broader society. Policy makers and the public at large need to embrace HACU's mission as crucial to not only Hispanic Americans but also the future prosperity of the entire nation.

The Promise

As a nation of immigrants from all corners of the world, the United States remains a magnet of opportunity that continues to enrich the wide diversity of cultural communities that make up our national population. However, as the Anglo population continues to shrink proportionately and its diminished leadership role becomes increasingly evident, resistance to demographic change and immigration is likely to remain a major force in American politics for years to come. The paradox of American diversity and the need for an immigrant labor force, on one hand, and the fear of losing their privileged position by many in the Anglo population, on the other, is part of the painful transition to a new and more inclusive America in the 21st Century.

As interaction increases among the numerous cultural communities in the context of a more open society than those of their countries of origin, opportunities for cross-cultural and inter-ethnic/racial marriage increase and lessen the impact of culture wars. However, because Latinos have become the largest and one of the most culturally cohesive ethnic communities, Spanish language and culture are likely to continue expanding and deepening their roots in American society.

The benefits of Latino cultural influence in America are well established in the business world. Bilingual-bicultural Latino college graduates and professionals are of immense and increasing value to Corporate America. Corporations looking to grow their market share of the vast Hispanic consumer market are eager to strengthen their workforce with people who understand

well this fast-growing market. They also want bilingual-bicultural professionals to manage and lead their international operations in the Western Hemisphere.

The media and their corporate sponsors are also transforming the publicity and program content landscape in television, movies, and print to reflect the Latino consumer. The Internet has added a major new dimension to consumer access in practically all languages. The openness of media and the business world to diversity and Hispanic language and culture has not yet been echoed in the political realm, however.

Thus the promise of America for inclusion and equity remains just that, a promise, for Latinos and other underrepresented populations. But the promise remains alive.

The Challenges

As greater numbers of HSIs emerge in states and congressional districts with fast-growing Latino populations, more policy makers will become responsive to this important constituency. Also, more Hispanic Americans are being elected to Congress and state legislatures where policy and funding for education are decided. The challenge of greater support for HSIs and Hispanic higher education in the years ahead is likely to be met by the force of these inevitable developments in American politics.

The challenge of institutions' commitment to their HSI identity and to Hispanic higher education success is also being met. As HSIs and emerging HSIs continue to increase their Latino enrollments and employ a critical mass of Hispanic faculty and administrators, their HSI identity also grows organically and irreversibly. New categorical funding opportunities will only strengthen this HSI evolution.

Although the wide gap in federal funding between HSIs and the rest of higher education institutions has been closing over the years, HSIs still lag behind in federal resources. Today the gap persists at 66 cents for every federal dollar per student annually. This severe underfunding of HSIs is a challenge that Congress and the Administration are expected to meet as a national priority in the years ahead--and at a faster rate than in past years.

This improved investment of federal dollars in HSIs should result in higher degree completion rates by Latinos. As greater resources per student allow HSIs to increase their institutional capacity and the quality of their educational services, their students are likely to reap the benefits through greater rates of educational success.

As the K-12 schools that enroll the overwhelming majority of Hispanics, the 3000 or so Hispanic-Serving School Districts (HSSDs) across the country also require major investments and improvements. Located in some of the lowest-income counties and metropolitan areas of the country, HSSDs suffer some of the highest dropout rates and lowest achievement outcomes. Reversing these disparities both in investment and in outcomes is a major challenge that the nation needs to meet in part by better engaging HSIs and emerging HSIs.

To draw attention to those challenges, HACU and its supporters across the nation need to launch a public information campaign to educate society at large about the critical importance of Hispanic higher education success for the national well-being. We should underscore how HSI support for Latino college success would translate into a more prosperous America for all Americans. Government and corporate partners need to be involved in these national efforts for a sustained number of years.

IN CLOSING

The U.S. national goal of regaining the global lead in college degree attainment rates is not possible without Latinos reaching parity in degree completion with the rest of America. To this end, a second goal must be to support HSIs, emerging HSIs, and HSSDs at all levels of government, the business community, and the philanthropic sector on a par with the rest of educational institutions.

HACU is committed to undertaking new initiatives both to strengthen HSIs and to optimize Hispanic college graduation. Government, corporate America, private foundations, and the public at-large need to be engaged in support of those initiatives laid out for the next 25 years.

Failure to achieve these two broad support aims would mean a tragic loss of human capital and the exacerbation of social ills we all want to eradicate. The next 25 years of HACU's advocacy and leadership in educational innovation can make the important achievements of its first 25 years look like a modest beginning, but in reality those first 25 years are the solid foundation of an ongoing building effort whose results we will celebrate again in 2036.

III. HACU THE ADVOCATE

Gumecindo Salas

Vice President for Government Relations

Hispanic Association of Colleges and Universities (HACU)

SOCIAL AND EMPLOYMENT STATUS OF HISPANICS

Hispanics have played a significant role in every stage of the development of the United States since the American Revolution when Spain was the first European nation to recognize the new country. In spite of their involvement in the nation's development and growth from colonies to a world power, Hispanics were largely marginalized until the mid-1960s when their sheer numbers began to draw the attention of national and state policy makers. Today, Hispanics are the largest and fastest-growing minority group in the U.S. Because of the youth of this population and growth from continued immigration, the number of Hispanics is projected to increase throughout the 21st century. For the same reasons, Hispanics will be increasingly essential to meeting the workforce needs of the nation for both the immediate and the more distant future.

Concentrated in the agricultural areas and the large industrial cities of the Southwest, the Midwest and the Northeast, Hispanics were not considered an integral part of the profile of the American population until relatively recently. The U.S. Census didn't even collect data about Hispanic origins until the 1970 Census. Even though Hispanics served with distinction in the Second World War, in Korea and Vietnam, and in the more recent wars in the Middle East, their presence was not significantly recognized at either state or national levels. The Hispanic story in the U.S. not only was a story of benign neglect, but includes a history of discrimination and segregation and a Latino civil rights movement that gathered momentum in the post-World War II era. The complete story is too long for the current essay but forms an essential backdrop for the events and issues of the last twenty-five years.

It was not until President Johnson launched a far-reaching domestic effort, the Great Society, in 1964, with a promise to lift up all members of the nation in both economic and civil rights arenas, that the Hispanic community gained visibility. Motivated by an outspoken commitment of the President, Congress proceeded to pass legislation to implement the Great Society. The Elementary and Secondary Education Act, the Higher Education Act and the Civil Rights Act of 1964 remain the best and enduring examples of this Congress' and this Administration's commitment to equality.

At the same time, a Hispanic social movement on a national level emerged apprising policy makers of an expanding population expecting inclusion at all levels of society. The Southwest

Voter Education Project organized in 1974 and the “La Raza Unida Party” in Texas and Colorado and other states in the southwestern United States in 1970 bear testimony to such an awakening. Cesar Chavez, a California farm worker organizer, emerged as a national Hispanic leader with a primary focus on justice in employment. Other Hispanic leaders gravitated towards the political process to promote change in the education and social economic systems. The electoral success in Congressional elections of Henry Gonzalez in 1961, Edward Roybal in 1962, Kika de la Garza in 1965, and Manuel Lujan in 1969 led to the creation in 1976 of a Congressional Hispanic Caucus with a commitment to foster federal legislation to improve Hispanic social conditions across the nation.

These social and political changes resulted in the authorization of bilingual education programs by Congress in 1968 followed by similar measures by state legislatures. These early efforts represented visible attempts by Congress and state legislatures to assist the Hispanic community in making the transition from being a marginalized community concentrated almost totally at lower socio-economic levels to becoming upwardly mobile through K-12 academic achievement and participation and success in higher education as a gateway to professional levels of employment.

Moving beyond minimum-wage employment and societal marginalization requires access to education beyond elementary and secondary school. Participation, achievement and success in the educational process have always been prerequisites for a professional career and for a leadership role in business, commerce, public policy, or education. Accomplishing this objective and actually being upwardly mobile requires increased enrollment and academic success by Hispanic youth in higher education.

HACU’S BEGINNINGS AND FIRST ADVOCACY EFFORTS

In 1986 a gathering of higher education leaders recognized the need to enhance the visibility and develop the capacity of the relatively small set of colleges and universities that Hispanic students attended in significant numbers. They established a new higher education association with the sole purpose of advocating for and promoting the academic success of Hispanics. So was born the Hispanic Association of Colleges and Universities (HACU), formed by eighteen charter higher education institutions located primarily in the southwestern region of the country. Today, twenty-five years later, HACU represents almost 400 colleges and universities committed to Hispanic higher education success in the U.S. and Puerto Rico (and 50 more international institutions in Latin America, Spain and Portugal). It remains the only national educational association that represents Hispanic-Serving Institutions (HSIs), non-profit colleges and universities with enrollments that are at least 25 percent Hispanic.

HACU recognized early in its history that advocacy on behalf of the institutions that were primarily responsible for Hispanic higher education access and success needed to be high on its priority list. While still an infant organization working out of donated office space on the campus of Our Lady of the Lake University in San Antonio, TX, HACU founding Executive Director Antonio Rigual and HACU's first full time employee, Cesar Trimble, began spending part of each month in Washington, DC. On March 3, 1991, the Association opened an office in Washington.

These first legislative efforts supported the "Hispanic-serving Institutions Act of 1989" put forward in the House by Texas Congressman Albert Bustamante and in the Senate by Texas Senator Lloyd Bentsen. Neither bill made it out of committee. HACU, in collaboration with other national Hispanic organizations, was successful in pushing for an Executive Order on Educational Excellence for Hispanic Americans, signed on September 24, 1990, by President George H. W. Bush. But the Executive Order made no mention of higher education.

FEDERAL HSI DEFINITION AND TITLE V

Federal recognition for Hispanic-Serving Institutions (HSIs) was finally achieved in 1992, through HACU's leadership in persuading Congress to include federally designated HSIs under Title III in the reauthorization of the Higher Education Act (HEA). This new designation provided a mechanism that allowed Congress to appropriate federal resources to those campuses along with other "developing institutions."

Achieving the definition of HSIs and the authorization of an HSI program was only the first step in securing federal support. It took three more years before Congress appropriated \$12 million in 1995 to provide funding for the competitive grants program for HSIs within Title III of the HEA. The grants aimed to build institutional capacity in key areas of research, teaching and outreach for undergraduate education. The 1998 reauthorization of HEA moved the HSI program to a new Title V and increased the authorization level for funding. By 2011, Congress had increased appropriations for Title V to \$104.4 million (down from \$117 for FY 2010). HACU continues to advocate persistently and effectively with Congress arguing the need for increased funding in light of the ongoing growth of the Hispanic demographic and the corresponding growth in the number of HSIs and in light of the persistent underfunding of HSIs in spite of Title V.

Recognizing that undergraduate education is only the first step for Hispanics to enter the professional work force and that professionals with advanced degrees are central to the economic and social growth of the nation, HACU and its allies began in 1999 to advocate for an expansion of Title V to authorize federal support for graduate education at HSIs.

In the 2009 reauthorization of the Higher Education Act, Congress added a new Part B to Title V, “Promoting Postbaccalaureate Opportunities for Hispanic Americans.” The new part expands support to graduate degree programs at HSIs. Such support is critical to expanding postbaccalaureate academic offerings and enhancing program quality at HSIs.

STEM FUNDING EFFORTS

Congress introduced a provision in the College Cost Reduction and Access Act in 2007 (CCRAA) to support two-year/four-year articulations and STEM (Science, Technology, Engineering and Math) education in Minority-Serving Institutions. This new program initially provided \$200 million to HSIs over two years, but the program was extended for ten more years through the Student Aid and Fiscal Responsibility Act of 2010 (SAFRA) providing an additional \$1 billion in federal funds. These funds are to be used by HSIs to build capacity to prepare Hispanic youth for STEM careers and also to support the development of articulation agreements between two- and four-year institutions to create a more open pipeline to the baccalaureate degree. HACU and its allies targeted members of Congress with HSIs in their districts and states to ensure that this initiative would remain in the final version of SAFRA (attached to President Obama’s more high profile health care reform that session).

HACU’s advocacy efforts also resulted in the 2007 America COMPETES Act authorization, which included language designed to implement new programs within the National Science Foundation (NSF) to increase the number of Hispanic STEM professionals in the U.S. The legislation directed the NSF to establish an education and research grant program for HSIs within the agency. As of late 2011 an HSI-specific program at NSF has yet to be established.

In addition to strengthening the postbaccalaureate and STEM capacities of HSIs, HACU has partnered with the National Association for Equal Opportunity In Higher Education (NAFEO), representing Historically Black Colleges and Universities, and the American Indian Higher Education Consortium (AIHEC), representing Tribal Colleges and Universities, to form the Alliance for Equity in Higher Education. The Alliance was successful in persuading Congress to authorize within the 2008 HEA “The Minority Serving Institutions Digital and Wireless Technology Opportunity Program” (MSIDWTOP), a new program to enhance the technology capacity of HSIs and other Minority-Serving Institutions (MSIs). This program authorizes the U.S. Department of Commerce to awards grants, cooperative agreements and contracts to MSIs to assist them in acquiring and augmenting the use of digital and wireless network technologies to improve the quality and delivery of educational services. While Congress has yet to appropriate funding, the digital and wireless technology provision remains law within the HEA.

OTHER FEDERAL HSI PROGRAMS:

USDA

HACU's record of advocacy success for HSIs is also evidenced through other legislative authorizations for direct program funding for HSIs through a number of other federal agencies. With the creation of the HSI designation, Congress has been able to direct other federal funding to HSIs for capacity building in research, teaching and outreach.

One major achievement has been access to the numerous programs within the U.S. Department of Agriculture. Hispanic Members of Congress were especially instrumental in introducing language in the 1996 reauthorization of the National Agricultural Research, Extension and Teaching Policy Act of 1977 that created a competitive grants program for HSIs. This program was extended and expanded in the 2002 and 2008 Farm Bill reauthorizations.

In addition to reauthorizing the existing HSI grants program, HACU was successful in convincing Congress to lay the groundwork for a major expansion of USDA support for HSIs and Hispanic students in the 2008 Farm Bill reauthorization. That reauthorization created a new cohort of "Hispanic-Serving Agricultural Colleges and Universities" (HSACUs) and six new potential funding opportunities: five capacity-building programs and one student career development program to meet the education needs of the growing Hispanic population. These provisions authorized:

- An endowment fund for HSACUs based on interest accumulated through federal funding to be distributed 60% on a pro rata basis by Hispanic enrollment and 40% equally divided among HSACUs; authorized at \$80,000 multiplied by the number of HSACUs.
- An annual payment to HSACUs based on the same formula as the endowment fund above.
- An institutional capacity-building grant program for HSACUs distributed through a competitive process (not to include alteration, repair, renovation, or construction of buildings).
- A competitive grant program for HSACUs to fund fundamental and applied research in agriculture, nutrition, food science, bioenergy and environmental science.
- The eligibility of HSACUs for International Agriculture Research and Extension programs to promote and support the development of a viable and sustainable global agriculture system; anti-hunger and improved international nutrition efforts; and increased quantity, quality and availability of food.
- A competitive grant program to establish an undergraduate scholarship program to assist in the recruitment, retention and training of Hispanics and other under-represented groups for careers in forestry and related fields, open to all HSIs.

As with the authorization of the first HSI program in the Higher Education Act, no appropriations were made to fund these new programs. HACU has, however, been working with USDA staff to develop the criteria for HSACUs and preliminary regulations for some of the authorized programs and expects these to be released in early 2012.

HUD and Other Agencies

The 1974 Housing and Community Development Act established a technical assistance grant program for community development to address problems associated with urban blight. In 1997 the Department of Housing and Urban Development received congressional authority to set aside annual funding for a competitive grant program for Minority-Serving Institutions to assist minority communities to revitalize their local communities and foster long-term changes.

Two HSI programs emerged from this HUD/HSI partnership program for community development. The HSI Assisting Communities (HSIAC) program focused on community/HSI partnerships with grants beginning in 1999. The funds were to be used for partnerships between HSIs and their local communities to address critical social and economic issues, including poverty, housing, healthcare and local neighborhood capacity building as these affected Hispanics. After twelve continuous years of program funding, the program was discontinued for FY 2011. Special projects funded by this initiative included training of urban development specialists and learning sites where HSI faculty can help communities develop programs to eliminate slums and improve living conditions through child development and urban youth engagement.

The second HUD/HSI partnership program, “Community Development Work Study (CDWS),” provided work study opportunities for economically disadvantaged and minority students in fields related to community development. Unfortunately the CDWS was not funded for FY 2005 and has not been funded since.

Each legislative session, HACU’s Government Relations office advocates for appropriations increases for HSI-targeted programs. In addition to programs already discussed within the USDA, HUD, and NSF, appropriations for HSIs in Defense, Energy, Health and Human Services, Homeland Security, Interior, the National Aeronautics and Space Administration (NASA), and the Coast Guard receive regular attention. The Government Relations Office also monitors and tracks new and pending legislation with the potential of affecting HSIs and the nation’s Hispanic community.

These advocacy efforts directed at creating new programs and increasing appropriations from Congress have resulted in over \$1.7 billion in federal funding for HSIs from 1995 to 2011 (see table below), a remarkable achievement considering HACU’s relatively small advocacy staff.

FEDERAL HSI APPROPRIATIONS 1995-2011 (in Millions of Dollars)

SOURCE	HEA Title V*	HEA Title V, B	USDA Title VIII	HUD HSIAC	DoD	CCRAA**	Totals
1995	12						12
1996	10.8						10.8
1997	10.8		1.4				12.2
1998	12		2.4				14.4
1999	28		2.9	6.5			37.4
2000	42.3		2.9	6.5	2		53.7
2001	68.5		3.5	6.5	5		83.5
2002	86		3.5	6.5	4.3		100.3
2003	92.3		4.1	5	6		107.4
2004	94.5		4.6	6.5	5		110.6
2005	95.1		5.6	6.7	4.3		111.7
2006	94.9		6	6	0		106.9
2007	94.9		6	6	0		106.9
2008	93.2		6	6	0	100	205.2
2009	93.2	11.5	6	6	0	100	216.7
2010	117.429	22	9.327	6.52	0	100	255.276
2011	104.4	20.8	9.2	0	0	100	234.4
Totals	1150.329	54.3	73.427	74.72	26.6	400	1779.376

*1995-1998 HSI funding came under Title III of HEA; the 1998 reauthorization moved it to a new Title V.

**CCRAA (College Cost Reduction and Access Act) authorized \$200M over two years, 2008-9; the Budget Reconciliation Act of 2010 essentially extended this mandatory funding for "articulation and STEM programs" for 10 more years at the same level.

HACU COLLABORATIONS IN ADVOCACY

To enhance advocacy efforts, HACU collaborates with a variety of key education and interest groups to address specific legislation affecting the education of Hispanics and to promote greater higher education resources. The Alliance for Equity in Higher Education with NAFEO and AIHEC has already been mentioned in connection with the Minority-Serving Institution Digital and Wireless Technology provision in the 2008 Higher Education Act reauthorization. In addition, the Alliance, coordinated by the Institute for Higher Education Policy, was successful in a Kellogg Foundation grant for a four year, \$6 million program to prepare the next generation of leaders at Minority-Serving Institutions. Of the thirty HSI participants through the three cycles of the program, four are now presidents and CEO of HSIs. The Alliance continues to meet regularly to discuss legislation and work collaboratively to advocate for increased funding for MSIs.

Since 1998 HACU has been a charter and active member of the National Hispanic Leadership Agenda (NHLA). Comprised of over 20 of the largest and most visible Hispanic advocacy and civil rights organizations, NHLA serves as the premier voice for Hispanics with Congress, the Administration and the President. HACU serves as the co-chair of NHLA's Education Committee.

The HACU Government Relations office also participates in the Hispanic Education Coalition (HEC), composed of 27 national Hispanic organizations and focused on legislative initiatives affecting the education needs of the Hispanic community. HACU has been able to enlist the combined force of the group to advocate for increasing federal resources for HSIs.

HACU has also been an active member of the Washington Higher Education Secretariat since 1991 and participates with other national educational associations in shaping the nation's higher education policy. Ad hoc collaborations address particular issues as they arise, like the 2010 Act on the DREAM Coalition which HACU spearheaded in order to push for passage of the DREAM Act to allow college access and a pathway to citizenship for undocumented students.

HACU Partnerships with Federal Agencies

Not only has HACU been effective in utilizing the legislative process through authorizations for HSI funding but it has also been successful in collaborating with federal agencies to support HSI capacity development in teaching, outreach, and research. Through Memoranda of Understanding (MOUs) or other partnership agreements, HACU has established working relationships with key federal agencies that have resulted in greater support of HSIs for capacity building initiatives, resources for teaching, research and outreach, and internship and other student-focused opportunities. These partnerships have also included leadership groups consisting of policy level federal agency representatives and HSI presidents formed to make recommendations to sensitize the federal agency to the education and workforce needs of the nation. Leadership groups serve as an HSI voice providing information and advice directly to agency staff on HSI capacity needs and potential opportunities for Hispanic students. As of late 2011 leadership groups exist for the Department of Interior, the Environmental Protection Agency (EPA), the Department of Defense, and the Department of Agriculture (USDA), with others in development.

HACU signed its first federal MOUs in 1990 with the U.S. Departments of Agriculture and Interior and the Office of Personnel Management. Since then, HACU has established more than 30 MOUs with key federal agencies. These MOUs provide a framework for annual support of HACU conferences, for placement of HACU interns, and for faculty research resources, depending on the agency. HACU Government Relations staff remain contact points with these agencies. Regularly, HACU communicates grant information to HSIs through e-mail advisories and posts on the HACU website.

The Department of Defense also provided funding for HSIs from 2000 to 2006 through Congressional appropriations for faculty research at HSIs as a part of the Research, Development, Test and Evaluation, Defense-Wide provisions within the National Defense Authorizations and Appropriation Act. The U.S. Army Research Laboratory (ARL), consisting of several independent defense research laboratories, provided research support for MSI faculty to receive advanced training in defense research. HACU received funding in 2000 and 2001 for summer faculty and student programs in defense research. The long-range objective was to increase faculty scientific knowledge in research areas of interest to ARL and to interest minority student research interns in engineering careers. The faculty and student internship summers were discontinued after two years due to changing defense priorities.

The Balanced Budget Act of 1997 provided funding through the U.S. Department of Labor to move welfare recipients to the workplace. HACU received a three year grant (1999-2001) that provided funding for eleven HSIs to train Hispanic welfare recipients in regions experiencing a shortage of available workers. While successful in training workers at HSIs, this Career Power program was not continued beyond the first cycle due to changing priorities in Congress. Nonetheless, Hispanics who participated in the program were able to move off welfare dependence by finding employment.

HACU received further funding from the U.S. Department of Labor, Employment and Training Administration, in collaboration with state workforce investment boards, for a second workforce development program FY 2000-04. Through regional workshops in Florida, California, and Texas, HACU, with the support of local HSIs and the Department of Labor, provided a forum for HSI faculty and staff to learn about funding opportunities for training and preparation of a workforce for the high technology workplace.

HACU has had a formal relationship with the U.S. Army Cadet Command since 1999 which organized joint HACU-Cadet Command meetings in conjunction with HACU's Annual Conferences as forums for the discussion of ROTC programs and opportunities at HSIs. In 2010 HACU signed a new MOU with the U.S. Army Accessions Command which also aims to encourage Hispanic college students to consider participation in the Army Reserve Officers' Training Corps (ROTC) or enrollment in the U.S. Military Academy at West Point.

HACU's relationship with the U.S. Coast Guard dates even further back, to 1993, and has led to a Coast Guard officer stationed at HACU headquarters since the summer of 2002. This Interagency Personnel Assignment is designed specifically to assist the Coast Guard in Hispanic officer recruitment at HACU member institutions. A renewed MOU in 2010 has a provision to include targeted recruitment for the Coast Guard Academy.

The Coast Guard's was not the first Interagency Personnel Assignment (IPA) or Executive on Loan at HACU. Jesus Cota and Larry Tabachnick were the first IPAs, from the U.S. Departments of Agriculture and Interior respectively, serving in HACU's then very new Washington office in the early 1990s. Bill Calkins, from the Department of the Interior's Bureau of Land Management, started in HACU's San Antonio office in 1996 and served until his retirement (as HACU's Chief Operating Officer) in 2001. The contributions of these Executives on Loan have been invaluable to the growth and development of HACU as an organization.

INTERNATIONAL EDUCATION EFFORTS

HACU is committed to increasing opportunities for international education experiences for Hispanic students and international research and outreach experiences for HSI faculty. Hispanic students are underrepresented in study abroad programs, in spite of the fact that many are bi-lingual and bi-cultural. The vast majority of student abroad opportunities for U.S. students focus on Europe and more recently East Asia to the neglect of Latin America. Similarly international students from Latin American countries are vastly outnumbered by their European and East Asian counterparts.

Sensitive to the increased globalization of education and employment, HACU embarked on efforts to establish cross-border communication between HSIs and colleges and universities in Latin American countries and Spain, beginning with the creation of an international membership category and biennial International Conferences beginning in 1996. A HACU office for international affairs organizes and plans the International Conference to promote the exchange of information about international education, research and outreach opportunities and to provide a forum for the development of international collaborations among HACU members.

In addition, the HACU Government Relations Office monitors and advocates for legislation to support international experiences for HACU member institutions. The Office has advised congressional staff in developing international legislation like the Paul Simon Study Abroad Program and assists congressional staff in conceptualizing legislative initiatives for student exchange programs, with the intent of assuring the appropriate inclusion of HSIs and Hispanic students. Currently, HACU advocacy staff is assisting Senate staffers in drafting a bill, "Fostering International Student Exchange Act," to support bringing students from Latin American countries to study at HSIs.

HACU has also established working relationships with the U.S. Agency for International Development (USAID) and the Department of State to establish opportunities for assisting economic development in Latin American nations and creating virtual international internships for HSI students and students in Latin America.

In 2010, HACU renewed an MOU with the Peace Corps (first signed in 2006) with a major focus to enhance the Hispanic profile within the Peace Corps. This partnership has resulted in a national HSI webinar to inform Hispanic students about career and educational opportunities in the Peace Corps.

IMMIGRATION AND THE DREAM ACT

Each year an estimated 50,000-60,000 students graduate from U.S. high schools with exemplary grades but find their access to higher education blocked due to the lack of citizenship documentation. Achieving some form of residency status would translate into enrollment in and graduation from college with the education needed to contribute to the continued economic growth and defense of the nation. Advocacy efforts resulted in immigration legislation known as the Development, Relief, and Education for Alien Minors, or DREAM Act, first introduced in Congress in 2001. This legislation would permit certain immigrant students who have grown up in the U.S. to apply for temporary legal status and to eventually obtain permanent legal status and become eligible for U.S. citizenship if they go to college or serve in the U.S. military. It would also eliminate a federal provision that penalizes states that provide in-state tuition without regard for immigration status. The DREAM Act was most recently introduced in the 112th Congress by Senators Durbin and Lugar in the Senate and by Representatives Berman and others in the House but failed in 2010 to achieve sufficient backing in the Senate to cut off debate and bring it to a vote.

Recognizing its role as the premier advocate for Hispanic higher education, HACU has advocated for passage of just and fair comprehensive immigration reform and especially of the DREAM Act through many sessions of Congress over the last decade. Most recently, in 2010, HACU committed significant resources toward establishing and staffing the “Act on the Dream Coalition,” which consisted of more than 25 national education and advocacy groups, to push for the passage of this key legislation by the end of 2010. HACU Government Relations staff continues to meet regularly with key legislative offices to advocate for passage of the DREAM Act and HACU communications staff keeps the HACU community apprised of the status of immigration and DREAM Act legislation in Congress and key states.

ANNUAL NATIONAL CAPITOL FORUM ON HISPANIC HIGHER EDUCATION

Since 1996, an important instrument in HACU’s advocacy work has been the annual Capitol Forum. In the early 1990s HACU began to host meetings in Washington, DC, to inform membership about key legislative and policy issues as well as program opportunities with various partnering federal agencies. These early “HACU on the Hill” events grew into the

current Capitol Forum with its key feature of bringing participants to Capitol Hill for scheduled meetings with legislators and their staffs about the issues impacting Hispanic higher education. The afternoon on the Hill follows a day and half of briefings on key legislative, appropriations and policy issues by Members of Congress, representatives of the Administration, Cabinet Secretaries and other policy-level agency officials, and representatives of other key organizations and associations.

The Capitol Forum is scheduled each spring and is the occasion of the presentation of HACU's annual Legislative Agenda to its membership, which outlines the advocacy goals for that year's session of Congress. HACU Government Relations staff also provides participants with information on appropriations and authorization legislation, demographic data and effective strategies for meetings with Congressional offices.

HACU NATIONAL INTERNSHIP PROGRAM

Since the inception of the HACU National Internship Program (HNIP) in 1992, more than 9,000 college and university students have been placed in paid summer, fall or spring internships with federal agencies in the greater Washington, DC, area and almost in every state where the agencies have a presence. (A Corporate HNIP track makes placements in a variety of paid internships with major corporations throughout the country.) To maximize Hispanic intern capacity, HACU has signed "cooperative agreements" with many federal agencies, including the Department of Health and Human Services and Veterans Affairs, which allow federal agencies to process work assignments and payment more conveniently.

The success of the internship program can be measured by the large number of Hispanic youth who gain work experience and familiarity with federal services to the general public and the nation. Many of these interns have been hired into full-time positions by agencies based on their positive work experience and work records.

HNIP has been recognized by the Office of Personnel Management as a key strategy in addressing the underrepresentation of Hispanics in federal employment. HNIP staff works closely with OPM in representing Hispanics in agency discussion on current and future employment. On three occasions, staff has delivered testimony to influence the creation or modification of employment policy, most recently in 2011 on proposed changes on how internship experiences are counted toward permanent federal employment.

HACU STATE ADVOCACY EFFORTS

Erica Romero

Executive Director of Western State Legislative Affairs

Hispanic Association of Colleges and Universities (HACU)

HACU's advocacy and leadership on behalf of the nation's youngest and fastest-growing population is projected to expand our institutional membership and national influence. Although HACU's advocacy work began at the federal level with the 1992 definition of Hispanic-Serving Institutions and now aims to ensure that HSIs are included in every aspect of the federal government, much more of our public institutions' financial support and regulation occurs at the state level. In recognition of this reality, HACU opened its first regional office in 2005 to serve Arizona, California, Nevada, Oregon and Washington. These Western states are home to over one-fourth of all HACU member institutions. The *Western Regional Office (WRO)* focuses on state level fiscal and policy work, as well as membership programmatic work. Additional regional offices are planned for the future.

State Budgets

As the first of HACU's regional offices, the WRO has acted as a voice for Latino students and the institutions that serve them in the five Western state legislatures. Key among the WRO's advocacy mission has been advocacy around budget issues. In 2005, when the Western states were still having good fiscal years, the WRO advocated for fiscal priorities that included ensuring that institutions had the funds necessary to provide additional student support services vital to academic success among Latino students and growth in student enrollment. During this time, HACU was successful in demonstrating to legislatures the value of providing funding to support the continued success of and academic improvement among Latino students, who constitute an increasing share of the population in each of the states served.

Even before the recession began to take its toll on the rest of the nation in 2009, a number of the Western States, California in particular, experienced state budget challenges that threatened higher education funding. In response, the WRO shifted its focus to highlight how particular cuts impacted Latino students, advocating for increased financial aid to offset rising tuition rates and arguing for maintaining funding at previous levels (to the extent possible) in order to minimize the impacts on the quality of instruction and on the gains made by Latino students in the region. For instance, HACU's budget letters for Nevada in 2009 and 2010 focused on how a state with already lower college-going rates among low-income students would be seriously damaged by further reducing both enrollments and financial aid. Although Nevada higher education has suffered serious cuts, the legislature has also tried to maintain financial aid to help low-income Nevadans obtain their dream of a higher education.

State Policy Issues

State policy work at the WRO varies according to the political realities of each state. Just as HACU has supported the DREAM Act at the federal level, the WRO has been active in supporting in-state tuition and financial aid laws at the state level. In California, the WRO strongly supported legislation which finally allows financial aid for AB 540 students (including qualified undocumented students). In Arizona, on the other hand, despite HACU's vigorous opposition, legislation which eventually became Proposition 300 bars undocumented students from paying in-state tuition. The WRO have supported legislation regarding these issues in each state in its service area, as well as in other states as appropriate.

In addition to work surrounding immigration issues, HACU has also taken positions that support academic quality and access at member institutions. In Arizona, this has meant opposing legislation that would limit access to ethnic studies in high schools, as well as joining an Amicus brief in support of ethnic studies in the state. HACU also opposed Arizona legislation that would have tracked undocumented students in K-12, legislation which ultimately failed in the legislature. In California, HACU has supported legislation that would streamline assessment at the California Community Colleges, in an effort to increase college completion while not unfairly penalizing colleges that educate the neediest students and to ensure that all students have access to a college-going curriculum.

Another policy issue that has arisen in California, Washington, Texas, and elsewhere has been a move to adjust state funding formulas to incentivize college completion rather than just enrollment. While HACU strongly supports efforts to improve retention, completion and graduation rates, it has opposed plans that cuts funding to the institutions that are enrolling the most disadvantaged students. HACU's policy work is always in line with its mission of championing Hispanic success in higher education.

WRO Member Services

Although much of the work of the WRO is focused on advocacy, considerable time is also devoted to ensuring that HACU member institutions receive adequate programmatic support. The WRO has housed a HACU National Internship Program's Assistant Director responsible for the promotion of HNIP in the Western U.S. and for support to HACU's DC HNIP office. In addition to providing members with information regarding Title V and other HSI programs, HACU frequently presents to student groups and potential new members, as well as to member institutions, on Hispanic higher education and on HACU services.

IV. HACU PROGRAMS: IMPACT AND LEGACY

René A. Gonzalez

Executive Director of Student Services

Hispanic Association of Colleges and Universities (HACU)

Almost from its very beginnings the Hispanic Association of Colleges and Universities (HACU) developed programs to support its mission and through the last quarter century it has continued to implement model, student support, research, capacity building, and career development programs. This variety of programs reflects both HACU's entrepreneurial spirit and the range of challenges Hispanic students face in their quest for educational success. Collectively HACU's programmatic efforts constitute a menu of promising approaches to closing the achievement gap and bringing Latinos into full participation in American education and society.

MODEL IMPLEMENTATION PROGRAMS

A first set of HACU programs includes those that created or expanded models for addressing key challenges to Hispanic student access and success. Because they are so implicated both with basic issues and with strategic approaches to them, many of these program models continue to function, not only under HACU auspices but in many places, and in many variations. Most of these programs recognize that Hispanic educational issues begin long before college and that intensive collaboration between higher education institutions and pre-K to 12 systems is essential to bringing about systemic change.

Hispanic Student Success Program (HSSP)

HACU's first program was the *Hispanic Student Success Program* or HSSP, funded by the Pew Charitable Trusts and the Ford Foundation. In HACU's infancy, HSSP gave the Association some national visibility and helped develop its staff infrastructure. In many ways, HSSP was ahead of its time. With the sub-title of "Opening Minds, Broadening Horizons, Achieving Dreams," this comprehensive program, which ran from 1987 to 1994, was developed in San Antonio, Texas, and had as goal "to increase the higher education participation and success rates of Hispanic students."

The program took a pipeline approach, addressing the needs of students from elementary school through community college to baccalaureate institution. At the elementary school level, students received support and tutoring through the *Enrichment Center Program*, integrated into 20 San Antonio area elementary schools. Each center was open three days a week after school, supervised by a teacher, an HSSP coordinator, and trained volunteers from a pool of parents and

community members. Participating schools selected up to fifty students, targeting those potentially gifted but at risk of not succeeding academically. The goal of the Enrichment Program was to provide a structured support system to help students achieve a level of accomplishment and self-esteem. Parental involvement was critical to the success of the Enrichment Centers as the Centers also empowered parents with the information and skills they needed to become active partners in educating their children from kindergarten through college.

HSSP also included the *Experiences in Creative and Effective Learning (EXCEL)*, the *Leadership Development Institute*, and *College Campus Tours*. EXCEL was a six-week summer program for fourth and fifth grade students that promoted analytical, problem-solving, and independent thinking skills. It was conducted by specially selected area teachers who emphasized cooperative learning techniques and interdisciplinary thematic curriculum design. Up to 250 students from 15 school districts participated per year.

The *Leadership Development Institute (LDI)* was an intensive three-day residential camping experience designed to enhance leadership skills, interpersonal communication and negotiation skills, assertiveness, responsibility, cooperation, and self-discipline among seventh grade students. Participants were selected by counselors and teachers from seven target middle schools throughout San Antonio.

The *College Campus Tours* were conducted throughout the year by HSSP staff for thousands of middle and high school students at two- and four-year colleges and universities.

To further foster parental empowerment, HSSP conducted regular *Parent Workshops* for parents of students at the elementary, middle and high school level, addressing issues pertinent to parents as their children climb the educational ladder. The workshops were held at the schools both during and after class hours. Prior to HSSP, workshops on topics related to college readiness were never held formally on high school campuses in San Antonio. Workshops presented by HSSP staff and high school counselors addressed the admissions process, financial aid, and college entrance exams preparation. A financial aid officer at the time explained the added benefit of the workshops:

On the surface the HSSP workshops provide important details and answer students' many questions about college. But on a deeper level, they help overcome typical barriers, such as low family income, fear of test taking, and undirected career planning, that prevent many Hispanics from entering college.

HSSP also included *Teacher Development* among its programs. Teacher development programs were included in the EXCEL Institute, in which twelve area elementary teachers saw cooperative

education methodologies in action that could then be implemented in the classroom. The teachers received a stipend as well as university credit. The Mini-Grant Project also enhanced teacher development by awarding fifty teachers a modest stipend to launch creative ideas that supported academic achievement. In addition, the Class Act Award recognized teachers (one per month) for exemplary work in an effort that involved a local newspaper, a bank and a television station.

HSSP was a pioneer in the area of *Transfer Collaboratives and Services* for students attending two-year colleges. In 1989 HSSP established the Two-Year/Four-Year Program, an initiative funded by the Ford Foundation, to raise the transfer rate of Hispanic students from community colleges to baccalaureate institutions. The Bridge to Success Program was designed to familiarize two-year students with a four-year institution by paying for the students to take a three-credit hour course at the four-year institution. The Transfer Center model was developed to provide two-year college students information about courses that would transfer to their intended four-year college along with information about transfer admission and financial aid. Transfer Fairs were also held by HSSP staff at two-year college campuses. HSSP brought together two-year and four-year institutions to form Joint Admissions Partnerships, allowing students at the participating two-year college to enroll automatically in the four-year institution.

During its program run HSSP served over 75,000 students and parents. Portions of the HSSP model were replicated in Miami, East Los Angeles, the Bronx, and rural New Mexico, among other communities. One statistic from the HSSP final report stands out. From 1988 to 1992 the percent change in the number of students taking the SAT from San Antonio school districts not participating in HSSP rose one percent according to the College Board. For the districts participating in HSSP, the percent change was an average increase of 29%, with a high of 66% and a low of 5%. As the late Dr. Gloria Zamora, who directed the HSSP, stated:

The progress already witnessed among HSSP students and their parents is inspiring. Before the HSSP's influence, many Hispanic youths never dreamed they possessed the ability to be an 'A' student, much less a future college student. Now, they design their own dreams.

A number of the HACU programs that will be described below clearly address the same issues and employ some of the same approaches as the pioneer work of HSSP.

Youth Leadership Development Forum

The first HACU Youth Leadership Development Forum (YLDF) was held prior to HACU's 10th Annual Conference in Washington, DC, in 1996. Recognizing the need to address both aspirational and informational issues about college-going, the purpose of the YLDF was to

introduce K-12 students to college preparation and financial aid, and to do so on a college or university campus. Indeed, the YLDF was held at American University to impress upon the students that their attending college was an achievable goal. American University hosted over 1,000 students in Grades 9-12 for workshops on career and college preparation. HACU staff coordinated the activities with funding coming from sources other than HACU itself.

This first YLDF set the pattern for the future: a one day outreach to middle and/or high school students, on a local college campus, with joint planning by HACU staff and the hosting campus, supported by outside funding, to provide information and motivation to local students about going to college.

Year	Location	Host Institution(s)	Attendance
1996	Washington, DC	American University	1000+ high school
1997	San Antonio, TX	University of Texas at San Antonio	1200+ middle & high
1998	San Diego, CA	San Diego State University	900+
1999	Miami, FL	Miami Dade College – 6 campuses	1500+ Elem, Middle & High School
2000	Albuquerque, NM	University of New Mexico and Albuquerque Technical Vocational Institute	600+ high school
2001	Bayamon, PR	Inter-American University at Bayamon	700+ high school
2002	Denver, Pueblo, & Trinidad, CO	Community College of Denver et al.	400+
2003	Fullerton, CA	California State University-Fullerton	850+
2004	Miami, FL	Miami Dade College campuses	1500+ middle & high
2005	Phoenix, AZ	Phoenix College	800+ high school
2006	San Antonio, TX	Our Lady of the Lake University	900+ middle & high
2007	Chicago, IL	Robert Morris College, Roosevelt University, DePaul University	250+
2008	Denver, CO	Community College of Denver, Metropolitan State College of Denver and University of Colorado Denver	300+
2009	Orlando, FL	University of Central Florida	300+ middle & high
2010	San Diego, CA	San Diego State University	715 8 th graders
2011	San Antonio, TX	Our Lady of the Lake University	900+
Total			12,815+

Altogether over 12,000 middle and high school students have been served to date by YLDF.

Proyecto Access

Recognizing the need to increase the number of well-prepared Hispanic high school graduates who would consider studying science, technology, engineering, and mathematics (STEM) fields in college, discussions were begun in 1996 between the National Aeronautics and Space Administration (NASA), represented by Ms. Milagros Mateu (Hispanic Programs Manager), the Hispanic Association of Colleges and Universities, represented by Gloria Zamora (Executive Director of Education Collaboratives), and the University of Texas San Antonio, represented by Professor Manuel Berriozabal, Director and Founder of the TexPREP program, to establish a pilot program to expand TexPREP to a multi-state national model. After an initial agreement to form a partnership that would receive funding for \$1,000,000 from NASA, HACU proceeded to invite and select participating Hispanic-Serving Institutions (HSIs). While funding was promised for only one year, an oral commitment was made by NASA to consider funding the project for as long as five years.

The model was to incorporate the TexPREP curriculum, the resources of the HSIs, and HACU's resources and expertise to replicate the TexPREP model on a national scale. This model was designed around a summer program that brought high school students to a university campus for STEM and academic preparation enrichment courses, including some on-going mentoring throughout the school year to assure college readiness and STEM competitiveness. The Principal Investigator of the consortium was Professor Berriozabal. HACU would act as the fiscal agent and would provide administrative and programmatic support and guidance.

TexPREP had begun at the University of Texas San Antonio (UTSA) as a summer enrichment program for high school students to encourage their interest in STEM and bolster their preparation for college level work by exposing them to college classroom and instructors. Dr. Berriozabal had already expanded the model beyond UTSA to several other universities in Texas, but it had not reached beyond the state.

Addressing Initial Challenges

Various operational and strategic challenges were identified and expected during the initial planning phase:

- Lack of a formal multi-year funding contract
- Adding additional sites without an increase in the overall budget of \$1,000,000 per year
- Proyecto Access site staffing
- Relationship building with school districts and CBOs
- Differences in state and institutional governance environments and cultures

- Database management, i.e., adapting and developing the TexPREP model to Proyecto Access, coping with a reduced budget every time a new site was added, and setting priorities for database features
- Lack of dedicated resources for supporting individual site fund-raising

Planning and implementation became increasingly problematic as sites were added the second and third years of Proyecto Access but continuation funding from year to year remained uncertain. Site directors felt that planning and publicity as well as increased support would have been facilitated had there been a formal multi-year contract (contingent on good performance, of course). Likewise adding additional sites without an increase in funds reduced budgets at the original sites and added to both planning and staffing challenges. The challenge in staffing was due partly to the limit in funds but also to the fact that all Proyecto Access site directors carried three-fourths to full teaching loads during the fall and spring semesters in addition to their work with the project, unlike the TexPREP Director who had a very light teaching load during the fall and spring semesters.

Relationship building with feeder schools, school districts, and CBOs had to be conducted during those fall and spring semesters, placing a further strain on the site directors' time. It should be noted that the fact site directors were able to build relationships with their HSI's community so successfully in such a short time speaks volumes about their skill and perseverance. (TexPREP, by contrast, had been in operation for 18 years before Proyecto Access and relationships in Texas were by then well-formed.)

Differences in state and institutional governance environments and curricular requirements of school districts posed additional obstacles: the Texas curriculum needed some adjustments to meet requirements of other states.

The database management issues came during a period of rapid technological advance for most colleges and universities: at the time most of the HSIs were on the "have not" side of the digital and technological divide. Inadequate funding for technology and a lack of adequately trained and experienced staff were on-going operational challenges.

Strategies were developed and implemented to meet these challenges:

- A training retreat for the Proyecto Access site directors
- Regular phone conferences with the site directors
- Sharing of successful planning strategies and activities
- Site visits by Principal Investigator, HACU Program Manager, and Database Manager
- Hiring an experienced Database Manager for Proyecto Access

- Consultation among site directors, Principal Investigator and HACU staff as needed
- Development of financial procedures and reporting requirements, a financial procedures manual, and training for site staff
- Annual review meeting for Proyecto Access
- Sharing of curriculum review and update information
- Sharing successful fund-raising techniques and strategies
- Sharing successful collaboration techniques and strategies
- Regular consultation by HACU's Director of Education Collaboratives with site directors on programmatic and administrative issues
- Consultation with the NASA Hispanic Programs Manager as needed

Building a Consortium

Dr. Gloria Zamora worked with HACU President and CEO Antonio R. Flores and the HACU Governing Board to identify an initial pool of HSIs. Dr. Zamora contacted key personnel at the HSIs and began identifying the resources that each HSI could provide to the partnership. Some of the resources identified were:

- In-kind contributions of equipment, building space, staff, and faculty by the HSI;
- Identification of potential feeder schools, including the demographic information of the students;
- Resources at the potential feeder schools, including staff and faculty time that could be contributed to the project;
- The HSI administration's commitment to a multi-year effort; and
- Project support from the HSI and feeder schools' community, both internal and external, including donations, funding, and in-kind support from school districts, community-based organizations, local and regional corporations and businesses, and local and regional foundations.

After due considerations, seven HSIs were selected to participate in Proyecto Access for the initial program in the summer of 1997:

New Jersey City University, Jersey City, NJ
 New Mexico State University, Las Cruces, NM
 Pima Community College, Tucson, AZ
 Los Angeles City College, Los Angeles, CA
 Daley Community College, Chicago, IL
 Hostos Community College, Bronx, NY
 Florida International University, Miami, FL

The Community College of Denver, Denver, CO, was added in summer 1998 and Oxnard College, Oxnard, CA, summer 2000.

Refining the Curriculum and Selecting Students

The Proyecto Access program began as an intensive mathematics-based precollege summer program for achieving middle and high school students targeting the Hispanic students in each HSI's service area. The goal was to expose and prepare students for careers in STEM fields. In general, applicants had to have an overall average of 80 or better in their academic courses during the school year immediately before the summer of their participation. In addition all applicants had to have an 80 or better average in mathematics and an 80 or better average in either science or English during their current academic year. Other math requirements varied according to the grade level of the applicant.

The curriculum at the beginning of the project was modeled on the TexPREP curriculum:

FIRST YEAR

- Logic and Its Applications to Mathematics
- Introduction to Engineering
- Introduction to Computer Science

SECOND YEAR

- Introduction to Physics
- Algebraic Structures

THIRD YEAR

- Introduction to Probability and Statistics
- Introduction to Technical Writing

ALL YEARS

- Topics in Problem Solving
- Career Opportunity Awareness Seminars
- Field Trips
- Research and Study

Managing the Project

Proyecto Access had three management components: HACU, the site directors, and the Principal Investigator, Dr. Manuel Berriozabal. His principal role was to serve as a resource to the site directors, especially on curriculum matters. He also provided advice as needed and visited the

Proyecto Access sites, twice during the first year and thereafter once a year, to meet with the Proyecto Access staff and HSI senior administrators.

The Proyecto Access site directors, all of whom were faculty of their respective HSIs, had the primary responsibility for developing and managing the first year (and subsequent years) program. This included incorporating and adapting the TexPREP curriculum; incorporating and adapting the TexPREP management model into the local environment; publicizing the program; recruiting students; raising funding and in-kind support; recruiting, interviewing, and hiring Proyecto Access staff; managing day-to-day aspects of the program; and preparing reports, including an Annual Report. Site directors were also expected to participate in an annual review meeting and assist as need with the renewal proposal and budget.

HACU played several critical roles in the overall management of Proyecto Access. The first and most obvious was developing the consortium of HSIs, selecting those most likely to succeed. A second role was to act as the fiscal manager of the grant, providing fiscal administration training, support, and oversight of the grant for the HSIs. The third was to provide programmatic management support, advocacy, and leadership for Proyecto Access and the Proyecto Access site directors. Rene A. Gonzalez, Director of Education Collaboratives, was HACU's Proyecto Access manager.

HACU's fiscal management included developing institutional agreements for the Proyecto Access HSIs that would guide the HSIs and HACU in financial matters such as budgets, billings, and reimbursement of funds. HACU also had to develop the necessary financial training for the site directors and HSI finance staff responsible for financial reporting and billing. HACU was responsible for filing the required financial reports with the granting agency (NASA). HACU monitored and managed the overall budget for Proyecto Access on a monthly, quarterly, and annual basis.

HACU's programmatic management included regular communication with site directors, evaluating and funding of special initiatives, planning and implementing the annual review meeting, developing and maintaining the project's participant database, including keeping cumulative data and providing technical support via HACU's Proyecto Access Database Manager, considering and funding requests by the site directors, principal investigator, or NASA project officer to have site directors attend conferences, presentations or special events. HACU also provided advocacy and public relations support for the Proyecto Access site directors and their HSIs.

Under HACU's management the Proyecto Access site directors updated, revised, and added to the initial TexPREP curriculum as a response to changing technology, research, and local HSI or

state requirements. An excellent example of this expansion was the New Jersey City University's adaptation of the curriculum (compare with the original curriculum above):

FIRST YEAR

Logic and Set Theory
The Science of Mechanics
Computer Science (HTML, JAVA, and Visual Basic)
Algebra PREP 1
Photography/English Composition
Microsoft Office (Word, Excel, and Power Point)
Graphing Calculators (TI-83 Plus)
Chess Club/Library Activities

SECOND YEAR

Logic II (Symbolic Logic)
Physics II
Algebra PREP 2
Computer Science (C++)
Survey of Music
Career Awareness Seminar
Graphing Calculators (TI-83 Plus)
Chess Club/Library Activities

THIRD YEAR

Electronics
Advanced Placement Probability and Statistics
Algebra PREP 3
Computer Architecture (4 weeks)
Computer Science (C++)
Technology in Mathematics
Graphing Calculators (TI-83 Plus and TI-92)
Chess Club/Library Activities

Recommendations for Pre-Collegiate STEM Programs: Lessons Learned

HACU's experience with managing Proyecto Access points to several areas and conclusions that bears further study:

- When program models are to be adapted across various environments, the need for flexibility is critical

- Expectations or criteria for institutional support by participating institutions need be clearly explained and examined
- The curriculum for the program must be flexible and adaptable even as core subjects or materials are maintained
- Multi-year funding facilitates better planning and support for the program
- Program or project planning must include planning for continued support, fund raising, and/or institutionalization of the program
- Most HSI faculty carry heavy teaching loads; therefore, pre-collegiate programs that plan to utilize faculty to direct, manage or support those programs need to provide for release time for faculty involved.

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Early College Awareness

HACU's Early Awareness Program, implemented in 1998 and 1999 with funding from the St. Paul Companies, was in practice a continuation of some of the activities of the HSSP. Its goal was to increase awareness in the Hispanic middle school community about student financial aid, the economic impact of earning a college degree, the importance of effective academic preparation for college, and the importance of Hispanic students and their parents assertively pursuing information and resources about financial aid for college. The program focused on middle school students and their parents in San Antonio, Texas, and the surrounding area. Two sessions were held, one each at the University of Texas San Antonio and Our Lady of the Lake University. HACU worked collaboratively with the Alamo Student Intervention Alliance (AASIA) and the UTSA Texas Pre-Freshmen Engineering Program (TexPREP). Over 1100 students and parents attended. In addition forty \$100 educational expense grants were awarded via drawing along with door prizes of educational software and books on financial information. Although the St. Paul Companies funding ended after two years, the program served as the basis for several replications with various funders, most recently under the auspices of HACU's Hispanic-Serving School District Initiative.

CAREER DEVELOPMENT PROGRAMS

A second area of HACU's program focuses on developing career opportunities for Hispanic students and professionals. The rapid demographic growth of Hispanics in the last quarter century means they are an increasingly important component of the American workforce of the future and underlines the challenges posed by the persisting underrepresentation of Latinos in leadership positions or in fields that require advanced education and training. HACU's programmatic efforts in this arena directly address these challenges.

HACU National Internship Program (HNIP)

The HACU National Internship Program (HNIP) was established to address the underrepresentation of Hispanics in the federal workforce (8% compared to a 13.6% share of the

civilian workforce, according to a 2010 report of the U.S. Office of Personnel Management) and to introduce students to career opportunities in the federal government. HNIP began in 1992 with 24 students working in federal agencies in Washington, DC. The success of that initial endeavor led to the rapid expansion of the program to other federal agencies. Originally a summer program only, in the spring of 1997, HNIP expanded to offer two 15-week fall and spring sessions and a 10-week summer session. Today the program places approximately 500 students annually in quality internship assignments with federal agencies and corporations in Washington, DC, and throughout the country. Since 1992 over 9,500 students have been placed with federal agencies or corporations (see Corporate HNIP section below). Every year approximately 25 federal agencies and departments sponsor interns.

Participating federal agencies have included: CIA, Consumer Product Safety Commission, Federal Deposit Insurance Corporation, Federal Reserve Board, International Broadcasting Bureau, the Library of Congress, National Archives and Records Administration, the National Science Foundation, Pension Benefit Guaranty Corporation, the U.S. Agency for International Development, a number of agencies in the U.S. Departments of Agriculture, Commerce, Defense, Health and Human Services (including the National Institutes of Health), Interior, Labor, Transportation, Treasury, Veterans Affairs, the U.S. Coast Guard, EPA, OPM and the U.S. Postal Service, among others. Typically about half of the summer session federal internships are located in the DC area and half are in field locations throughout the U.S.

In addition to an orientation session at the beginning of each semester, a number of professional development opportunities are planned for interns, at least in the DC area, throughout the internship experience.

Since 1997, former interns have organized alumni activities. The bylaws of the HACU Alumni Association (HAA) were formally approved by HACU's Governing Board in 2005, opening HAA not only to former HNIP participants, but also to recipients of HACU scholarships and past participants in other HACU student programs like the Annual Conference Student Track. For the most part, active HAA members to date are former interns.

The HNIP program is well recognized. In the fourth annual report on *Hispanic Employment in the Federal Government* published by the Office of Personnel Management (OPM), the Director again encouraged agencies to look at all the tools available to recruit well-qualified Hispanics into the federal government and specifically mentioned OPM's nine-point Hispanic employment plan as a starting point: the HACU National Internship Program is point four of that plan.

HACU in 2007 offered an internet survey to everyone who participated in the first 15 years of HNIP. Four hundred fifty seven (457) former HNIP interns answered questions in three general areas:

- Opportunities and influences of their internship
- Personal value of participation in HNIP
- Personal improvements resulting from participation

Respondents were asked: “Had you considered a career with the federal government?” Prior to the internship, 46.04 percent had considered a federal government career; as a result of the HNIP internship, 90.97 percent of respondents considered it. Respondents were asked whether they “had a positive outlook for [their] future career or employment possibility.” Former interns indicated that the HNIP experience gives interns an advantage over other college students. They recommended the internship experience to college students. With regard to public speaking, finding a desirable job, or developing leadership skills, the responses indicated that the HNIP internship contributed to professional growth. Fully a third more interns had a positive outlook for their future career after their internship. Nearly 38 percent of former interns now hold positions with the federal government. HNIP has changed many lives for the better. It has fostered learning and development of career abilities. It has provided the federal government and other agencies with an educated, experienced pool of potential employees.

Corporate HNIP (CHNIP)

The HACU Corporate Internship Program was launched in 1999. Over the years it has placed an average of 18 interns per year with national corporations and non-profit organizations. In 2011 twenty-nine (29) interns were placed. Lockheed Martin has been HACU’s longest participating partner. Sodexo has placed the most interns. Deloitte Tax LLP has been HACU’s premier corporate partner since 2008, selecting 15 interns in 2010. CHNIP’s corporate partners, in addition to Deloitte, have included the American Heart Association, the Federal Reserve Bank of Minneapolis, Freddie Mac, Price Waterhouse Cooper, JP Morgan Chase, Home Depot, Target, Verizon, Procter & Gamble, Lockheed Martin, Lowe’s, the Millennium Challenge Corporation, and Sodexo, among others.

Student Track

Since 1998, HACU has included a Student Track, a two and a half career development program for undergraduate students, which is run concurrently with its Annual Conference. (One hundred and fifty students from the U.S. and Mexico also participated as student ambassadors in HACU’s 2nd International Conference.) The Student Track has provided participants with career advice on

such topics as communications skills and interview techniques, resume-writing and networking, and federal and corporate career opportunities. Most students are supported either by their home institutions as Student Ambassadors or by federal or corporate sponsors as Student Conference Scholars.

YEAR	CONFERENCE	LOCATION	PARTICIPATION
1998	12 th Annual Conference	San Diego, CA	160 Student Ambassadors
1999	13 th Annual Conference	Miami, FL	250+
2000	14 th Annual Conference	Albuquerque, NM	500+
2001	15 th Annual Conference	San Juan, PR	200+
2002	16 th Annual Conference	Denver, CO	300+
2003	17 th Annual Conference	Anaheim, CA	200+
2004	18 th Annual Conference	Washington, DC	200+
2005	19 th Annual Conference	Phoenix, AZ	200+
2006	20 th Annual Conference	San Antonio, TX	300+
2007	21 st Annual Conference	Chicago, IL	150+
2008	22 nd Annual Conference	Denver, CO	350+
2009	23 rd Annual Conference	Orlando, FL	200+
2010	24 th Annual Conference	San Diego, CA	330+
2011	25 th Annual Conference	San Antonio, TX	340+

Kellogg MSI Leadership Fellows

Beginning in 2002 the W. K. Kellogg Foundation funded a four year project to train the next generation of leaders at Minority-Serving Institutions. The Alliance for Equity in Higher Education coordinated this program as a partnership among the American Indian Higher Education Consortium (AIHEC), representing the Tribal Colleges and Universities, HACU, and the National Association for Equity in Higher Education (NAFEO), representing Historically Black Colleges and Universities.

Following a planning year in 2002-2003, the Kellogg MSI Leadership Fellows program recruited its first class of ten Fellows from each of the three organizations for the 2003-2004 academic year. The curriculum addressed higher education leadership issues like budgeting, governance, fundraising, student services, and alumni and government relations delivered through a series of meetings spaced throughout the year. A unique feature of the program was the opportunity for Fellows from all three sectors to meet together for some common sessions and develop a sense of the similarities and differences among the groups of Minority-Serving Institutions. Other sessions focused on issues specific to HSIs and were held in conjunction with larger HACU events like the Annual Conference and the Capitol Forum.

A strong national advisory board was composed primarily of sitting or past MSI presidents and included representatives from the advisory boards for each set of MSIs. The members of all the advisory boards provided a pool from which to select speakers for the sessions and individual mentors for the Fellows and to draw upon their experience and advice for the overall program.

Although the generosity of the Kellogg Foundation covered all the program costs, institutional buy-in was required for the nominated Fellows, since time away from campus during the Fellowship year was fairly extensive. Typical Fellows held mid-level faculty or administrative positions and demonstrated an ability and willingness to consider more senior roles in higher education administration.

Three classes completed the program, which came to an end in 2006. One success measure is that at least four of HACU's 30 participants have since gone on to become college presidents or chancellors and a number of others now hold provost or other senior level positions. The program also produced a helpful monograph on challenges and lessons learned from the launch of the program. Entitled "Leading the Way to America's Future," the monograph is available through the Institute for Higher Education Policy (at www.ihep.org under the Publications tab).

CAPACITY-BUILDING PROGRAMS

Because of the underfunding of HSIs both from federal sources and others, HACU has worked to develop programs that aim to build the capacity of member colleges and universities in teaching, research and community service. In addition to HACU's advocacy role which also includes a strong emphasis on increasing federal capacity-building funding for HSIs, HACU's programmatic efforts in capacity-building address a wide range of institutional needs.

FEDIX-MOLIS

In February 1994 HACU was funded by the Department of Energy (DOE) to strengthen and expand the participation of HSIs in the FEDIX and MOLIS database systems. FEDIX was a database of funding sources for research, equipment and procurement; MOLIS a database of minority and women's grants and fellowships. The project was a collaborative effort with Federal Information, Inc. (later named RAMS-FIE, Inc.), which maintained the databases. The original purpose of the DOE/HACU Connections project was to expand the participation of HSIs in MOLIS, to train HSI faculty and staff on FEDIX and MOLIS, and to increase the use of FEDIX by HSIs. The expanded participation of HSIs provided faculty, administrators, and students the opportunity to learn about the wide variety of research, contract, grant, and educational programs at DOE and other participating agencies through the information available

on FEDIX. Similarly, the expanded participation of HSIs provided DOE and other agencies with more information about HSI research and training capabilities and interests.

A key outcome of this effort was the impact of the training provided to the HSI faculty and administrators. Studies during the 1990s, including one by HACU, *Improving Utilization of the Information Highway by Hispanic-Serving Institutions*, indicated that the Hispanic community as a whole and HSIs in particular had significantly less access to the Internet and computers than other institutions of higher education. Thus the training offered by the project at HSIs served both to introduce HSIs to the opportunities on FEDIX/MOLIS and on the Internet in general and also to highlight the need at HSIs for telecommunication technology resources.

The project ran for two and a half years under the direction of René A. González, who visited and provided training at 67 HACU-member colleges and universities, reaching over 500 faculty and staff. He also translated the project presentation into Spanish for use at HSI training sessions in Puerto Rico.

HACU Environmental Protection Agency Faculty Development Program

The HACU EPA (Environmental Protection Agency) Faculty Development Program was created in 2001 to provide opportunities for faculty from Hispanic-Serving Institutions (HSIs) to enhance the research and teaching skills and understanding of environmental issues. The faculty participants were to be placed at EPA research facilities for the equivalent of a semester or quarter, preferably in the summer, to gain not only research experience but also exposure to the mission, goals, and objectives of the EPA's Office of Research and Development. The program was coordinated by René A. González at HACU headquarters in San Antonio. One faculty participant per summer was placed at EPA laboratories in Cincinnati, Ohio, for four summers before the funding ended in 2004.

Professions Capacity Building Program

The Department of Health and Human Services (DHHS)-HACU Professions Capacity Building Program was funded by the National Center on Minority Health and Health Disparities (NCMHD) and administered by the Office of Minority Health (OMH) and the Hispanic Association of Colleges and Universities (HACU) through a cooperative agreement. HACU's Office of Education Collaboratives (later re-aligned under the Office of Capacity Building Initiatives) managed the program.

The program began in 1999 as a commitment of the Office of Minority Health (now the NCMHD), its director, Dr. John Ruffin, and the Department of Health and Human Services

(DHHS) to build the capacity of HSIs and their faculty to become more competitive in the procurement of federal grants and contracts in the health sciences field. NCMHD and OMH were particularly interested in increasing the rate of participation of minority institutions and their faculty in research grant efforts that focus on improving the health of minority populations, including disease prevention and health promotion activities.

Over the years, the program developed into a multi-pronged effort refined by the program's principal investigator, Professor Raymond Garza of the University of Texas San Antonio, working first with René A. González, Executive Director of HACU's Office of Education Collaboratives, Lisa Anaya, and most recently Arturo Cuellar. The program focused primarily on training and introducing entry-level faculty to grant and research opportunities at the National Institutes of Health (NIH) and on training staff from HSI grant and sponsored research offices how to better support faculty in efforts to build research capacity and infrastructure in the area of minority health and health disparities through grants. Though the program ended in 2010, over 200 faculty and staff participated, representing over 50 HACU member institutions, winning over \$50,000,000 in research grants from DHHS and other agencies and foundation.

Information Technology Initiatives

Advanced Networking for Minority-Serving Institutions (ANMSI) was the first of several Information Technology Initiatives that HACU undertook in a variety of collaborations with member institutions and others. Dr. Alex Ramirez was hired as HACU's lead in this project and was instrumental in maintaining HACU's involvement in the successor projects detailed below.

AN-MSI was funded in 1999 through a \$6 million grant to the non-profit association EDUCAUSE from the National Science Foundation in an effort to enable the nation's MSIs to take advantage of training, networking, and funding opportunities in information technology (IT). EDUCAUSE developed a collaboration among HACU, NAFEO (the National Association For Equal Opportunity in Higher Education, representing Historically Black Colleges and Universities) and AIHEC (the American Indian Higher Education Consortium, representing the Tribal Colleges and Universities) to reach out to the MSI communities. The project fostered partnerships among HSIs, HBCUs, TCUs, their local communities, and the public and private sectors to integrate networking and emerging technologies into the fabric of participating MSIs.

The AN-MSI project provided participating institutions:

- individual campus technology assessments with technical and IT organizational recommendations;
- support for campus IT strategic planning;

- executive conference sessions or support to national IT conferences to increase the IT knowledge of campus presidents and other key executives, including Chief Information Officers (CIOs);
- a videoconference series on teaching and learning with technology;
- assistance with network planning and technical training in network hardware and network security, so critical in light of 9/11;
- bridges with other IT organizations, groups and corporations;
- a forum for HSIs, TCUs, and HBCUs to share common IT issues and concerns and to collaborate to meet those issues and those unique to each community or campus, building the networking of the human kind.

The original four-year grant was extended for a fifth year into 2004. Efforts to earn an additional cycle of funding for AN-MSI were unsuccessful in 2004.

CyberInfrastructure Team (CI-TEAM) projects: HACU participated in another NSF grant in 2005-06 for “Minority-Serving Institutions CyberInfrastructure Institute [MSI C(I)²]: Bringing Minority-Serving Institution Faculty into the CyberInfrastructure and e-Science Communities” which allowed the AN-MSI collaboration to continue. Dr. Alex Ramirez was again HACU’s primary contact with this program. The intent of this grant was to demonstrate the feasibility of training institutes to bring MSI faculty up to speed in the emerging CyberInfrastructure world as it supports teaching and research. The San Diego Supercomputer Center hosted the demonstration Institute June 26-30, 2006, with 68 people involved, including 36 participants from 17 MSIs, including 6 HSIs in California, New Mexico and Texas.

The MSI CyberInfrastructure Empowerment Coalition (MSI-CIEC) was a direct successor to the previous demonstration project, involving an expanded coalition of HACU, AIHEC, NAFEO, the San Diego Supercomputer Center, a number of other national supercomputer centers and noted computer scientists. Funded through another NSF CI-TEAM award in 2006, the Coalition’s lead institution is the University of Houston - Downtown.

One major activity of the Coalition has been a series of “CI Days” at participating campuses. These included customized visits to the campus to raise awareness about CyberInfrastructure among faculty and students and to assist in strategic planning for CI, including a campus technology assessment. CI Days allow campuses to benefit from the presence and input of national technology experts, to promote the power of CyberInfrastructure as a tool for teaching and research, and to engage students in career opportunities in CI and other STEM fields.

The Computing Alliance of HSIs (CAHSI) was another successor to the original AN-MSI grant. Funded in 2006 for three years at \$2 million through NSF’s Broadening Participation in

Computing program, CAHSI involved an alliance of eight HSIs under the lead of the University of Texas at El Paso. Other participating HSIs were Texas A&M University - Corpus Christi, the University of Houston - Downtown, New Mexico State University, California State University - Dominguez Hills, University of Puerto Rico - Rio Piedras, University of Puerto Rico - Mayaguez, and Florida International University.

The goals of the alliance were to: 1) increase the number of Hispanic students who enter the professoriate in computing areas, including improving undergraduate success in computer science and assisting students with the transition to and success in graduate school; 2) support the retention and advancement of Hispanic faculty in computing areas; and 3) develop and sustain competitive academic and research programs at HSIs.

The Computing Alliance focused upon an initial set of interventions, best practices tried and found successful at these institutions to recruit or retain undergraduates, graduate students or new faculty in computer science:

- Peer Lead Team Learning student academic support
- CS 0, a pre-introductory course to prepare students for the Computer Science major
- Affinity Research Groups, collaborative research experiences for undergraduate and graduate students

These interventions and the results of work to replicate them were disseminated to other HSIs through regular workshop sessions at HACU's Annual Conferences in 2007 through 2009.

DHHS Cooperative Agreement 2005-2010, 2011-2015

The Office of Minority Health (OMH) of the Department of Health and Human Services (DHHS) in 2005 issued a request for competitive proposals for its National Umbrella Cooperative Agreement to support its programmatic goals, including growing a diverse workforce to achieve its goals to decrease minority health disparities. Prior to 2005, HACU had had a non-competitive cooperative agreement with DHHS but with no funding.

The most important value of the cooperative agreement for HACU was that it allowed federal agencies to transfer funds for the federal HNIP program via inter-agency agreements (IAAs), allowing for more efficient and quicker transfer of funds. Since HACU directly pays federal HNIP interns and incurs upfront costs for intern travel and other expenses (with the federal agencies reimbursing HACU only after the internship), the streamlined transfer of funds is helpful in assuring a steady cash flow through the intensive summer season.

In 2005 HACU's proposal (prepared by René A. González, Executive Director of Education Collaboratives, and Mary Beth González, of HACU's Finance Office) was selected (out of over 100 proposals) and awarded for five years along with \$173,000 per year in additional funds. In 2011, HACU again was awarded a five year cooperative agreement at \$50,000 per year.

STUDENT SUPPORT PROGRAMS

Student educational and career success is a vital end goal of all of HACU's activity, but a number of HACU programs deal directly with students to facilitate or support their achievement. Several such programs have already been discussed, such as the HACU National Internship Program (HNIP), the Annual Conference Student Track, the Youth Leadership Development Forum, the Hispanic Student Success Program (HSSP), Proyecto Access, and others. Discussed below is HACU's long-standing Scholarship Program.

HACU Scholarship Program

The HACU Scholarship Program began in 1991 with funding from General Motors. Over the years GM was joined by other scholarship sponsors: Bureau of Land Management, Coors, Lockheed Martin, NASCAR, Office Depot, Time Warner, Wachovia, Walmart, The GAP, Sodexo, Chrysler, Aetna, United Health Foundation, and Deloitte. Over \$3,800,000 in scholarships has been awarded to students at HACU member schools.

An innovative scholarship program, begun by Miller Brewing Company in 1994 as the Hispanic Education Leadership Fund, combined scholarship support, internships and student leadership and career training. In 1999 this program spun off from HACU to become the ¡Adelante! U.S. Education Leadership Fund which continues to work in collaboration with HACU.

Other sponsors brought to HACU creative ways to address student financial needs in scholarship-related ways. Since 2005, Southwest Airlines has partnered with HACU to create the "Dándole Alas a Tu Éxito/Giving Flight to Your Success" travel award program which provides Southwest Airline tickets to students with socio-economic need who travel away from home to pursue higher education. From 2008 through 2010, the Gap, Inc., sponsored a fashion design contest for students culminating in a fashion show at HACU's Annual Conference Student Track and a scholarship award for the winning student designer. HACU continues to address the economic barriers to Hispanic higher education success in such creative ways.

RESEARCH PROGRAMS

Research into Hispanic education issues is foundational for all the work that HACU does, on both the programmatic side and the advocacy side. Consequently, HACU has always pursued some programmatic efforts in research, beginning at least with its inaugural “Triennial Report: 1986-89” that includes the first published list of Hispanic-Serving Institutions and the first analysis of HSI characteristics and variations. HACU’s Annual Reports in 1990 and 1991 continued this endeavor. In 1993, HACU’s Office of Research published a summary analysis of HSI needs deriving from a survey of the 117 HSIs identified at that time. The same year saw a study on “Equity in Financing State Higher Education: Impact on Hispanics.” Both of these efforts were supported by funding from the Lilly Endowment and the AT&T Foundation. Some more recent and far-reaching efforts are summarized below.

Improving Utilization of the Information Highway by Hispanic-Serving Institutions

As HACU approached its tenth anniversary, it secured funding from the Department of Commerce’s Economic Development Administration to survey HSIs’ internet capacity. A consultant, Narciso P. Cano, was hired to develop a survey that HACU administered. In 1996, the report, “*Improving Utilization of the Information Highway by Hispanic-Serving Institutions,*” written by Charles G. Rodriguez, interim President of HACU, René A. González, and Narciso Cano, was presented to the Department of Commerce and published for distribution. The executive summary of the report indicated that fewer than one-half of students at HSIs had access to the internet during the 1995-96 school year and that fewer than one-quarter had access to the internet through a Graphical User Interphase (GUI), a software technology that was then in the process of replacing (and did eventually replace) text-based access to the internet.

Kellogg Foundation Grant for Strengthening HSI Capacities

In 1998 HACU submitted a report entitled “Strengthening the Capacities of Hispanic-Serving Institutions to Meet the Higher Education Needs of Hispanic Americans” to summarize the first phase of a two year project funded by the Kellogg Foundation. The purposes of the project were to (1) provide a comprehensive analysis of the critical issues in Hispanic higher education, (2) commission new studies by leading experts on proven models of success, and (3) develop a national agenda for meeting the needs of Hispanic students, faculty and administrators. The report incorporated a series of papers, two literature reviews and four commissioned papers on best practices:

- “Dropout, Persistence, and Transfer of Hispanic Students,” a student-focused literature review by Dr. Tracy Hurley, a HACU researcher at the time.

- “Faculty Education, Recruitment, Retention, and Development: The Importance and Necessity of a Multicultural Approach,” a faculty-focused literature review by the same author.
- “Chicano/a Students: Focus on Success,” by Dr. Raymond V. Padilla, then Professor of Education at Arizona State University.
- “Hispanic Leadership in American Higher Education,” by Dr. Ruben O. Martinez, then Associate Provost of the University of Southern Colorado.
- “The Comprehensive Single-Center Model for Latino Student Services in Higher Education: The Experience of Chicano-Boricua Studies, 1989-1998,” by Dr. Jose Cuello, then Director of the Center for Chicano-Boricua Studies at Wayne State University, MI.
- “Optimizing Hispanic Student Learning in Higher Education,” by Dr. Roberto E. Villarreal, Professor of Political Science at the University of Texas in El Paso, in collaboration with Ms. Irma Rubio, Associate Director of UTEP’s El Paso Partnership for Excellence in Teacher Education/Preparation.

Additional commissioned papers included:

- “HACU’s Information Clearinghouse is More Than a Repository of Information: It is a National Information Center for Hispanic Higher Education (NICHE),” by Dr. Abdin Noboa-Rios, complements HACU’s “Strategic Plan for Establishing a National Information Center for Hispanic Education,” by Gregorio Cortez, then HACU’s Director of Information Technology.
- “A Report on the Needs Identified by a Sample of Hispanic Serving Institutions: HSIs,” by Dr. Baltazar Arispe y Acevedo, Jr., Principal and Senior Management Consultant with MFR Management Consultants, P.C. This report summarized the findings of a survey of HSIs (thus updating the 1993 member needs survey noted above) and provided a background for the recommendations for the overall report to Kellogg.

The project also involved a review of the various studies by a national panel of education experts and a National Forum on Hispanic Higher Education, convening in August 1998 a selected group of approximately 100 leaders from education, government and corporate sectors. The results of all this input became part of HACU’s strategic planning process and guided HACU’s policy and programmatic priorities in subsequent years.

As part of the follow up to this project, HACU’s Office of Information and Policy Analysis, led by Dr. Edward Codina, produced two resource documents and two further publications in 2000:

- “Directory of Selected Degrees Offered by Hispanic-Serving Institutions”
- “Hispanics in Education: Selected Tables from the 1999 Digest of Education Statistics”

- “The Increasing Presence of Hispanics and Hispanic-Serving Institutions”
- “Hispanic Voter Registration and Hispanic-Serving Institutions: Emerging Trends”

Further preliminary work on NICHE, the National Information Center for Hispanic Education, went forward until the end of the Kellogg grant and staff changes at HACU in 2001 put the project on hold for several years.

HACU-ETS Policy Fellows

In 2000, in partnership with the Educational Testing Service (ETS), HACU selected fourteen policy fellows from the educators at member institutions to produce policy papers on issues affecting Hispanic education. The results of their work were presented at HACU conferences in 2001. The HACU-ETS Policy Fellows (and their then current institutional affiliations) were:

- Ms. Magda Castineyra, Miami-Dade Community College
- Dr. Ellen Riojas Clark, University of Texas at San Antonio
- Dr. William De La Torre, California State University - Northridge
- Dr. Ruben Michael Flores, Palo Alto College
- Dr. Yolanda Garcia, University of California - Santa Barbara
- Dr. Kenneth Gonzalez, San Jose State University
- Dra. Dilcia Gonzalez Gandarillas, InterAmerican University of Puerto Rico - San German
- Mr. Guillermo Jimenez, Bloomfield College
- Dr. Ruben Martinez, University of Southern Colorado
- Dr. Salvador Hector Ochoa, Texas A&M University
- Dr. Ramona Perez, University of North Texas
- Ms. Lourdes Rivera, LaGuardia Community College
- Dr. San Jorge Santiago, Northern Essex Community College
- Dr. Francisco Villarruel, Michigan State University

The HACU Hispanic Higher Education Research Collective (H3ERC)

The HACU Hispanic Higher Education Research Collective was launched in 2004 and received initial funding support from Education Testing Service (ETS). Under the direction of HACU's Dr. Alex Ramirez, Executive Director of Information Technology Initiatives, a small group of researchers met in San Antonio in March 2005 to develop a framework for needed research in Hispanic higher education. Literature reviews were commissioned and produced to be presented

at a series of meetings over the summer of 2006 at UCLA, the University of Texas in San Antonio, and ETS headquarters in Princeton, NJ.

Additional funding was secured from the Lumina Foundation for two further workshops. The first, at the University of Houston, September 11-12, 2007, brought together fifteen researchers and practitioners to develop a research agenda around "Student success and engagement in and outside of classroom settings," "Transforming Institutions: making HSIs stellar teaching and learning communities," and "Graduate and undergraduate student success and engagement in science, technology, engineering and math (STEM) fields." The second took place at Montclair State University (NJ) July 16-17, 2008, involving fourteen participants on the theme of "Recruiting, preparing, supporting, and retaining more Hispanics in the teaching profession, and ensuring that all teachers are appropriately prepared to teach Hispanic students in elementary and secondary schools." A planned workshop to involve foundation leaders and other potential funders in the project failed to materialize.

The work product of the two workshops that did take place was summarized in "The H3ERC Research Agenda: Impacting education and changing lives through understanding," available at www.hacu.net (see under Programs).

The following goals were presented to the Lumina Foundation to guide the work of the project:

1. Develop a "use-inspired" research agenda for Hispanic access and success in higher education for H3ERC building upon the earlier work.
2. Garner input and support for the research agenda and H3ERC and explore partnerships with foundations, policy makers and agencies convening them with researchers, policy makers and practitioners to review and discuss the research framework and agenda.
3. Provide the foundation for the NICHE (National Innovation Center for Hispanic Education) web portal by piloting collaborative online tools, resources and strategies for:
 1. Developing the research agenda;
 2. Building the research collaborative and within it learning communities of practice, partnerships of researchers, policy makers, practitioners and foundations;
 3. Sharing research, data, practices, policies, problems and solutions; and
 4. Promoting and supporting a culture of research and innovation.

The 2006 literature reviews (also available at www.hacu.net) were:

- "Hispanics and Higher Education: An Overview of Research, Theory and Practice," by Amaury Nora and Gloria Crisp

- "Realizing the Potential of Hispanic-Serving Institutions: Multiple Dimensions of Institutional Diversity for Advancing Hispanic Higher Education," by Sylvia Hurtado
- "Charting a Course towards Hispanic Success in Science, Engineering and Mathematics," by Katherine A. Friedrich and Alberto F. Cabrera
- "Overview of Hispanics in Science, Mathematics, Engineering and Technology (STEM): K-16 Representation, Preparation and Participation," by Gloria Crisp and Amaury Nora
- "Hispanics in the Teaching Profession: Demographic Profile and Needed Research," by Ana María Villegas

As of 2012, work on this project is proceeding with the updating of the literature reviews and the research agenda and the planning of a gathering of researchers in early summer 2012. Emily Calderon Galdeano, HACU's Director of Information and Policy Analysis, is the lead person in these efforts.