

LEGISLATIVE AGENDA



HACU

HISPANIC
ASSOCIATION
OF COLLEGES &
UNIVERSITIES

NEW PRESIDENT, NEW CONGRESS, NEW AGENDA
HACU'S 14TH ANNUAL NATIONAL CAPITOL FORUM

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March 1, 2009

Dear Friends and Colleagues:

The Hispanic Association of Colleges and Universities (HACU) proudly presents a Legislative Agenda to the first session of the 111th Congress and the nation advocating for a comprehensive series of federal investments in the higher education success of Hispanic Americans. As the youngest and largest ethnic population, Hispanics are a vital national asset that must be developed and supported fairly.

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

Regrettably, Hispanic-Serving Institutions (HSIs), the backbone of Hispanic higher education, remain the most under-funded cohort of postsecondary institutions. They receive, on average, less than one-half the funds that all institutions receive per student annually. HACU's more than 400 member institutions, including the 268 federally listed HSIs, enroll nearly three of nearly every four of the two million Hispanic students in U.S. higher education. As Hispanics continue to enroll overwhelmingly at HSIs and other HACU-member institutions, the growing needs for capacity building and academic excellence make even more pressing the case for dramatically improved federal support in Fiscal Year 2010 and beyond.

Please join HACU in advocating for equitable federal assistance through enhanced appropriations for HSIs and Hispanic higher education, as well as for greater inclusion of HSIs and Hispanic Americans in the amendments for the reauthorization of the No Child Left Behind (NCLB), in new legislation for Minority Health Disparities and the inclusion of HSIs in the Workforce Investment Act. The future of our country demands that Congress and the nation embrace HACU's Legislative Agenda.

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

Cordially,

A handwritten signature in black ink, reading 'Antonio R. Flores'. The signature is written in a cursive style with a large, stylized initial 'A'.

Antonio R. Flores
President and CEO

2009 LEGISLATIVE AGENDA

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**Hispanic Association of Colleges and Universities
HACU's Legislative Agenda
for the 1st Session of the 111th Congress**

Executive Summary

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

HACU presents a Legislative Agenda for the 1st Session of the 111th Congress to address Hispanic higher education needs across the K-20 pipeline and beyond in a comprehensive way.

HACU's Legislative Agenda addresses Hispanic higher education needs through appropriations requests for federal Fiscal Year (FY) 2010, reauthorization recommendations for No Child Left Behind and a call for new legislation to authorize (DREAM Act) legislation. HACU also encourages the reauthorization of the Workforce Investment Act and the introduction of Minority Health Disparities legislation.

HACU's Appropriations Goals for FY 2010

Higher Education Act

Title V: Part A Undergraduate Education

- ❖ *HACU requests a Title V appropriation for undergraduate support for HSIs of \$175 million for FY 2010.*

Title V: Part B Graduate Education

- ❖ *HACU requests appropriations of \$100 million appropriation for graduate education support for HSIs under Title V for FY 2010.*

Farm Bill –The Food, Conservation , and Energy Act of 2008

Title VII – Research, Extension and Teaching

- ❖ *HACU requests \$40M for Title VII-HSI Grants Program*
- ❖ *HACU requests \$20M for the HSACU Equity Grants Program*
- ❖ *HACU requests \$80M for the Endowment Fund for Hispanic-Serving Agricultural Colleges and Universities (HSACUs)*
- ❖ *HACU requests \$40M for the HSACU Institutional Capacity-Building Grant Program*

- ❖ *HACU requests \$40M HSACU Fundamental and Applied Research Grants Program*
- ❖ *HACU requests \$40M HSACU Extension Grants Programs*

VIII: Forestry and Related Fields

- ❖ *HACU requests \$40M for the HSI Agricultural Land National Resources Leadership Program in Forestry and related Fields.*

Other Federal Agency Appropriations

Department of Commerce:

HACU requests a U.S. Department of Commerce appropriations for HSIs of \$500M for the Minority Serving Institution Digital and Wireless Technology Opportunity Program for Hispanic Serving Institutions, and other minority serving institutions as defined by part B of the Higher Education Act for FY 2010.

- ❖ *\$500 million for equipment, training and education, capacity building and technical assistance.*

Department of Energy:

HACU requests \$150 million for FY 2010 for the Western Hemisphere Energy Cooperation Program and for HSI research programs as a part of the American Recovery and Reinvestment Act of 2009 (ARRA)

- ❖ *\$50 million for the Western Hemisphere Energy Cooperation (WHECP) program to promote cooperation on energy issues with countries of the Western Hemisphere.*
- ❖ *HACU requests an appropriations of \$100 million for a program for HSIs to carry out research in the bio-energy, fossil energy, renewable and other related areas as described in the American Recovery and Reinvestment Act of 2009 (ARRA) for Advanced Research Projects Agency - Energy authorized under Section 5012 of the America COMPETES Act (42 U.S.C.)*
- ❖ *HACU requests that Congress establish a fund for renewable energy research at HSIs through a competitive grant process to find new solutions to the energy crisis, global warming and environmental projection issues, the funding level to be set at \$1 billion as a part of the ARRA of 2009 stimulus legislation.*

Department of Defense:

HACU requests a U.S. Department of Defense appropriation for HSIs of \$20 million for FY 2010:

- ❖ *\$15 million for research development, testing and evaluation infrastructure support for HSIs*
- ❖ *\$5 million for faculty development programs for HSIs.*

Department of Health and Human Services:

- ❖ *HACU requests a U.S. Department of Health and Human Services appropriation of \$20 million for HSIs within the National Institutes of Health (NIH) for faculty development, research and capacity building for FY 2010.*

Department of Housing and Urban Development

- ❖ *HACU requests a U.S. Department of Housing and Urban Development (HUD) appropriation of \$12 million for FY 2010 for the Hispanic-Serving Institutions Assisting Communities (HSIAC) program to extend the reach of HUD programs into fast-growing Hispanic communities..*
- ❖ *HACU requests a U.S. Department of Housing and Urban Development (HUD) appropriation of \$5 million for FY 2010 to reinstate the HUD Hispanic-Serving Institution Work-Study Program (HSI-WSP) to aid two-year HSIs.*

National Science Foundation (NSF):

- ❖ *HACU requests a NSF appropriation of \$30 million for HSIs for a competitive grants program to strengthen HSI undergraduate STEM education, research, curriculum and infrastructure development, and for other purposes, for FY 2010 as authorized by the 2008 COMPETES Act:*

National Aeronautics & Space Administration (NASA):

- ❖ *HACU requests a NASA appropriation of \$10 million to support a HACU/HSI consortium to elevate the model, regional pre-collegiate Proyecto Access initiative for science, technology, mathematics and engineering to a national program for FY 2010.*

Strengthening the K-College Pipeline

Title I (Elementary and Secondary Education Act – No Child Left Behind)

Migrant Education Program:

- ❖ *HACU recommends a FY 2010 - \$450 million appropriation under Title I, Part C, of the ESEA for the Migrant Education Program.*

Title IV (HEA) HEP-CAMP:

- ❖ *HACU recommends a FY 2009 - \$50 million appropriation for HEP-CAMP, under Title IV of the Higher Education Act (HEA): a \$30 million appropriation for HEP and a \$20 million appropriation for CAMP.*

Title I (ESEA) Dropout Prevention:

- ❖ *HACU recommends a FY 2010 - \$45 million appropriation under Title I, Part H, of the ESEA for Dropout Prevention.*

Title IV (HEA) GEAR UP:

- ❖ *HACU recommends a FY 2010 - \$350 million appropriation under Title IV of the HEA for GEAR UP for low-income youth.*

Title IV (HEA) TRIO:

- ❖ *HACU recommends a FY 2010 - \$900 million appropriation for TRIO programs under Title IV of the HEA.*

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

No Child Left Behind (NCLB) is the federal effort to assist states in improving the education performance and achievement of all students who attend K-12 public schools. NCLB is scheduled for reauthorization during the 111th Congress. A complete text of HACU's 2007 NCLB/ESEA Policy Priorities can be obtained at the HACU Web Site under HACU Policy Statements

HACU's NCLB policy agenda consists of thirteen recommendations under Title I and Title II.

TITLE I

- ❖ **Authorize a \$20 million competitive grant program for HSIs to increase the number of culturally and linguistically competent early childhood education teachers and teaching assistants prepared to address the educational and developmental needs of Hispanics and English Language Learners (ELLs), including the ability to communicate effectively with their parents.**
- ❖ **Authorize a \$15 million competitive grant program for HSIs to provide professional development and expertise to teachers in HSSDs to expand the number of AP**

courses in STEM areas and to promote awareness of higher education options for high school students in the varied STEM areas.

- ❖ **Authorize a \$20 million competitive grant program to support HSI/HSSD consortia to replicate the HACU-NASA pre-collegiate STEM program for middle and high school students. The program will prepare a legion of Hispanic students to pursue careers in STEM fields as well as for admission to HSIs and other colleges and universities.**

TITLE II

- ❖ **Authorize a competitive grant program of \$50 million “and such sums as may be necessary” on an annual basis for HSIs to expand teacher education programs to train elementary, middle, and high school teachers to become culturally and linguistically prepared to address the needs of Hispanic students and English Language Learners.**
- ❖ **Authorize a competitive grant program of \$50 million “and such sums as may be necessary” on an annual basis for HSIs to develop culturally and linguistically prepared master teachers in core areas including STEM to teach at HSSDs.**
- ❖ **Authorize a competitive grant program \$20 million for HSIs to provide scholarships to Hispanic and other minority teachers who attend an HSI, receive a teaching certificate, and commit to teaching at an HSSD for no less than five years.**
- ❖ **Authorize a loan forgiveness program of \$10 million for students who attend an HSI, receive a teaching certificate and teach in an HSSD for no less than 5 years.**
- ❖ **Authorize a competitive grant program of \$25 million to increase the number of Hispanic faculty at HSIs conducting research to promote effective teaching strategies for Hispanics, English Language Learners and other minority students and to develop innovative school improvement models to increase high school graduation and college participation rates for Hispanics and other minority students attending HSSDs.**
- ❖ **Authorize a competitive grant program of \$20 million for HSIs to enhance and expand counseling programs to train culturally and linguistically prepared counselors to address the needs of Hispanics and English Language Learners in K-12 education and expose students to college opportunities and career options.**
- ❖ **Authorize a competitive grant program of \$10 million for HSIs to enhance teacher education programs in STEM areas to increase the number of STEM teachers at HSSDs.**
- ❖ **Authorize a competitive grant program of \$20 million for HSIs located in border states and in states with high Hispanic populations to retrain certified teachers from Mexico and other Latin American countries with high levels of immigration,**

to teach in U.S. schools in California, Arizona, Texas, Louisiana, New York, Illinois, and other areas to address the shortage of highly qualified teachers.

- ❖ **Authorize \$20 million to establish an Educational Leadership Institute to train principals, superintendents, and other high level school officials for positions at the growing number of HSSDs.**
- ❖ **Authorize a competitive grant program of \$20 million for HSIs to train school principals with instructional leadership skills and cultural competency to serve the growing number of HSSDs.**

DREAM Act (Development, Relief, and Education for Alien Minors)

In the 107th, 108th, 108th, 109th and 110th sessions of Congress, DREAM Act legislation has been introduced to provide a 6-year path to legal status after high school for over 65,000 undocumented immigrant students who would attend college for two years or serve in the military for two years. While Dream Act initiatives have not yet been successful, HACU continues to support and advocate for legislation that would provide higher education access and a path to citizenship for academically exemplary undocumented immigrant students.

- ❖ ***Enact the DREAM Act (or amend the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 with the inclusion of the DREAM Act) to permit states to determine state residency for higher education purposes and to authorize the cancellation of removal and adjustment of status of certain alien students who are long-term United States residents during the 1st Session of the 111th Congress.***

Minority Health Disparities Legislation

Compelling evidence both from demographic sources and from health care centers indicates that race and ethnicity correlate with persistent, and often increasing, health disparities that demand national attention. Despite notable progress in the overall health of the nation, there are continuing disparities in the burden of illness and death experienced by Hispanics and other minority populations compared to the U.S. population as a whole.

HACU will develop a “Minority Health Disparities Policy Document” with a focus on Hispanic health disparities, health care workforce development, disease and illness directed research and health care outreach to minority communities for recommendation to the 111th Congress.

HSI Workforce Investment Act - Policy Statement

The Workforce Investment Act (WIA) of 1998 (Public Law 105-220) was signed into law on Aug. 7, 1998 and was scheduled to be reauthorized in 2003. However, the WIA was not reauthorized in either the 109th and 110th Congress.

More than 50% of Hispanic-Serving Institutions are community colleges, are located in high density urban areas and can play a significant role in training new workers for the changing industrial and manufacturing demands of the nation. HSI community colleges serve populations with maximum growth potential fueled by a young Hispanic population and continued immigration from Latin America and Caribbean nations.

HACU will develop a policy position on the role of HSIs in the reauthorization of the Workforce Investment Act. The WIA HACU Policy Document will be transmitted to both chambers of Congress and to the Administration prior to their deliberations on reauthorization for recommendation to the 111th Congress.

HACU's Legislative Agenda presents appropriations targets and authorization recommendations essential to assuring a bright future, not only for Hispanics but for all Americans.

Hispanic Association of Colleges and Universities

HACU's Legislative Agenda for the 1nd Session of the 111th Congress

Appropriations Goals for FY 2010, Recommendations for ESEA Reauthorization, Dream Act Legislation

Introduction

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

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

HACU presents a Legislative Agenda for the 1nd Session of the 111th Congress to address Hispanic higher education needs across the K-20 pipeline and beyond in a comprehensive way. These pressing needs demand immediate attention. Hispanics suffer the lowest high school and college graduation rates of any major population group; yet, HSIs on average continue to receive half the funding per student than all degree-granting institutions.

HACU's Legislative Agenda addresses Hispanic higher education needs through appropriations requests for federal Fiscal Year (FY) 2010 for the Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, National Science Foundation and the National Aeronautics and Space Administration.

The 2009 Legislative Agenda proposes long-range priorities for the reauthorization of the No Child Left behind (ESEA) and the introduction of legislation on health disparities that would address capacity-building needs of HSIs and health improvement requisites of Hispanics.

In addition, this document includes a policy recommendation on the Development, Relief and Education for Alien Minors Act (DREAM Act) and a preliminary statement on the anticipated reauthorization of the Workforce Investment Act (WIA).

Hispanic Demographics and Higher Education

The Hispanic population of the United States, according to the population estimates by the U.S. Census Bureau as of July, 2007, numbers 49.4 million: 45.5 million in the mainland United States and 3.9 million in Puerto Rico. Hispanics accounted for about one-half of the national

population growth of 2.9 million between July 1, 2006 and July 1, 2007. This change represents a growth rate for Hispanics of 3.3 percent over the 12-month period, more than three times that of the total population which grew 1.0 percent according to the U.S. Bureau of the Census.

These numbers reflect the dramatic growth in the Hispanic population in the last decade, a growth that is expected to continue in the decades ahead. Today, Hispanics comprise 15.1 percent of the nation's total population. By July 1, 2050, according to Census Bureau 2008 projections, Hispanic Americans will number 132.8 million or one-third of the nation's total population. The number of Hispanics will nearly triple between 2000 and 2050.

With a median age of 27.6, according to the Census Bureau's 2009 Statistical Abstract, Hispanics are more than a decade younger than non-Hispanic whites with a median age of 40.8. The relative youth of the Hispanic population means that the Hispanic presence in school is even more visible. Among Hispanics 10.8 percent of the total are preschool ages, under age 5; for non-Hispanic whites, only 5.6 percent are under 5. Elementary school age children in the 5 through 13 year old cohort comprise 16.3 percent of the Hispanic population, compared to only 10.4 percent of non-Hispanic whites. The National Center for Educational Statistics (NCES) reports in the 2008 Condition of Education that for 2006, Hispanics represented 20.2 percent of public school enrollment (up from 6 percent in 1972). In addition, the U.S. Census Bureau projects a 60 percent increase in the Hispanic school-age population over the next 20 years.

In spite of extraordinary growth and projected rates of preschool, elementary and secondary school students, Hispanic high school and college completion fall far below most major population groups in the nation. The Digest of Education Statistics 2007 (March 2008) reports a 22.1 percent status dropout rate for Hispanic high school students compared to 5.8 percent for White students. Overall Hispanic dropouts represent 41 percent of all drop outs reported for this time period. The Digest also reports that Hispanic students tend to score lower on ACT and SAT tests, thereby limiting their postsecondary options compared to White and other minority populations. The average SAT test scores for college-bound Hispanic students were 458 (reading) and 463 (math) in comparison to 527 and 534 for White students. For the ACT, Hispanic students averaged 18.7 compared to 22.1 for White students. Not only does the high dropout level preclude postsecondary education for a fifth of Hispanic young people, but even for high school graduates, lower test scores limit their postsecondary options.

As a consequence, the educational attainment of Hispanic adults is significantly lower than other populations. According to the 2008 Statistical Abstracts, only 60.3 percent of Hispanics ages 25 and older had a high school diploma in 2007, compared to 86.2 percent of White adults and 82.3 percent of African Americans. Only 12.7 percent of Hispanic adults had at least a bachelor's degree, compared to 29.1 percent of Whites and 18.5 percent of African Americans. Only 3.3 percent of Hispanic adults in 2007 have graduate degrees, compared to 10 percent of Whites and 5.6 percent of African Americans.

Hispanic population growth is also reflected in the U.S. workforce. The Census Bureau's 2009 Statistical Abstract shows that Hispanics represent about 14 percent of the U.S. work force in 2007. Between 2005 and 2007 the civilian work force grew 3.5 million workers: the Hispanic work force grew 1.6 million, exactly half of the increase.

This data is even more striking when one considers the jobs Hispanics currently occupy and the sustainability of this pattern. According to a 2005 employment report, “Occupational Status and Mobility of Hispanics” by the Pew Hispanic Center, Hispanics are concentrated in non-professional, service occupations, such as building and grounds cleaning, maintenance, food preparation and serving. The representation of Hispanics in management and professional occupations actually declined between 1990 and 2000. This concentration of Hispanics in low wage jobs is reflected in the under-representation of Hispanics in fields demanding a specialized degree: teaching, law, medicine, science, mathematics and technology. The November 2005 Monthly Labor Review reports that by 2014, 80 percent or twenty-four of the fastest growing occupations will require an academic degree or a vocational award. These projected career areas contrast with the data from the Pew report, which show the concentration of Hispanic workers in occupations ranking low in earnings, education requirements and general socioeconomic status. In 2005, according to the U.S. Bureau of Labor Statistics, 35 percent of Whites held management-related jobs compared to only 17 percent of Hispanics.

In jobs requiring more advanced education and training, Hispanics remain severely under-represented in every field from teaching, law, and medicine to science, mathematics and technology due to low enrollment and graduation rates. For example, the Digest of Educational Statistics July 2007 reports that Hispanic graduation rates in key STEM areas are exceedingly low. For the academic year 2005-06 Hispanics represented only 2.2% of the Ph.D. graduates in physical sciences and science technologies, 1.4% in engineering and 2.2% in mathematics and statistics. At the masters’ degree level, Hispanic graduate percentages were 3.3% in physical sciences and science technologies, 3.2% in engineering, and 3.1% in mathematics and statistics. Baccalaureate degrees levels were somewhat better: 4.4% Hispanic graduates in physical sciences and science technologies, 6% in engineering and 6% in mathematics and statistics.

Postsecondary educational access for Hispanics involves more than teaching and learning. Affordability is an issue with annually escalating tuition and other costs even more of a barrier for low-income students than for others. The underfunding of HSIs means that access to adequate educational technology can also be an issue for Hispanic students. To address these issues will require greater federal contributions since Hispanics as a group has less disposable income to commit to higher education. More than one in five (22.5 percent) Hispanics live below the federal poverty line compared to one in ten (10.2 percent) of non-Hispanic whites, according to the Census Bureau’s “Income, Poverty and Health Insurance Coverage in the United States: 2003” report.

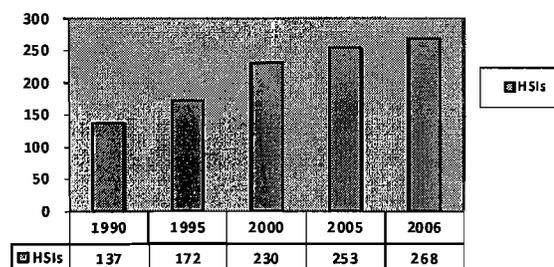
Current education, employment and income data for Hispanics document the national need for greater investment to assure academic access and success throughout the K-20 pipeline for the country’s 49.4 million Hispanic Americans and for the 2 million Hispanics in higher education. Failure to address the current educational under-attainment and poverty statistics of Hispanics will erode our nation’s economic strength and security.

The Role of HSIs

Hispanic-Serving Institutions (HSIs) are at the forefront of every major effort to increase educational access and success for the nation's Hispanic citizens. Based on U.S. Department of Education's most recently available IPEDS for 2006, there are 268 Hispanic-Serving Institutions located in 13 states and Puerto Rico. These HSIs provide Hispanic Americans the greatest access to a college education. HSIs represent less than 8 percent of all higher education institutions, but serve almost 50 percent of all Hispanic students.

HSIs are defined by the U.S. Department of Education as not-for-profit institutions of higher learning with a Full-Time Equivalent (FTE) student enrollment that is at least 25 percent Hispanic. (Appendix A), provides a listing of HSIs by Congressional district.

The impact of these vital institutions is reflected in the fact that between 1990 and 1999, student enrollment increased by 14 percent at HSIs, compared to a 7 percent enrollment growth for all institutions (U.S. Department of Education, National Center for Education Statistics (NCES), 1990 through 1999 Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey"). The number of degrees awarded by HSIs grew by 36 percent between 1991-92 and 1999-2000, compared to 13 percent for all institutions, according to NCES reports. The number of HSIs has itself grown from 137 in 1990 to 268 in 2006.



HSIs have experienced growth not only in the number of Hispanic students they enroll, but among all minority populations. According to the NCES "Completions Survey" report for fall 2000, the total number of Hispanic degree recipients at HSIs grew by 95 percent between 1991-92 and 1999-2000, and the total number of minority degree recipients at HSIs grew by 87 percent for that period.

But while the numbers of Hispanics attending HSIs and other institutions continues to grow, not every field of study is equitably represented by Hispanics. One of the major challenges in the future will be to prepare Hispanics in middle and secondary school with the strong academic skills needed to pursue degrees in science, technology, engineering and mathematics (STEM) areas, projected to be the most critical in the 21st century. HSIs in turn will play a critical role in the education of specialists in these areas.

One of the challenges HSIs face as they address their critical role is the persistence of their underfunding relative to every other degree-granting institution. According to 2005-06 IPEDS, HSIs received \$14,482 per student on average from all revenue sources, compared to \$31,033 per student for all degree-granting institutions, less than half the funding to educate a disproportionately low income student population.

This gap will only widen without immediate legislative action because of the increasing number of higher education institutions reaching the 25 percent Hispanic enrollment minimum threshold. In addition to the growth in numbers of HSIs noted above, 105 “emerging” HSIs with an 18-24 percent FTE Hispanic student enrollment are on the way to becoming HSIs. Appendix B lists these emerging HSIs.

The Role of HACU

Founded in 1986, HACU is a nonprofit 501 (c) 3 corporation with headquarters in San Antonio, TX, and offices in Washington, D.C. and Sacramento, CA. As the only nationally recognized voice for HSIs and the Hispanic higher education community, HACU’s fast-growing membership, as of December 31, 2008, totaled 446 nonprofit, degree-granting institutions, including 404 HSIs and partner institutions in 36 states, Puerto Rico and the District of Columbia, and 42 international member institutions. In addition, HACU created a new affiliation category in 2006 for Hispanic-Serving School Districts, and now numbers 20 HSSDs in 10 states as affiliates.

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

HACU represents 214 HSIs in Arizona, California, Colorado, Connecticut, Florida, Illinois, Kansas, Massachusetts, New Jersey, New Mexico, New York, Pennsylvania, Puerto Rico, Texas and Washington. HACU also includes 115 Associate Member institutions (institutions with a minimum 10 percent Hispanic student enrollment or at least 1,000 Hispanic students) in Arizona, California, Colorado, Connecticut, Florida, Illinois, Maryland, Massachusetts, Michigan, Missouri, Nebraska, Nevada, New Jersey, New York, North Carolina, Oklahoma, Pennsylvania, Tennessee, Texas, Washington and Wisconsin.

Seventy-five other Partner Institutions (which do not yet meet HACU’s Associate Member definition) are located in 30 states and the District of Columbia: Alabama, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nevada, New York, North Carolina, Ohio, Pennsylvania, Texas, Utah, Virginia, Washington, Wisconsin and Wyoming. HACU’s 42 International Members--many linked by higher education partnerships, exchanges and/or joint research initiatives with HACU’s U.S. membership—include institutions in Brazil, Columbia, Ecuador, Mexico, Nicaragua, Paraguay, Portugal and Spain.

In addition to postsecondary institutions already classified as HSIs, another group of institutions, some of which are already HACU members, are on the threshold of reaching 25% Hispanic enrollment. As noted above HSIs grew from 137 institutions in 1990 to 268 in 2006, a 96 percent increase. Department of Education officials estimate that there are an additional 63 “Emerging HSIs” on the verge of meeting HSI eligibility (see Appendix B). Because of rapid Hispanic population growth, especially for the Hispanic college-age population, most of these emerging HSIs are expected to become HSIs within the next decade, as do others due to the increasing numbers of Hispanics pursue postsecondary education.

HACU’s Legislative Agenda for the 1st Session of the 111th Congress is based on the consensus of its membership and affiliates, on solid research and on the accumulated history of HACU’s ongoing role as advocate of all major federal legislation defining and benefiting HSIs.

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

HEA amendments in 1998, under a new and improved Title V, sharpened the HSI definition and increased authorized funding for HSIs to \$62.5 million “for fiscal year 1999 and such sums as may be necessary.” Most recently, the reauthorization in 2008 increased the authorization level to \$175 million and created a new postsecondary education program under Title V, authorized at \$100 million.

Along with these legislative improvements, HACU secured an amendment to the Farm Bill governing the U.S. Department of Agriculture that has provided funding since fiscal year 1997 under Title VII. The Farm Bill reauthorization during the 110th Congress created a new category of Hispanic-Serving Agricultural Colleges and Universities (HSACUs) and five new programs to build their capacity to address the need for more Hispanics in agricultural and related fields.

HACU’s advocacy efforts also resulted in a line-item funding under the appropriations bill of the Department of Housing and Urban Development, authorization language within the 2006 Defense reauthorization bill including HSIs as entities eligible for defense research grants, a two-year appropriations of \$200 million for STEM enhancement grants for HSIs (awarded in 2008) under the College Cost Reduction and Access Act of 2007, and authorization language within the 2007 NSF Reauthorization to establish an HSI infrastructure grants program.

Although HACU and its supporters in Congress have been able to increase appropriations for HSIs under Title V from the first \$12 million in FY 1995 to \$94.9 million in FY 2007 and \$93.2 million for FY 2008, HSIs remain the most under-funded category of institutions serving the neediest ethnic population in America: federal funding for HSIs averages \$2054 per student compared to \$3977 for all institutions of higher education, less than 52¢ on the dollar.

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

HACU calls upon the 1st Session of the 111th Congress to address the inequity in federal funding for HSIs by adopting a FY 2010 budget with increases for Title V of the HEA, new funding for the five new provisions with USDA authorized by the 2008 Farm Bill and for other key federal agencies, and funding for K-college pipeline programs, as described in HACU's 2009 Legislative Agenda. Additionally, HACU is calling for new and expanded legislative language and for new programmatic language for HSIs and HSSD as part of the Elementary and Secondary Education Act (No Child Left Behind) reauthorization in the 111th Congress.

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

The HACU policy priorities for FY 2009 and beyond are presented in the subsequent report beginning with HSI federal appropriations targets and ending with HSI authorization proposals.

HACU's Appropriations Requests for FY 2010

Higher Education Act

Title V: Undergraduate Education

HACU requests a \$175 million appropriation for undergraduate support for HSIs under Title V for FY 2010.

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

HEA Title V funding, already inadequate to serve currently eligible HSIs, will become even less capable of meeting the demand from a widening pool of eligible institutions.

Title V: Graduate Education

HACU requests \$100 million appropriation for graduate education support for HSIs under Title V for FY 2010.

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

According to the 2009 Statistical Abstract, only 12.7 percent of Hispanic adults had at least a bachelor's degree, compared to 29.1 percent of Whites and 18.5 percent of African Americans. Only 3.3 percent of Hispanic adults in 2007 have graduate degrees, compared to 10 percent of Whites and 5.6 percent of African Americans.

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

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

The 2008 Farm Bill

Department of Agriculture

HACU requests a U.S. Department of Agriculture (USDA) appropriation for HSIs under Title VII of the Farm Bill of \$40 million for FY 2010.

The U.S. Department of Agriculture (USDA) and HACU have long been affiliated through a formal Memorandum of Understanding that recognizes the need to include more HSIs in USDA programs and research. Annual program funds for HSIs within the USDA/HSI Education Grants Program have increased only gradually from FY 2001 at \$3.5 million to \$6 for FY 2008. Until FY 2009 this program was the only USDA competitive-grants program specifically authorized by Congress for HSIs.

USDA/HSI Education Grants Program Funding (Millions)

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
Approp	\$1.5	\$2.5	\$2.85	\$2.85	\$3.5	\$3.5	\$4.2	\$4.6	\$5.64	\$6	\$6.2	\$6	\$49.3
Grants	14	11	11	14	17	17	19	18	18	22	21	21	203

Source: USDA-Higher Education Programs

This program has awarded 203 grants since 1997 totaling \$49.3 M for projects in human nutrition and dietetics, aquaculture, agribusiness technology, food and beverage export, food and agriculture, marketing and management, integrated resources management, food science technology and engineering, plant science, environmental science, and veterinary science and technology, among others.

In FY 2008, 21 grants totaling \$6 million were awarded to HSIs in seven states and Puerto Rico. Administered by the USDA Office of Higher Education Programs, the Title VII grants program for HSIs was designed to strengthen the ability of HSIs to offer educational programs that attract, retain and graduate outstanding students who will enhance the nation's food and agricultural, scientific and professional work force. Only 3.3 percent of baccalaureate degrees in agriculture and natural resources were awarded to Hispanics in 2005-06. The continued under-representation of Hispanics in these important fields warrants a greater investment to expand this program and others now authorized for HSIs and Hispanic-Serving Agricultural Colleges and Universities to better meet USDA goals.

Although Title VII of the previous Farm Bill authorized \$20 million for HSIs, actual appropriations have remained at 30 percent of the authorized level. The 2008 Farm Bill now authorizes the Title VII program at \$40 million.

Congress reauthorized the Farm Bill in "The Food, Conservation, and Energy Act of 2008" which authorized six new programs for HSIs: five under Title VII - Research, Extension, and Teaching and one under Title VII - Forestry, in addition to creating a new cohort of Hispanic-Serving Agricultural Colleges and Universities (HSACUs). These new programs will provide extensive opportunities for HSIs and HSACUs to enhance teaching, research and outreach capacity in the areas of agriculture, food science, and environmental science and bio-energy and

other agriculture related fields. The HSI Forestry program authorizes a competitive grant program to assist in the recruitment, retention and training of Hispanics and other underrepresented groups in forestry and related fields.

HACU requests U.S. Department of Agriculture (USDA) appropriations under Title VII and Title VIII of the Farm Bill for FY 2010 for the following programs:

Title VII – Research, Extension and Teaching

\$20M for the HSACU Equity Grants Program

\$80M for the HSACU Endowment Fund

\$40M for the HSACU Institutional Capacity-Building Grant Program

\$40M for the HSACU Fundamental and Applied Research Grants Program

\$40M for the HSACU Extension Grants Programs

Title VIII: Forestry and Related Fields

\$40M for the HSI Agricultural Land National Resources Leadership Program in Forestry and related Fields.

Other Federal Agencies

All federal agencies are mandated by White House Executive Order 13171 to promote and support workforce development and outreach policies to better reflect the diversity of the nation.

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

In addition, many of these agencies are active partners with the HACU National Internship Program (HNIP), the nation's largest Hispanic college internship program. HNIP provides college students with paid internships in federal agencies and an on-the-job introduction to federal career opportunities. HNIP is a proven tool for increasing the Hispanic employment profile in the federal work force. Since its inception in 1992, HNIP has placed more than 7,000 interns, many of whom are today full-time federal employees.

Despite federal mandates and ongoing initiatives, Hispanics remain the only under-represented ethnic population group in the federal work force. According to the U.S. Department of Labor,

Hispanics currently represent 6.5 percent of the federal workforce – 4.6 percent below the current Hispanic civilian labor employment level.

Department of Commerce:

HACU requests a FY 2010 U.S. Department of Commerce appropriations of \$500M for the Minority Serving Institution Digital and Wireless Technology Opportunity Program (MSIDWTOP) for Hispanic-Serving Institutions, and other Minority-Serving Institutions as defined in the Higher Education Act.

Authorizing language within the 2008 HEA Reauthorization targets the \$500 million for equipment, training and education, capacity building and technical assistance.

In 2002, a study by the Tomás Rivera Policy Institute, in partnership with IBM's Hispanic Digital Divide Task Force, revealed that Hispanics trail non-Hispanic whites and other minority groups throughout the United States in computer ownership, internet use and e-commerce.

This revelation took on special significance given a changing global economy and a national security priority which called for quick elimination of the apparent “digital divide” in our country, particularly on college campuses. Demographic changes and new demands from a global economy for a highly educated workforce, along with pressing national security concerns combine to urge our nation to eradicate the digital divide in higher education with due expediency. Hispanic Americans, the fastest growing population and youngest ethnic population in America, represent the best promise for the nation to meet the needs of a high technology workforce.

These realities clearly illustrate that the digital divide remains a major stumbling block for minorities, particularly those that attend Minority-Serving Institutions, to prepare themselves for the careers of tomorrow requiring competency in STEM fields.

Yet, in spite of major technology advances and the increasing affordability of computer software, Andrew Trotter reports in Education Week, September 2006, that nearly a decade after the World Wide Web became widely available, a significant gap persists between minority and white students. While 67% of white students were likely to use the internet, only 44% of Hispanic students were likely to do so. Callegaro and Wells in a Knowledge Networks survey similarly reported that by spring of 2008 only 51% of Hispanic households utilized the Internet compared to 70% for whites (but only 40% for African Americans).

Thus, while some groups acquire greater access to information technology and connectivity to the Internet, the gap between the better educated and many of the minority community widens each year. A U.S. Department of Commerce report, “*A Nation Online: How Americans Are Expanding Their Use of the Internet*” (2001), adds further documentation of the divide between Hispanics and whites and Hispanics and the nation as a whole.

The 2001 report, focusing on 18-24 year-olds actually in school or college, documents that Hispanics are almost 20 percent less likely than non-Hispanic whites to have a home computer and almost 25 percent less likely to use the Internet at home.

These data highlight the importance of support for HSIs, where the gap between Hispanics and non-Hispanic whites shrinks to 15 percentage points when one considers *outside* home use, which for students represents the school or college. The 15 percent gap is still large, but it is progress in the right direction. The report clearly underlines the importance of Congressional action to eliminate the widening digital divide for Hispanic youth by increasing access to technology in the school setting. Hispanic-Serving Institutions enroll 50% of all Hispanics in postsecondary education and generally have limited resources. Targeting HSIs will produce the best return on investment in closing the digital divide for college students.

Through the combined effort of the Alliance for Equity in Higher Education -- the Hispanic Association of Colleges and Universities, the National Association for Equal Opportunity in Higher Education (NAFEO) and the American Indian Higher Education Consortium (AIHEC)-- and key members in Congress, the MSI digital wireless technology legislation was included in the Higher Education Opportunity Act and became a part of the Public Law 110-315 in August of 2008. The Alliance appreciates the bi-partisan support which it received from Congress in authorizing federal funding to MSIs for technology enhancement of the classrooms.

HACU requests a \$500 million appropriations per year for implementation of the Digital and Wireless Technology Initiative for Minority-Serving Institutions.

Department of Defense:

HACU requests a FY 2010 U.S. Department of Defense appropriation for HSIs of \$20 million: \$15 million for research development, testing and evaluation infrastructure support for HSIs and \$5 million for faculty development programs for HSIs.

Many HACU member colleges and universities, because of historic funding inequities, lack resources to expand much-needed research and science education programs in areas of study where Hispanics are seriously under-represented and where national security needs are great.

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

The DoD Infrastructure Support Program's HBCU/HSI/MI (Historically Black Colleges and Universities/Hispanic-Serving Institutions and Minority Institutions) Program had provided grants to HSIs from FY 2002 to FY 2005 in the science, mathematics and engineering areas. These grants were used by HSIs to enhance the capacity to perform science and engineering research and to accomplish related educational purposes in fields of study critical to the country's national defense.

In spite of the important contributions of HSIs to national defense, Congress only modestly increased the appropriation for Department of Defense programs in support of HSIs from \$4.3 million in FY 2002 to \$6 million for FY 2003, then *decreased* funding to \$5 million for FY 2004 and further to \$4.25 million for FY 2005 before eliminating all funding for FY 2006.

**U.S. Department of Defense Appropriations for HSI-Specific Programs
(M=Million)**

FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
\$4.3M	\$6M	\$5M	\$4.25M	-0-	-0-	-0-

HACU is requesting the U.S. Department of Defense to once again provide support for an infrastructure development program for HSIs.

Department of Energy:

The Energy Policy Act (EPA) of 2005 created an Office for International Cooperation to carry out a Western Hemisphere Energy Cooperation program (WHECP) to encourage cooperation on energy issues amongst Western Hemisphere countries. The primary focus of the program would work towards formulating and adopting changes in economic policies to increase production of energy supplies and to improve energy efficiency. New discoveries of oil and natural gas and the development of new sources of bio-energy would allow western hemisphere countries to meet their future energy needs.

The 2005 EPA-WHEC program was targeted to Hispanic-Serving Institutions and part B institutions as sources of unbiased technical and policy expertise to countries of the Western Hemisphere.

Unfortunately Congress did not appropriate any funds for any of the three fiscal years of the authorization, which has now expired. However, due to the growing importance of research in new and alternative sources of energy, as evident in the prominence of energy funding in the American Recovery and Reinvestment Act of 2009 which identifies research on bio, renewable, fossil, and new sources of energy as a key to the future economic security of the nation:

HACU requests that Congress reauthorize the Western Hemisphere Energy Cooperation Program (WHECP) through special legislation for a further five years at levels of \$50 million for each fiscal year

HACU requests an appropriations of \$1000 million for a program for HSIs to carry out research in the bio-energy, fossil energy, renewable and other related areas as described in the American Recovery and Reinvestment Act of 2009 (ARRA) for Advanced Research Projects Agency - Energy authorized under Section 5012 of the America COMPETES Act (42 U.S.C. 16538).

HACU requests that Congress establish a fund for renewable energy research at HSIs through a competitive grant process to find new solutions to the energy crisis, global warming and environmental projection issues, the funding level to be set at \$1 billion as a part of the ARRA of 2009 stimulus legislation.

Department of Health and Human Services:

HACU requests a U.S. Department of Health and Human Services line-item appropriation of \$20 million for HSIs within the National Institutes of Health (NIH) for faculty development, research and capacity building for FY 2010.

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

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

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

Department of Housing and Urban Development

HACU requests a U.S. Department of Housing and Urban Development (HUD) appropriation of \$12 million for FY 2010 for the Hispanic-Serving Institutions Assisting Communities (HSIAC) program to extend the reach of HUD programs into fast-growing Hispanic communities.

HACU requests a U.S. Department of Housing and Urban Development (HUD) appropriation of \$5 million for FY 2010 to reinstate the HUD Hispanic-Serving Institution Work-Study Program (HSI-WSP) at two-year HSIs.

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

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

moderate-income residents, help prevent or eliminate slums or blight, or meet urgent community development needs.

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

Year	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	Total
Approp.	\$6.5M	\$6.5M	\$5M	\$6.5M	\$6.7M	\$6.0M	\$6.0M	6.0 M	\$49.2M
Grants	13	19	12	12	10	10	10	10	86

Because Hispanics suffer disproportionately high poverty rates, and because HSIs are located in or near communities with the country’s largest and fastest-growing Hispanic populations, an increase in HSIAC program funding can enhance the role of HSIs in addressing urgent community needs and highlight the importance and availability of a college education.

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

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

National Science Foundation:

HACU requests a NSF appropriation of \$30 million for HSIs for research, curriculum and infrastructure development, and for other purposes, for FY 2010.

A 21st century workforce trained in advanced science, technology, engineering and mathematics (STEM) fields is critical to our nation’s economic strength, social well-being and security. Hispanics, the nation’s largest ethnic population, comprise the fastest-growing sector of our U.S. labor force.

The reauthorization of the National Science Foundation in 2007 for the first time authorized a grant program targeting HSIs. HACU now requests an appropriation for the National Science Foundation to fund this program. Federal resources are critical for HSIs to address the under-representation of Hispanics in STEM fields and to allow them to compete in technology education vital to the national security. The Division of Science Resources Studies of the National Science Foundation (NSF) reports that only 2.8 percent of the doctoral degrees in

science and engineering are earned by Hispanics, compared to 51.4 percent by non-Hispanic whites.

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

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

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

NSF also recognized that “...Hispanic-serving institutions are important sources of S&E bachelor’s degrees....” Many HSIs provide the baccalaureate foundation for Hispanic doctoral scientists and engineers, including five of the ten most productive institutions of future PhDs. HSIs have the expertise, proximity and commitment to their students and communities to provide front-line leadership and support in the effort to close the gap and promote the graduation of more Hispanics with STEM degrees. However, many HSIs cannot successfully compete for existing NSF funds because they lack organizational support or adequate expertise, (see Appendix C and D for a list of HSIs with degree programs in the STEM areas for 2 and 4 year institutions).

HSIs remain the only group of Minority-Serving Institutions (MSIs) not yet receiving targeted NSF infrastructure development funding. Historically Black Colleges and Universities (HBCUs) have received targeted NSF appropriations since 1998 and Tribal Colleges and Universities (TCUs) since 2001:

**National Science Foundation Appropriations to MSI-Specific Programs
(M-Millions)**

Type	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
HBCUs	\$6M	\$10M	\$15M	\$18M	\$18M	\$19M	\$24M	\$24.5M	\$25M	\$25M	\$29.5	\$214.5M
TCUs	0	0	0	\$10M	\$10M	\$10M	\$10M	\$9.9M	\$10M	\$10M	\$12.6	\$82.5M
HSIs	0	0	0	0	0	0	0	0	0	0	0	0

In the 2007 America COMPETES Bill, Congress authorized NSF to establish an HSI grants program to “enhance the quality of undergraduate science, mathematics, engineering and technology and to increase retention and graduation rates of students pursuing associate or baccalaureate degrees in science, mathematics, engineering, or technology.” HACU is requesting \$25 million to fund this authorized program in the NSF Directorate of Education and Human Resources/Division of Human Resource Development as a means to broaden Hispanic participation in the nation’s STEM work force.

National Aeronautics and Space Administration (NASA):

HACU requests a NASA appropriation of \$10 million to support a HACU/HSI consortium to elevate the model, regional pre-collegiate Proyecto Access initiative for science, technology, mathematics and engineering to a nationwide program for FY 2010.

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

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

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

Elevating NASA’s investment in this program would also expand NASA’s recruiting resources and outreach beyond its traditional base of research intensive universities, only a handful of which are HSIs. NASA can increase the diversity of its workforce and leadership ranks and serve as a model for agencies with similar goals of increasing Hispanic employment and outreach.

Strengthening the PK-College Pipeline

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

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

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

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

HACU recommends a FY 2010 \$450 million appropriation under Title I, Part C, of the ESEA for the Migrant Education Program.

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

HACU recommends a FY 2010 \$50 million appropriation for HEP-CAMP, under Title IV of the Higher Education Act (HEA): a \$25 million appropriation for HEP and a \$25 million appropriation for CAMP.

Title I (ESEA) Dropout Prevention: Hispanics are the nation's largest ethnic population and the fastest-growing segment of the labor force. Yet Hispanics also suffer the lowest high school completion rates of any major population group: 39.7 percent of Hispanics ages 25 and older did not have a high school diploma in 2007, compared to 13.8 percent of white adults and 17.7 percent of black adults.

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

HACU recommends a FY 2009 \$45 million appropriation under Title I, Part H, of the ESEA for Dropout Prevention.

Title IV (HEA) GEAR UP: Effective interventions in the transitions from middle-school to high school to college are critical to reversing Hispanic under-achievement and dropout rates. The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program is a proven tool for allowing states, middle and high schools, higher education institutions and

community organizations to help middle schools and high schools with large numbers of low-income students to strengthen the K-16 pipeline.

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

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

HACU recommends a FY 2010 \$350 million appropriation under Title IV of the HEA for GEAR UP for low-income youth.

Title IV (HEA) TRIO: Under Title IV, TRIO programs provide student services that help low-income and first-generation college students enter and complete their postsecondary education. Because Hispanic college students are more likely to be lower income and first-generation, and because Hispanics suffer the lowest high school graduation rates of any major population group, TRIO programs are of critical importance. Pre-collegiate TRIO programs such as Upward Bound are specifically designed to help students prepare for college. Hispanic college students also suffer disproportionately low retention rates, which makes the TRIO program's Student Support Services (SSS) and other retention programs of paramount importance.

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

HACU recommends a FY 2010 \$900 million appropriation for TRIO programs under Title IV of the HEA.

HACU's Public Policy Priorities

The Elementary and Secondary Education Act / No Child Left Behind (NCLB)

Hispanic enrollment in elementary and secondary school has increased significantly during the past decade. With increased immigration from Latin American countries, a higher birth rate, and a younger population with a median age of 27.6, the number of Hispanic youth attending public schools will continue to increase more rapidly than other population groups in the U.S. According to the Digest of Educational Statistics published by the U.S. Department of

Education, Hispanic students are the largest group attending K-12 schools in California (where they made up 48.5 percent of the enrollment in 2005) and Texas (45.3 percent). U.S. Bureau of the Census projections show increasing numbers of Hispanics in other key areas of the country, a trend that will have a significant impact on the economy and the public schools in these states.

The Hispanic high school status dropout rate exceeds 22 percent--the highest of any racial or ethnic group in the nation. Hispanics remain the most segregated group in public education and tend to receive poorer academic preparation for postsecondary curricula. Consequently, the pool of prospective Hispanic entrants to higher education, including HSIs, is greatly diminished.

No Child Left Behind (NCLB) is the federal effort to assist states in improving the education performance and achievement of all students who attend K-12 public schools. NCLB is scheduled for reauthorization during the 111th Congress. Reauthorization represents a window of opportunity for HACU and its membership to offer ways in which higher education can collaborate with K-12 systems to create a more integrated and successful pipeline of education.

HACU's NCLB policy agenda is intended to bring HSIs and other member institutions and K-12 school districts together as partners in initiatives to close the education and achievement gap of Hispanics. HACU's thirteen NCLB recommendations focus on the first two Titles:

TITLE I:

- Authorize a \$20 million competitive grant program for HSIs to increase the number of culturally and linguistically competent early childhood education teachers and teaching assistants prepared to address the educational and developmental needs of Hispanics and English Language Learners (ELLs), including the ability to communicate effectively with their parents.
- Authorize a \$15 million competitive grant program for HSIs to provide professional development and expertise to teachers in Hispanic-Serving School Districts (HSSDs) to expand the number of AP courses in STEM areas and to promote awareness of higher education options for high school students in the varied STEM areas.
- Authorize a \$20 million competitive grant program to support HSI/HSSD consortia to replicate the HACU-NASA pre-collegiate STEM program for middle and high school students. The program will prepare a legion of Hispanic students to pursue careers in STEM fields as well as for admission to HSIs and other colleges and universities.

TITLE II:

- Authorize a competitive grant program of \$50 million "and such sums as may be necessary" on an annual basis for HSIs to expand teacher education programs to train elementary, middle, and high school teachers to become culturally and linguistically prepared to address the needs of Hispanic students and English Language Learners.
- Authorize a competitive grant program of \$50 million "and such sums as may be necessary" on an annual basis for HSIs to develop culturally and linguistically prepared master teachers in core areas including STEM to teach at HSSDs.
- Authorize a competitive grant program \$20 million for HSIs to provide scholarships to Hispanic and other minority teachers who attend an HSI, receive a teaching certificate, and commit to teaching at an HSSD for no less than five years.

- Authorize a loan forgiveness program of \$10 million for students who attend an HSI, receive a teaching certificate and teach in an HSSD for no less than 5 years.
- Authorize a competitive grant program of \$25 million to increase the number of Hispanic faculty at HSIs conducting research to promote effective teaching strategies for Hispanics, English Language Learners and other minority students and to develop innovative school improvement models to increase high school graduation and college participation rates for Hispanics and other minority students attending HSSDs.
- Authorize a competitive grant program of \$20 million for HSIs to enhance and expand counseling programs to train culturally and linguistically prepared counselors to address the needs of Hispanics and English Language Learners in K-12 education and expose students to college opportunities and career options.
- Authorize a competitive grant program of \$10 million for HSIs to enhance teacher education programs in STEM areas to increase the number of STEM teachers at HSSDs.
- Authorize a competitive grant program of \$20 million for HSIs located in border states and in states with high Hispanic populations to retrain certified teachers from Mexico and other Latin American countries with high levels of immigration, to teach in U.S. schools in California, Arizona, Texas, Louisiana, New York, Illinois, and other areas to address the shortage of highly qualified teachers.
- Authorize \$20 million to establish an Educational Leadership Institute to train principals, superintendents, and other high level school officials for positions at the growing number of HSSDs.
- Authorize a competitive grant program of \$20 million for HSIs to train school principals with instructional leadership skills and cultural competency to serve the growing number of HSSDs.

In total HACU is proposing 27 recommendations for HSI infrastructure enhancement, teaching and outreach capacity and outreach. **A complete text of NCLB/ESEA Reauthorization Bill with amendment recommendations can be obtained at the HACU Web site (www.hacu.net) under HACU Policy Statements.**

The Development, Relief, and Education for Alien Minors (DREAM) Act

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

Currently the United States is in a period of increased population growth through immigration. Many of these new immigrants are in the U.S. without proper residency documents. Hispanic youth, who account for a sizeable number of these long term residents, are often achieving exemplary academic credentials in high school and showing a potential to become leaders and professionals in the U.S. workforce. Unfortunately, their economic and residency status often prevents them from matriculating in postsecondary education. Cognizant of these realities, HACU has adopted a policy statement supporting a comprehensive, fair immigration law that protects our borders, upholds our values as a multicultural nation and strengthens our economy

and prosperity by providing educational opportunity for all students and in particular, for immigrant students.

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

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

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

RECOMMENDATION:

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

Minority Health Disparities

According to the Center for Disease Control, life expectancy and overall health have improved in recent years for most Americans, thanks in part to an increased focus on preventive medicine and dynamic new advances and discoveries in medicine and medical technology. Yet not all Americans are benefiting equally from these advances in health care. Good health for a significant number of racial and ethnic minorities in the United States remains elusive, since access to quality health care tends to be related to economic status, race, and gender. While Americans as a group are healthier and living longer, many groups, including Hispanics and other minorities, do not share the same level of good health expectations because of limited access to the best hospitals, treatment centers and medicine and the full range of illness and disease preventive options available to other groups in society.

Compelling evidence both from demographic sources and from health care centers indicates that race and ethnicity correlate with persistent, and often increasing, health disparities that demand national attention. Indeed, despite notable progress in the overall health of the nation, there are continuing disparities in the burden of illness and death experienced by Hispanics, African

Americans, American Indians and Alaska Natives, and Native Hawaiian and other Pacific Islanders, compared to the U.S. population as a whole.

The demographic changes anticipated over the next decade magnify the importance of addressing disparities in health status. According to the U.S. Census Bureau, Hispanic and Asian persons will account for 61% of the U.S. population growth between 1995 and 2025. Groups currently experiencing poorer health status are expected to grow as a proportion of the total U.S. population; therefore, the future health of America as a whole is substantially dependent on improving the health of these racial and ethnic minorities. A national focus on disparities in health status is particularly important as major changes unfold in the way in which health care is delivered and financed.

Hispanics living in the United States are almost twice as likely to die from diabetes as are non-Hispanic whites. Although constituting only 11 percent of the total population in 1996, Hispanics accounted for 20 percent of the new cases of tuberculosis. Hispanics also have higher rates of high blood pressure and obesity than non-Hispanic whites.

Eliminating racial and ethnic disparities in health will require enhanced and scientific knowledge about preventing disease, promoting health and delivering appropriate care by professional institutional and outreach workers to Hispanic and other minority communities. Large urban areas with a diversity of cultures and the many towns and cities in border states with Mexico will require specially trained health care workers with a dedication and sensitivity to individuals with different cultures and life perspectives.

Addressing health disparities will also require improving access to the benefits of society, including quality preventive and treatment services, as well as innovative ways of working in partnership with health care systems, State and local governments, academia, national and community-based organizations, and communities themselves.

In addition, eliminating health disparities will require new knowledge about the determinants of disease, causes of disparities, and effective interventions for prevention and treatment. This will also demand research infrastructure capacity and highly trained faculty with strong research skills in areas related to health disparities.

As the nation's minorities reach 50% of the U.S. population, the need for culturally competent health care professionals will be of greater importance, especially for the Hispanic community with a substantial numbers of recent immigrants without strong English speaking and comprehension skills. These immigrants are relocating in almost every state in the nation, beyond the traditional centers in large cities where earlier immigrants concentrated.

Hispanic-Serving Institutions (HSIs), which enroll 50% of Hispanics in postsecondary education, are well poised to train health care professionals with the special academic and technical skills for a diverse health care workforce. According to the U.S. Department of Labor, ten of the 30 fastest growing occupations between 2004 and 2014 will be health related; see Appendix F for a list of the "Fastest growing occupations, 2004-14" U.S. Department of Labor. We can expect the demand for health care professionals to increase substantially as the overall nation's population

ages with a concomitant increase in gerontology-related illnesses. The preparation of new health care professionals is already a matter of urgency, according to the American Association of Colleges of Nursing, which reports that the supply of nurses is dwindling because current nurses are aging and leaving the workforce in increasing numbers and health care career options are increasing.

Over 97 HSIs offer baccalaureate and graduate degrees in health areas and 58 HSI community colleges offer associate degrees with a health focus, (see attached Appendix G for a listing of HSI 2-year colleges offering health degrees), and (Appendix H for a listing of HSI 4-year colleges offering health degrees). In addition many HSIs are situated in or near Hispanic population centers where direct access to the Hispanic community for research as well as for internship opportunities for students in health care professions programs.

HACU is in the process of developing a “Minority Health Disparities Policy Document” with a focus on Hispanic health disparities, health care workforce development, disease and illness directed research and health care outreach to minority communities.

Workforce Investment Act (WIA)

The Workforce Investment Act (WIA) of 1998 (Public Law 105-220) was signed into law on Aug. 7, 1998 and was scheduled to be reauthorized in 2003. However, while the WIA has been discussed extensively by Congress, it was not reauthorized in either the 109th and 110th Congress. It is expected that WIA will be reauthorized during the 111th Congress given the interest in and urgency for training citizens for new jobs in a period of serious economic recession.

At both the state and the national level there is great interest in reauthorizing WIA to provide federal resources to support job education and training, not only for current jobs but more importantly for the new jobs needed to drive a new economy. Training workers with cutting edge expertise and talent will be critical to retooling and revitalizing the nation’s infrastructure.

Many of the industries and manufacturing centers will need to develop new processes for creating and producing goods for national and international markets. Only through the development, production and trade of new products utilizing new technology will the nation be able to maintain its innovation and manufacturing leadership in the world’s economy.

Because the major focus of the WIA is to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs, the nation’s postsecondary institutions will play a key role.

According to the Institute for the Study of Family, Work and Community, community colleges are well positioned in their communities’ economic and workforce development. In fact, the Institute points out that the kind of training that community colleges routinely provide leads to better outcomes for students than short training or quick job placement. By investment in human capital, community college training leads to greater sustained income gains and stronger

attachment to the labor force than does short-term training or job search assistance, see Appendix I for Table 1 which illustrates the number and percentage of community colleges with programs on the eligible training providers lists and Table 3 which shows the number and percentage of WIA participants who received training and who received training at community colleges for program year (PY) 2004.

Hispanic-Serving Institutions, over half which are community colleges, many located in high density urban areas, must play a significant role in training new workers for the changing industrial and manufacturing demands of the nation. These community colleges serve populations with maximum growth potential fueled both by a young Hispanic population and by continued immigration of a young workforce from Latin America and the Caribbean nations.

HACU will develop a more detailed policy position on the role of HSIs and particularly community colleges in the reauthorization of the Workforce Investment Act. As customary, HACU will collaborate with its membership to develop recommendations for amendments. The WIA HACU Policy Document will be transmitted to both chambers of Congress and to the Administration prior to their deliberations on reauthorization during the 111th Congress.

Conclusion

HACU, with the support of its membership, continues to work both independently and in collaboration with other educational associations and organizations to achieve HACU's public policy priorities for the reauthorization of No Child Left Behind, as well as other federal legislative and funding objectives that will enhance the infrastructure and quality of HSIs. With strong federal and state support, HSIs can increase access and achievement for Hispanics in higher education and help develop an outstanding workforce for the nation.

The HACU 2009 Legislative Agenda also addresses FY 2010 appropriations goals which HACU and its membership will present to the 111th Congress through programmatic requests critical to sealing the PK-Graduate School pipeline for Hispanics and other groups.

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

By 2050, Hispanics will have more than tripled in number since 2000, comprising more than 25 percent of the U.S. population. The academic success of this generation of Hispanic Americans will have a dramatic impact on the present and future prosperity, security and social life of our nation. HSIs and others committed to Hispanic educational success have a vital role to play in this process. HACU's Legislative Agenda for FY 2009 presents recommendations essential to assuring a bright future, not only for Hispanics, but for all Americans.

APPENDICES

**HISPANIC SERVING INSTITUTIONS
BY CONGRESSIONAL DISTRICT
2008**

tate	Representative	Party	District	Institution
ARKANSAS (Total:1)				
AR	Boozman, John	R	3rd	Ecclesia College
ARIZONA (Total: 14)				
AZ	Kirkpatrick, Ann	D	1 th	Central Arizona College
AZ	Pastor, Ed	D	4 th	Gateway Community College
AZ	Pastor, Ed	D	4 th	AIBT International Institute of Americas, Phoenix
AZ	Pastor, Ed	D	4 th	AIBT International Institute of Business, Phoenix
AZ	Pastor, Ed	D	4 th	AIBT International Institute of Americas, West Valley
AZ	Pastor, Ed	D	4 th	Phoenix College
AZ	Pastor, Ed	D	4 th	South Mountain Community College
AZ	Flake, Jeff	R	6 th	AIBT International Institute of Americas, Mesa
AZ	Grijalva, Raul	D	7 th	Arizona Western College
AZ	Grijalva, Raul	D	7 th	Estrella Mountain Community College
AZ	Grijalva, Raul	D	7 th	Pima County Community College District
AZ	Giffords, Gabrielle	D	8 th	Cochise College
AZ	Giffords, Gabrielle	D	8 th	University of Arizona South
AZ	Giffords, Gabrielle	D	8 th	AIBT International Institute of Americas, Tucson
CALIFORNIA (Total: 93)				
CA	Herger, Wally	R	2nd	Yuba College
CA	Miller, George	D	7th	Contra Costa College
CA	Miller, George	D	7th	Los Medanos College
CA	Eshoo, Anna	D	14th	Cañada College
CA	Honda, Michael	D	15th	San Jose City College
CA	Honda, Michael	D	15th	Heald College, San Jose
CA	Honda, Michael	D	15th	Gavilan College, Gilroy Campus
CA	Honda, Michael	D	15th	San Jose City College
CA	Lofgren, Zoe	D	16th	Evergreen Valley College
CA	Lofgren, Zoe	D	16th	The National Hispanic University
CA	Farr, Sam	D	17th	California State University-Monterey Bay
CA	Farr, Sam	D	17th	Hartnell College
CA	Farr, Sam	D	17th	Heald College - Salinas
CA	Farr, Sam	D	17th	Cabrillo College
CA	Cardoza, Dennis	D	18th	Heald College -Stockton
CA	Cardoza, Dennis	D	18th	Merced College
CA	Cardoza, Dennis	D	18th	Modesto Junior College
CA	Cardoza, Dennis	D	18th	Yosemite Community College District
CA	Cardoza, Dennis	D	18th	University of California, Merced
CA	Radanovich, George	R	19th	California State University-Stanislaus
CA	Radanovich, George	R	19th	Fresno City College
CA	Radanovich, George	R	19th	Heald College of Business - Fresno
CA	Costa, Jim	D	20th	West Hills Community College
CA	Costa, Jim	D	20th	Fresno Pacific University
CA	Nunes, Devin	R	21st	California State University-Fresno
CA	Nunes, Devin	R	21st	College of the Sequoias
CA	Nunes, Devin	R	21st	Porterville College
CA	Nunes, Devin	R	21st	Reedley College
CA	Nunes, Devin	R	21st	San Joaquin College of Law
CA	McCarthy, Kevin	R	22nd	Taft College
CA	McCarthy, Kevin	R	22nd	Antelope Valley College
CA	McCarthy, Kevin	R	22nd	Bakersfield College
CA	McCarthy, Kevin	R	22nd	California State University-Bakersfield
CA	McCarthy, Kevin	R	22nd	Kern Community College District
CA	Capps, Lois	D	23rd	Santa Barbara City College
CA	Capps, Lois	D	23rd	Allan Hancock College
CA	Capps, Lois	D	23rd	Oxnard College
CA	Gallegly, Elton	R	24th	Ventura College
CA	Gallegly, Elton	R	24th	St. John's Seminary College
CA	Gallegly, Elton	R	24th	St. John's Seminary
CA	McKeon, Howard P. "Buck"	R	25th	Victor Valley College
CA	McKeon, Howard P. "Buck"	R	25th	Barstow Community College
CA	Dreier, David	R	26th	Chaffey College
CA	Dreier, David	R	26th	Citrus College
CA	Dreier, David	R	26th	Mount San Antonio College
CA	Dreier, David	R	26th	University of LaVerne
CA	Sherman, Brad	D	27th	California State University-Northridge
CA	Sherman, Brad	D	27th	Los Angeles Mission College
CA	Sherman, Brad	D	27th	Woodbury University
CA	Sherman, Brad	D	27th	Los Angeles Pierce College
CA	Berman, Howard L.	D	28th	Los Angeles Valley College
CA	Schiff, Adam	D	29th	Glendale Community College
CA	Schiff, Adam	D	29th	Pacific Oaks College
CA	Schiff, Adam	D	29th	Pasadena City College
CA	Waxman, Henry	D	30th	Mount Saint Mary's College, Los Angeles Campus
CA	Waxman, Henry	D	30th	Santa Monica College
CA	Becerra, Xavier	D	31st	Los Angeles City College

**HISPANIC SERVING INSTITUTIONS
BY CONGRESSIONAL DISTRICT
2008**

State	Representative	Party	District	Institution
CA	Becerra, Xavier	D	31st	Los Angeles Trade-Technical College
CA	Solis, Hilda	D	32nd	California State University-Los Angeles
CA	Solis, Hilda	D	32nd	East San Gabriel Valley Regional Occupational Program
CA	Solis, Hilda	D	32nd	Don Bosco Technical Institute
CA	Solis, Hilda	D	32nd	East Los Angeles College
CA	Watson, Diane	D	33rd	West Los Angeles College
CA	Roybal-Allard, Lucie	D	34th	Los Angeles County College of Nursing & Allied Health
CA	Waters, Maxine	D	35th	El Camino College District, El Camino College
CA	Harman, Jane	D	36th	Los Angeles Harbor College
CA	Richardson, Laura	D	37th	California State University-Dominguez Hills
CA	Richardson, Laura	D	37th	Compton Community College
CA	Richardson, Laura	D	37th	Long Beach City College-Long Beach Campus
CA	Napolitano, Grace	D	38th	California State Polytechnic University, Pomona
CA	Napolitano, Grace	D	38th	Rio Hondo College
CA	Sanchez, Linda	D	39th	Cerritos College
CA	Sanchez, Linda	D	39th	Whittier College
CA	Royce, Edward	R	40th	California State University-Fullerton
CA	Royce, Edward	R	40th	Cypress College
CA	Royce, Edward	R	40th	Fullerton College
CA	Royce, Edward	R	40th	Santiago Canyon College
CA	Lewis, Jerry	R	41st	Victor Valley Community College
CA	Lewis, Jerry	R	41st	California State University-San Bernardino
CA	Lewis, Jerry	R	41st	Mt. San Jacinto Community College-San Jacinto
CA	Baca, Joe	D	43rd	San Bernardino Valley College
CA	Calvert, Ken	R	44th	La Sierra University
CA	Calvert, Ken	R	44th	Riverside Community College District
CA	Calvert, Ken	R	44th	San Joaquin Delta College
CA	Bono, Mary	R	45th	College of the Desert
CA	Bono, Mary	R	45th	Palo Verde College
CA	Rohrabacher, Dana	R	46th	California State University - Long Beach
CA	Sanchez, Loretta	D	47th	Santa Ana College
CA	Bilbray, Brian	R	50th	Palomar College
CA	Filner, Bob	D	51st	Imperial Valley College
CA	Filner, Bob	D	51st	San Diego State University, Imperial Valley
CA	Filner, Bob	D	51st	Southwestern College
CA	Davis, Susan A.	D	53rd	San Diego City College
COLORADO (Total: 7)				
CO	DeGette, Diana	D	1st	Community College of Denver
CO	Salazar, John T.	D	3rd	Adams State College
CO	Salazar, John T.	D	3rd	Otero Junior College
CO	Salazar, John T.	D	3rd	Pueblo Community College
CO	Salazar, John T.	D	3rd	Trinidad State Junior College
CO	Salazar, John T.	D	3rd	University of Southern Colorado
CO	Salazar, John T.	D	3rd	Colorado State University, Pueblo
CONNECTICUT (Total: 2)				
CT	Larson, John	D	1st	Capital Community College
CT	Courtney, Joseph	D	2nd	Connecticut College
FLORIDA (Total: 17)				
FL	Mica, L. John	R	7th	City College, Casselberry
FL	Posey, Bill	R	15th	Valencia Community College-Osceola Campus
FL	Rooney, Tom	R	16th	Hobe Sound Bible College
FL	Meeck, Kendrick	D	17th	Barry University
FL	Meeck, Kendrick	D	17th	Miami-Dade Community College-North Campus
FL	Meeck, Kendrick	D	17th	St. Thomas University
FL	Meeck, Kendrick	D	17th	Trinity International University, South Florida Campus
FL	Ros-Lehtinen, Ileana	R	18th	Miami-Dade Community College-District
FL	Ros-Lehtinen, Ileana	R	18th	St. John Vianney College Seminary
FL	Ros-Lehtinen, Ileana	R	18th	University of Miami
FL	Wexler, Robert	D	19th	St. Vincent De Paul Regional Seminary
FL	Schultz, Debbie Wasserman	D	20th	Nova Southeastern University
FL	Schultz, Debbie Wasserman	D	20th	Talmudic College of Florida
FL	Schultz, Debbie Wasserman	D	20th	Broward Community College, District Administrative Offices
FL	Diaz - Balart, Lincoln	R	21st	Jones College-Miami Campus
FL	Diaz - Balart, Lincoln	R	21st	City College, Miami
FL	Diaz - Balart, Lincoln	R	21st	Carlos Albizu University, Miami Campus
FL	Diaz - Balart, Lincoln	R	21st	Florida International University
ILLINOIS (Total: 11)				
IL	Lipinski, William	D	3rd	Morton College
IL	Lipinski, William	D	3rd	Richard J. Daley College, City Colleges of Chicago
IL	Emanuel, Rahm	D	5th	Triton College
IL	Emanuel, Rahm	D	5th	Northeastern Illinois University
IL	Emanuel, Rahm	D	5th	Wilbur Wright College
IL	Davis, Danny	D	7th	Lexington College
IL	Davis, Danny	D	7th	Malcolm X College, City Colleges of Chicago
IL	Schakowsky, Janice	D	9th	Harry S. Truman College, City Colleges of Chicago

HISPANIC SERVING INSTITUTIONS BY CONGRESSIONAL DISTRICT 2008

State	Representative	Party	District	Institution
IL	Schakowsky, Janice	D	9th	St. Augustine College
IL	Foster, Bill	D	14th	Waubensee Community College
IL	Foster, Bill	D	14th	Elgin Community College
KANSAS (Total: 2)				
KS	Moran, Jerry	R	1st	Seward County Community College
KS	Moore, Dennis	D	3rd	Donnelly College
MASSACHUSETTS (Total: 4)				
MA	Tsongas, Niki	D	5th	Atlantic Union College
MA	Frank, Barney	D	4th	Hebrew College
MA	Tierney, John F.	D	6th	Salem State College
MA	Capauno, Michael E.	D	8th	Urban College of Boston
NEW JERSEY (Total: 5)				
NJ	Lance, Leonard	R	7th	Union County College-Cranford
NJ	Pascrell Jr., William	D	8th	Passaic County Community College, Paterson
NJ	Payne, Donald M.	D	10th	New Jersey City University
NJ	Sires, Albio	D	13th	Hudson County Community College
NJ	Sires, Albio	D	13th	St. Peter's College
NEW MEXICO (Total: 26)				
NM	Heinrich, Martin	D	1st	International Institute of the Americas
NM	Heinrich, Martin	D	1st	Metropolitan College
NM	Heinrich, Martin	D	1st	Albuquerque Technical Vocational Institute
NM	Heinrich, Martin	D	1st	University of New Mexico
NM	Heinrich, Martin	D	1st	University of New Mexico, Valencia
NM	Heinrich, Martin	D	1st	Central New Mexico Community College
NM	Teague, Harry	D	2nd	College of the Southwest
NM	Teague, Harry	D	2nd	New Mexico State University - Alamogordo
NM	Teague, Harry	D	2nd	Dona Ana Branch Community College
NM	Teague, Harry	D	2nd	Eastern New Mexico University-Roswell
NM	Teague, Harry	D	2nd	New Mexico Junior College
NM	Teague, Harry	D	2nd	New Mexico State University- Main
NM	Teague, Harry	D	2nd	New Mexico State University at Carlsbad
NM	Teague, Harry	D	2nd	New Mexico State University, Grants
NM	Teague, Harry	D	2nd	Western New Mexico University
NM	Lujan, Ben Ray	D	3rd	Clovis Community Colleges
NM	Lujan, Ben Ray	D	3rd	College of Santa Fe
NM	Lujan, Ben Ray	D	3rd	Eastern New Mexico University- Main
NM	Lujan, Ben Ray	D	3rd	Luna Community College
NM	Lujan, Ben Ray	D	3rd	Mesa Technical College
NM	Lujan, Ben Ray	D	3rd	Mesalands Community College
NM	Lujan, Ben Ray	D	3rd	New Mexico Highlands University
NM	Lujan, Ben Ray	D	3rd	Northern New Mexico Community College
NM	Lujan, Ben Ray	D	3rd	Santa Fe Community College
NM	Lujan, Ben Ray	D	3rd	University of New Mexico, Los Alamos
NM	Lujan, Ben Ray	D	3rd	University of New Mexico, Taos
NEW YORK (Total: 13)				
NY	Velazquez, M. Nydia	D	12th	Professional Business College
NY	Crowley, Joseph	D	7th	Vaughn College of Aeronautics and Technology
NY	Nadler, Jerrold	D	8th	Borough of Manhattan Community College, CUNY
NY	Nadler, Jerrold	D	8th	John Jay College of Criminal Justice, CUNY
NY	Towns, Edolphus	D	10th	New York Technical College, CUNY
NY	Maloney, Carolyn	D	14th	LaGuardia Community College
NY	Rangel, Charles B.	D	15th	Boricua College
NY	Rangel, Charles B.	D	15th	City College, CUNY
NY	Serrano, Jose	D	16th	Bronx Community College, CUNY
NY	Serrano, Jose	D	16th	Eugenia Maria de Hostos CUNY,
NY	Engel, Eliot	D	17th	College of Mount St. Vincent
NY	Engel, Eliot	D	17th	Herbert H. Lehman College, CUNY
NY	Lowey, Nita	D	18th	Mercy College
NORTH CAROLINA (Total: 1)				
NC	Miller, Brad	D	13th	Greensboro College
OREGON (Total: 1)				
OR	Schrader, Kurt	D	5th	Mount Angel Seminary
PUERTO RICO (Total: 58)				
PR	Pierluisi, Pedro	D		American University of Puerto Rico, Manati
PR	Pierluisi, Pedro	D		American University of Puerto Rico
PR	Pierluisi, Pedro	D		American University of Puerto Rico, Bayamon
PR	Pierluisi, Pedro	D		Atlantic College
PR	Pierluisi, Pedro	D		Bayamon Central University
PR	Pierluisi, Pedro	D		Caribbean University, Bayamon
PR	Pierluisi, Pedro	D		Caribbean University, Carolina
PR	Pierluisi, Pedro	D		Caribbean University, Ponce
PR	Pierluisi, Pedro	D		Caribbean University, Vega Baja
PR	Pierluisi, Pedro	D		Carlos Albizu University
PR	Pierluisi, Pedro	D		Center for Advanced Studies on Puerto Rico and the Caribbean
PR	Pierluisi, Pedro	D		Centro de Estudios Multidisciplinarios, Humacao

**HISPANIC SERVING INSTITUTIONS
BY CONGRESSIONAL DISTRICT
2008**

State	Representative	Party	District	Institution
PR	Pierluisi, Pedro	D		Centro de Estudios Multidisciplinarios, Metropolitano
PR	Pierluisi, Pedro	D		Colegio Universitario de San Juan
PR	Pierluisi, Pedro	D		Colegio Biblico Pentecostal de Puerto Rico
PR	Pierluisi, Pedro	D		Conservatory of Music of Puerto Rico
PR	Pierluisi, Pedro	D		Escuela de Artes Plasticas de Puerto
PR	Pierluisi, Pedro	D		Humacao Community College
PR	Pierluisi, Pedro	D		Inter-American University Aguadilla
PR	Pierluisi, Pedro	D		Inter-American University Arecibo
PR	Pierluisi, Pedro	D		Inter-American University Barranquitas
PR	Pierluisi, Pedro	D		Inter-American University Bayamon
PR	Pierluisi, Pedro	D		Inter-American University Central Office
PR	Pierluisi, Pedro	D		Inter American University Fajardo
PR	Pierluisi, Pedro	D		Inter-American University Guayama
PR	Pierluisi, Pedro	D		Inter-American University Metropolitano
PR	Pierluisi, Pedro	D		Inter-American University Ponce
PR	Pierluisi, Pedro	D		Inter-American University San German
PR	Pierluisi, Pedro	D		Inter-American University School of Law
PR	Pierluisi, Pedro	D		Inter-American University School of Optometry
PR	Pierluisi, Pedro	D		Ponce School of Medicine
PR	Pierluisi, Pedro	D		Pontifical Catholic University Arecibo
PR	Pierluisi, Pedro	D		Pontifical Catholic University Guayama
PR	Pierluisi, Pedro	D		Pontifical Catholic University Mayaguez
PR	Pierluisi, Pedro	D		Pontifical Catholic University Ponce
PR	Pierluisi, Pedro	D		Seminario Evangelico de Puerto Rico
PR	Pierluisi, Pedro	D		Sistema Universitario Ana G. Mendez
PR	Pierluisi, Pedro	D		The Technological College of San Juan
PR	Pierluisi, Pedro	D		Universal Technology College of Puerto Rico
PR	Pierluisi, Pedro	D		Universidad Adventista de las Antillas
PR	Pierluisi, Pedro	D		Universidad Central de Caribe
PR	Pierluisi, Pedro	D		Universidad del Este
PR	Pierluisi, Pedro	D		Universidad del Turabo
PR	Pierluisi, Pedro	D		Universidad Metropolitana
PR	Pierluisi, Pedro	D		Universidad Politecnica de Puerto Rico
PR	Pierluisi, Pedro	D		University of Puerto Rico, Aguadilla
PR	Pierluisi, Pedro	D		University of Puerto Rico, Arecibo
PR	Pierluisi, Pedro	D		University of Puerto Rico, Bayamon
PR	Pierluisi, Pedro	D		University of Puerto Rico, Carolina
PR	Pierluisi, Pedro	D		University of Puerto Rico, Cayey
PR	Pierluisi, Pedro	D		University of Puerto Rico, Central Administration
PR	Pierluisi, Pedro	D		University of Puerto Rico, Humacao
PR	Pierluisi, Pedro	D		University of Puerto Rico, Mayaguez
PR	Pierluisi, Pedro	D		University of Puerto Rico, Medical Sciences
PR	Pierluisi, Pedro	D		University of Puerto Rico, Ponce
PR	Pierluisi, Pedro	D		University of Puerto Rico, Rio Piedras
PR	Pierluisi, Pedro	D		University of Puerto Rico, Utuado
PR	Pierluisi, Pedro	D		University of Sacred Heart
TEXAS (Total: 47)				
TX	Hensarling, Jeb	R	5th	El Centro College
TX	Green, Al	D	9th	College of Biblical Studies, Houston
TX	Conaway, Michael K.	R	11th	Western Texas College
TX	Thornberry, William "Mac"	R	13th	Amarillo College
TX	Paul, Ron	R	14th	Victoria College
TX	Paul, Ron	R	14th	Galveston College
TX	Hinojosa, Ruben	D	15th	Coastal Bend College
TX	Hinojosa, Ruben	D	15th	South Texas Community College
TX	Hinojosa, Ruben	D	15th	Texas A&M, Kingsville
TX	Hinojosa, Ruben	D	15th	University of Texas at Pan American
TX	Reyes, Silvestre	D	16th	El Paso Community College
TX	Reyes, Silvestre	D	16th	University of Texas at El Paso
TX	Jackson-Lee, Sheila	D	18th	Houston Community College System
TX	Jackson-Lee, Sheila	D	18th	University of Houston, Downtown
TX	Jackson-Lee, Sheila	D	18th	University of St. Thomas
TX	Neugebauer, Randy	R	19th	Howard College
TX	Neugebauer, Randy	R	19th	Midland College
TX	Neugebauer, Randy	R	19th	Odessa College
TX	Neugebauer, Randy	R	19th	South Plains College
TX	Neugebauer, Randy	R	19th	University of Texas at Permian Basin
TX	Gonzalez, Charles A.	D	20th	Alamo Community College District
TX	Gonzalez, Charles A.	D	20th	Northwest Vista College
TX	Gonzalez, Charles A.	D	20th	San Antonio College
TX	Gonzalez, Charles A.	D	20th	St. Mary's University
TX	Gonzalez, Charles A.	D	20th	Oblate School of Theology
TX	Gonzalez, Charles A.	D	20th	Our Lady of the Lake University
TX	Gonzalez, Charles A.	D	20th	University of the Incarnate Word
TX	Gonzalez, Charles A.	D	20th	University of Texas San Antonio Health Science
TX	Smith, Lamar	R	21st	St. Philip's College
TX	Rodriguez, Ciro	D	23rd	Baptist University of the Americas

**HISPANIC SERVING INSTITUTIONS
BY CONGRESSIONAL DISTRICT
2008**

State	Representative	Party	District	Institution
TX	Rodriguez, Ciro	D	23rd	Laredo Community College
TX	Rodriguez, Ciro	D	23rd	Southwest Texas Junior College
TX	Rodriguez, Ciro	D	23rd	Sul Ross State University
TX	Rodriguez, Ciro	D	23rd	Texas A&M International University
TX	Rodriguez, Ciro	D	23rd	University of Texas at San Antonio
TX	Marchant, Kenny	R	24th	Mountain View College
TX	Doggett, Lloyd	D	25th	St. Edwards's University
TX	Doggett, Lloyd	D	25th	Houston-Tillotson University
TX	Ortiz, Solomon	D	27th	Del Mar College
TX	Ortiz, Solomon	D	27th	Texas A&M, Corpus Christi
TX	Ortiz, Solomon	D	27th	Texas State Tech. College, Harlingen
TX	Ortiz, Solomon	D	27th	University of Texas at Brownsville
TX	Cuellar, Henry	D	28th	Palo Alto College
TX	Cuellar, Henry	D	28th	St. Philip's College
TX	Cuellar, Henry	D	28th	South Texas College
TX	Green, Gene	D	29th	San Jacinto College Central
TX	Green, Gene	D	29th	San Jacinto College, North Campus
WASHINGTON STATE (Total: 3)				
WA	Hastings, Doc	R	4th	Yakima Valley Community College
WA	Hastings, Doc	R	4th	Columbia Basin College
WA	Hastings, Doc	R	4th	Heritage College

TOTAL: 305

Prepared by Hispanic Association of Colleges and Universities, November 2008, with data provided by www.house.gov and IPED data for 2005.

Emerging HSIs :Part time and Full time Hispanic Student Enrollment

Institution	City	State	PT UG HI	PT UG total	FT UG Hisp	FT UG total	PT U HpFTE	PT U Tot FTE	FTE Hp	FTE Total	% Hisp FTE
Glendale Community College	Glendale	AZ	3168	13406	1216	5727	1056	4469	2272	10196	22.28%
Arizona State University at the West Campus	Glendale	AZ	396	1881	918	5060	132	627	1050	5687	18.46%
Contra Costa College	San Pablo	CA	1129	4763	526	2107	376	1588	902	3695	24.42%
California State University-Channel Islands	Camarillo	CA	159	587	556	2315	53	196	609	2511	24.26%
Santa Monica College	Santa Monica	CA	5097	18476	2095	9861	1699	6159	3794	16020	23.68%
Crafton Hills College	Yucaipa	CA	782	3352	472	2054	261	1117	733	3171	23.10%
College of the Canyons	Santa Clarita	CA	2793	10558	1385	6509	931	3519	2316	10028	23.09%
California Christian College	Fresno	CA	0	4	7	29	0	1	7	30	23.08%
Heald College-San Francisco	San Francisco	CA	15	96	52	215	5	32	57	247	23.08%
Santa Barbara City College	Santa Barbara	CA	3710	14376	1401	6640	1237	4792	2638	11432	23.07%
Chabot College	Hayward	CA	2029	8834	865	3910	676	2945	1541	6855	22.49%
Glendale Community College	Glendale	CA	2781	10916	942	4811	927	3639	1869	8450	22.12%
Trinity Life Bible College	Sacramento	CA	13	146	23	75	4	49	27	124	22.10%
Palomar College	San Marcos	CA	4455	17869	1647	8249	1485	5956	3132	14205	22.05%
California State University-San Marcos	San Marcos	CA	418	1950	1214	5650	139	650	1353	6300	21.48%
Napa Valley College	Napa	CA	913	5005	463	1922	304	1668	767	3590	21.37%
Cuyamaca College	El Cajon	CA	1189	5824	417	1923	396	1941	813	3864	21.05%
Notre Dame de Namur University	Belmont	CA	32	236	135	621	11	79	146	700	20.82%
Antioch University-Santa Barbara Branch	Santa Barbara	CA	9	55	8	35	3	18	11	53	20.63%
San Diego State University	San Diego	CA	1342	5113	4596	22798	447	1704	5043	24502	20.58%
Saint Marys College of California	Moraga	CA	45	425	504	2410	15	142	519	2552	20.34%
Chapman University-University College	Orange	CA	268	1446	200	943	89	482	289	1425	20.30%
Miracosta College	Oceanside	CA	1542	6842	626	3368	514	2281	1140	5649	20.18%
Holy Names University	Oakland	CA	18	176	95	444	6	59	101	503	20.09%
Loyola Marymount University	Los Angeles	CA	66	331	1064	5415	22	110	1086	5525	19.65%
College of San Mateo	San Mateo	CA	1435	7796	558	2717	478	2599	1036	5316	19.50%
Marymount College	Rancho Palos Verdes	CA	4	25	118	627	1	8	119	635	18.78%
University of California-Santa Barbara	Santa Barbara	CA	84	503	3311	17709	28	168	3339	17877	18.68%
Loma Linda University	Loma Linda	CA	62	310	160	865	21	103	181	968	18.66%
Skyline College	San Bruno	CA	1034	5624	440	2334	345	1875	785	4209	18.64%
Los Angeles Southwest College	Los Angeles	CA	862	4416	249	1469	287	1472	536	2941	18.24%
Orange Coast College	Costa Mesa	CA	2611	13232	1591	9448	870	4411	2461	13859	17.76%
San Diego Mesa College	San Diego	CA	2781	15550	961	5581	927	5183	1888	10764	17.54%
Grossmont College	El Cajon	CA	1861	9913	1116	6617	620	3304	1736	9921	17.50%
Colorado State University-Pueblo	Pueblo	CO	404	1814	749	3273	135	605	884	3878	22.79%
Aims Community College	Greeley	CO	536	2983	363	1897	179	994	542	2891	18.73%
Housatonic Community College	Bridgeport	CT	635	2942	314	1489	212	981	526	2470	21.28%
Norwalk Community College	Norwalk	CT	733	3938	420	2102	244	1313	664	3415	19.46%
Southwest Florida College	Fort Myers	FL	70	413	382	1572	23	138	405	1710	23.71%
Valencia Community College	Orlando	FL	4056	17723	2995	12522	1352	5908	4347	18430	23.59%
University of Miami	Coral Gables	FL	309	691	2104	9818	103	230	2207	10048	21.96%
International College	Naples	FL	73	361	233	1093	24	120	257	1213	21.21%

Emerging HSIs :Part time and Full time Hispanic Student Enrollment

Hillsborough Community College	Tampa	FL	3027	14451	1448	6842	1009	4817	2457	11659	21.07%
Johnson & Wales University-Florida Campus	North Miami	FL	27	130	421	2085	9	43	430	2128	20.20%
Saint John Vianney College Seminary	Miami	FL	3	5	8	43	1	2	9	45	20.15%
Talmudic College of Florida	Miami Beach	FL			6	31	0	0	6	31	19.35%
South Florida Community College	Avon Park	FL	306	1599	149	815	102	533	251	1348	18.62%
City College	Fort Lauderdale	FL	2	18	96	520	1	6	97	526	18.38%
Elgin Community College	Elgin	IL	2491	6888	492	3184	830	2296	1322	5480	24.13%
Robert Morris College	Chicago	IL	65	294	982	4218	22	98	1004	4316	23.25%
City Colleges of Chicago-Harold Washington College	Chicago	IL	819	4248	959	4054	273	1416	1232	5470	22.52%
Dominican University	River Forest	IL	31	189	288	1273	10	63	298	1336	22.33%
College of Lake County	Grayslake	IL	2901	10950	698	4608	967	3650	1665	8258	20.16%
City Colleges of Chicago-Olive-Harvey College	Chicago	IL	472	2293	333	1992	157	764	490	2756	17.79%
Calumet College of Saint Joseph	Whiting	IN	122	628	97	463	41	209	138	672	20.48%
Garden City Community College	Garden City	KS	325	1216	199	906	108	405	307	1311	23.44%
School of Urban Missions	Gretna	LA	12	52	12	50	4	17	16	67	23.76%
Atlantic Union College	South Lancaster	MA	22	131	122	622	7	44	129	666	19.43%
Northern Essex Community College	Haverhill	MA	887	4010	401	2351	296	1337	697	3688	18.89%
Cambridge College	Cambridge	MA	136	647	49	287	45	216	94	503	18.77%
Bergen Community College	Paramus	NJ	1481	6870	1858	7738	494	2290	2352	10028	23.45%
Essex County College	Newark	NJ	730	4728	1369	6244	243	1576	1612	7820	20.62%
Kean University	Union	NJ	453	2393	1446	7597	151	798	1597	8395	19.02%
Bloomfield College	Bloomfield	NJ	69	455	306	1629	23	152	329	1781	18.48%
Rutgers University-Newark	Newark	NJ	237	1548	900	4955	79	516	979	5471	17.89%
Montclair State University	Montclair	NJ	437	2185	1776	10180	146	728	1922	10908	17.62%
Cumberland County College	Vineland	NJ	278	1545	328	1881	93	515	421	2396	17.56%
New Mexico Institute of Mining and Technology	Socorro	NM	46	143	258	1167	15	48	273	1215	22.50%
New Mexico Military Institute	Roswell	NM			104	467	0	0	104	467	22.27%
Community College of Southern Nevada	Las Vegas	NV	5851	27425	1349	7989	1950	9142	3299	17131	19.26%
CUNY Graduate School and University Center	New York	NY	41	181	16	74	14	60	30	134	22.08%
CUNY Queensborough Community College	Bayside	NY	1263	6650	1447	6500	421	2217	1868	8717	21.43%
Bramson ORT College	Forest Hills	NY	7	24	109	516	2	8	111	524	21.25%
Metropolitan College of New York	New York	NY	22	77	162	773	7	26	169	799	21.20%
SUNY Westchester Community College	Valhalla	NY	991	6001	1261	5578	330	2000	1591	7578	21.00%
Nyack College	Nyack	NY	123	373	293	1597	41	124	334	1721	19.40%
Institute of Design and Construction	Brooklyn	NY	13	113	15	65	4	38	19	103	18.83%
CUNY Hunter College	New York	NY	1117	5337	1884	10468	372	1779	2256	12247	18.42%
Dominican College of Blauvelt	Orangeburg	NY	38	455	219	1160	13	152	232	1312	17.66%
Mount Angel Seminary	Saint Benedict	OR			17	90	0	0	17	90	18.89%
Western Texas College	Snyder	TX	319	1598	113	376	106	533	219	909	24.14%
Lee College	Baytown	TX	983	3618	383	1743	328	1206	711	2949	24.10%
Amarillo College	Amarillo	TX	1677	7004	792	3352	559	2335	1351	5687	23.76%
Angelo State University	San Angelo	TX	243	884	1151	4921	81	295	1232	5216	23.62%
Eastfield College	Mesquite	TX	2131	9021	699	2994	710	3007	1409	6001	23.48%

Emerging HSIs :Part time and Full time Hispanic Student Enrollment

University of Houston-Victoria	Victoria	TX	193	857	109	458	64	286	173	744	23.31%
Austin Community College District	Austin	TX	6027	23821	1987	9218	2009	7940	3996	17158	23.29%
Texas State Technical College-West Texas	Sweetwater	TX	145	645	201	892	48	215	249	1107	22.52%
Alvin Community College	Alvin	TX	573	2593	311	1403	191	864	502	2267	22.14%
Frank Phillips College	Borger	TX	143	745	143	636	48	248	191	884	21.56%
University of Houston	Houston	TX	1975	7798	4045	19602	658	2599	4703	22201	21.18%
North Lake College	Irving	TX	1603	6446	542	2951	534	2149	1076	5100	21.11%
Texas State University-San Marcos	San Marcos	TX	1076	4456	3946	19112	359	1485	4305	20597	20.90%
Schreiner University	Kerrville	TX	6	58	174	824	2	19	176	843	20.87%
Austin Graduate School of Theology	Austin	TX	3	26	2	6	1	9	3	15	20.45%
Northwood University	Cedar Hill	TX	30	210	160	769	10	70	170	839	20.26%
Texas Wesleyan University	Fort Worth	TX	98	523	206	1005	33	174	239	1179	20.24%
North Harris Montgomery Community College Dist	The Woodlands	TX	7072	33114	1421	7732	2357	11038	3778	18770	20.13%
College of Biblical Studies-Houston	Houston	TX	327	1094	41	390	109	365	150	755	19.88%
College of the Mainland	Texas City	TX	500	2560	241	1274	167	853	408	2127	19.16%
University of Houston-Clear Lake	Houston	TX	405	2126	375	2029	135	709	510	2738	18.63%
Clarendon College	Clarendon	TX	84	531	111	571	28	177	139	748	18.58%
Richland College	Dallas	TX	1909	10317	750	4238	636	3439	1386	7677	18.06%
Wayland Baptist University	Plainview	TX	576	3871	207	970	192	1290	399	2260	17.65%
Big Bend Community College	Moses Lake	WA	150	720	263	1148	50	240	313	1388	22.55%

HSI 4 year colleges and universities with degree programs in STEM areas by academic level

Institution	City	State	Science	Technology	Engineering	Mathematics
California State Polytechnic University-Pomona	Pomona	CA	Masters	Masters	Masters	Masters
California State University-Bakersfield	Bakersfield	CA	Bachelors	Bachelors	Bachelors	Masters
California State University-Channel Islands	Camarillo	CA	Bachelors	Bachelors	Bachelors	Bachelors
California State University-Dominguez Hills	Carson	CA	Masters	Bachelors	Bachelors	Bachelors
California State University-Fresno	Fresno	CA	Masters	Masters	Masters	Masters
California State University-Fullerton	Fullerton	CA	Masters	Masters	Masters	Masters
California State University-Los Angeles	Los Angeles	CA	Masters	Masters	Masters	Masters
California State University-Monterey Bay	Seaside	CA	Masters	Bachelors	Bachelors	Bachelors
California State University-Northridge	Northridge	CA	Masters	Masters	Masters	Masters
California State University-San Bernardino	San Bernardino	CA	Bachelors	Bachelors	Bachelors	Masters
California State University-Stanislaus	Turlock	CA	Masters	Bachelors	Bachelors	Bachelors
Humphreys College-Stockton	Stockton	CA	Bachelors	Bachelors	Bachelors	Bachelors
La Sierra University	Riverside	CA	Bachelors	Bachelors	Bachelors	Bachelors
Mount St Mary's College	Los Angeles	CA	Bachelors	Bachelors	Bachelors	Bachelors
San Diego State University-Imperial Valley Campus	Calexico	CA	Bachelors	Bachelors	Bachelors	Bachelors
The National Hispanic University	San Jose	CA	Bachelors	Bachelors	Bachelors	Bachelors
University Of La Verne	La Verne	CA	Bachelors	Bachelors	Bachelors	Bachelors
Whittier College	Whittier	CA	Bachelors	Bachelors	Bachelors	Bachelors
Adams State College	Alamosa	CO	Bachelors	Bachelors	Bachelors	Bachelors
Connecticut College	New London	CT	Masters	Bachelors	Bachelors	Bachelors
Barry University	Miami	FL	Masters	Masters	Bachelors	Bachelors
Florida International University	Miami	FL	Doctoral	Doctoral	Doctoral	Masters
Nova Southeastern University	Ft. Lauderdale	FL	Doctoral	Doctoral	Doctoral	Bachelors
Saint Thomas University	Miami Gardens	FL	Bachelors	Bachelors	Bachelors	Bachelors
Northeastern Illinois University	Chicago	IL	Masters	Masters	Masters	Masters
Greensboro College	Greensboro	NC	Bachelors	Bachelors	Bachelors	Bachelors
New Jersey City University	Jersey City	NJ	Bachelors	Bachelors	Bachelors	Bachelors
College Of Santa Fe	Santa Fe	NM	Bachelors	Bachelors	Bachelors	Bachelors
College Of The Southwest	Hobbs	NM	Bachelors	Bachelors	Bachelors	Bachelors
Eastern New Mexico University-Main Campus	Portales	NM	Masters	Bachelors	Bachelors	Masters
New Mexico Highlands University	Las Vegas	NM	Masters	Bachelors	Bachelors	Bachelors
New Mexico State University-Main Campus	Las Cruces	NM	Doctoral	Doctoral	Doctoral	Doctoral
University Of New Mexico-Main Campus	Albuquerque	NM	Doctoral	Doctoral	Doctoral	Doctoral
Western New Mexico University	Silver City	NM	Bachelors	Bachelors	Bachelors	Bachelors
College Of Mount Saint Vincent	Bronx	NY	Bachelors	Bachelors	Bachelors	Bachelors
CUNY City College	New York	NY	Masters	Masters	Post-Masters Cert.	Masters

Source: HACU Analysis of 2004 IPEDS Data of HSI 4 year Colleges Universities

HSI 4 year colleges and universities with degree programs in STEM areas by academic level

CUNY John Jay College Criminal Justice	New York	NY	Masters	Masters	Masters	Bachelors	Bachelors
CUNY Lehman College	Bronx	NY	Masters	Masters	Masters	Bachelors	Bachelors
CUNY New York City College Of Technology	Brooklyn	NY	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Mercy College-Main Campus	Dobbs Ferry	NY	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
American University Of Puerto Rico	Manati	PR			Bachelors	Bachelors	Bachelors
Atlantic College	Guayama	PR					
Bayamon Central University	Bayamon	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Caribbean University-Bayamon	Bayamon	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Caribbean University-Carolina	CAROLINA	PR					
Caribbean University-Ponce	Ponce	PR					
Inter American University Of Puerto Rico-Aguadilla	Aguadilla	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Inter American University Of Puerto Rico-Arecibo	Arecibo	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Inter American University Of Puerto Rico-Barranquitas	Barranquitas	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Inter American University Of Puerto Rico-Bayamon	Bayamon	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Inter American University Of Puerto Rico-Fajardo	Fajardo	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Inter American University Of Puerto Rico-Guayama	Guayama	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Inter American University Of Puerto Rico-Metro	San Juan	PR	Bachelors	Bachelors	Post-Masters Cert	Bachelors	Bachelors
Inter American University Of Puerto Rico-Ponce	Mercedita	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Inter American University Of Puerto Rico-San German	San German	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Ponce School Of Medicine	Ponce	PR	Doctoral	Doctoral	Doctoral	Doctoral	Doctoral
Pontifical Catholic Univ Of Puerto Rico-Arecibo	Arecibo	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Pontifical Catholic Univ Of Puerto Rico-Mayaguez	Mayaguez	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Pontifical Catholic Univ Of Puerto Rico-Ponce	Ponce	PR	Masters	Masters	Masters	Masters	Masters
Universidad Adventista De Las Antillas	Mayaguez	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Universidad Del Este	Carolina	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Universidad Del Turabo	Gurabo	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Universidad Metropolitana	Cupey	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
Universidad Politecnica De Puerto Rico	Hato Rey	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
University Of Puerto Rico-Aguadilla	Ramey	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
University Of Puerto Rico-Arecibo	Arecibo	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
University Of Puerto Rico-Bayamon	Bayamon	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
University Of Puerto Rico-Cayey University College	Cayey	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
University Of Puerto Rico-Humacao	Humacao	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
University Of Puerto Rico-Mayaguez	Mayaguez	PR	Doctoral	Doctoral	Doctoral	Doctoral	Doctoral
University Of Puerto Rico-Medical Sciences Campus	San Juan	PR	Doctoral	Doctoral	Doctoral	Doctoral	Doctoral
University Of Puerto Rico-Ponce	Ponce	PR	Bachelors	Bachelors	Bachelors	Bachelors	Bachelors
University Of Puerto Rico-Rio Piedras Campus	Rio Piedras	PR	Doctoral	Doctoral	Doctoral	Doctoral	Doctoral

HSI 4 year colleges and universities with degree programs in STEM areas by academic level

University Of Sacred Heart	Santuraco	PR	Bachelors	Bachelors	Bachelors	Bachelors
Our Lady Of The Lake University-San Antonio	San Antonio	TX	Masters	Masters	Masters	Bachelors
Saint Edward's University	Austin	TX	Bachelors	Bachelors	Bachelors	Bachelors
St Mary's University	San Antonio	TX	Bachelors	Masters	Masters	Bachelors
Sul Ross State University	Alpine	TX	Masters	Bachelors	Bachelors	Bachelors
Texas A & M International University	Laredo	TX	Bachelors	Bachelors	Bachelors	Bachelors
Texas A & M University-Corpus Christi	Corpus Christi	TX	Masters	Masters	Masters	Masters
Texas A & M University-Kingsville	Kingsville	TX	Masters	Masters	Masters	Masters
The University Of Texas At Brownsville	Brownsville	TX	Bachelors	Bachelors	Bachelors	Bachelors
The University Of Texas At El Paso	El Paso	TX	Doctoral	Masters	Doctoral	Masters
The University Of Texas At San Antonio	San Antonio	TX	Masters	Masters	Masters	Masters
The University Of Texas Health Science-San Antonio	San Antonio	TX	Doctoral	Doctoral	Doctoral	Doctoral
The University Of Texas Of The Permian Basin	Odessa	TX	Masters	Bachelors	Bachelors	Bachelors
The University Of Texas-Pan American	Edinburg	TX	Masters	Masters	Masters	Masters
University Of Houston-Downtown	Houston	TX	Bachelors	Bachelors	Bachelors	Bachelors
University Of St Thomas	Houston	TX	Bachelors	Bachelors	Bachelors	Bachelors
University Of The Incarnate Word	San Antonio	TX	Masters	Masters	Masters	Masters
Heritage University	Toppenish	WA	Bachelors	Bachelors	Bachelors	Bachelors

HSI Community Colleges offering STEM Degrees

Institution	City	State	Science	Technology	Engineering	Mathematics
Arizona Western College	Yuma	AZ	Associates	Associates	Associates	Associates
South Mountain Community College	Phoenix	AZ	Associates	Associates	Associates	
Central Arizona College	Coolidge	AZ	Associates	Associates	Associates	
Estrella Mountain Community College	Avondale	AZ	Associates	Associates		
Phoenix College	Phoenix	AZ	Associates	Associates	Associates	
Pima Community College	Tucson	AZ	Associates	Associates	Associates	
Cochise College	Douglas	AZ	Associates	Associates	Associates	Associates
Imperial Valley College	Imperial	CA	Associates	Associates	Associates	Associates
East Los Angeles College	Monterey Park	CA	Associates	Associates	Associates	Associates
Los Angeles Mission College	Sylmar	CA	Associates	Associates	Associates	Associates
Rio Hondo College	Whittier	CA	Associates	Associates		Associates
Oxnard College	Oxnard	CA	Associates			Associates
Don Bosco Technical Institute	Rosemead	CA	Associates	Associates	Associates	Associates
Southwestern College	Chula Vista	CA	Associates	Associates	Associates	Associates
Los Angeles Trade Technical College	Los Angeles	CA	Associates	Associates	Associates	Associates
Hartnell College	Salinas	CA	Associates	Associates	Associates	Associates
Cerritos College	Norwalk	CA	Associates	Associates	Associates	Associates
Porterville College	Porterville	CA	Associates	Associates	Associates	Associates
Heald College-Salinas	Salinas	CA	Associates	Associates	Associates	Associates
College Of The Desert	Palm Desert	CA	Associates	Associates	Associates	Associates
West Hills Community College	Coalinga	CA	Associates	Associates	Associates	Associates
Readley College	Readley	CA	Associates	Associates	Associates	Associates
Santa Ana College	Santa Ana	CA	Associates	Associates	Associates	Associates
College Of The Sequoias	Visalia	CA	Associates	Associates	Associates	Associates
Chaffey College	Rancho Cucamonga	CA	Associates	Associates	Associates	Associates
Gavilan College	Gilroy	CA	Associates	Associates	Associates	Associates
Los Angeles Harbor College	Wilmington	CA	Associates	Associates	Associates	Associates
Mt San Antonio College	Walnut	CA	Associates	Associates	Associates	Associates
Citrus College	Glendora	CA	Associates	Associates	Associates	Associates
Heald College-San Jose	Milpitas	CA	Associates	Associates	Associates	Associates
Taft College	Taft	CA	Associates	Associates	Associates	Associates
Bakersfield College	Bakersfield	CA	Associates	Associates	Associates	Associates
San Bernardino Valley College	San Bernardino	CA	Associates	Associates	Associates	Associates
Fresno City College	Fresno	CA	Associates	Associates	Associates	Associates
Los Angeles City College	Los Angeles	CA	Associates	Associates	Associates	Associates
Santiago Canyon College	Orange	CA	Associates	Associates	Associates	Associates
Los Angeles Valley College	Valley Glen	CA	Associates	Associates	Associates	Associates
Canada College	Redwood City	CA	Associates	Associates	Associates	Associates
Merced College	Merced	CA	Associates	Associates	Associates	Associates
Ventura College	Ventura	CA	Associates	Associates	Associates	Associates
Pasadena City College	Pasadena	CA	Associates	Associates	Associates	Associates
Riverside Community College	Riverside	CA	Associates	Associates	Associates	Associates
Fullerton College	Fullerton	CA	Associates	Associates	Associates	Associates
Heald College-Fresno	Fresno	CA	Associates	Associates	Associates	Associates

HSI Community Colleges offering STEM Degrees

Institution	City	State	Science	Technology	Engineering	Mathematics
El Camino College	Torrance	CA	Associates	Associates	Associates	Associates
Long Beach City College	Long Beach	CA	Associates	Associates	Associates	Associates
Allan Hancock College	Santa Monica	CA	Associates	Associates	Associates	Associates
San Jose City College	San Jose	CA	Associates	Associates	Associates	Associates
San Diego City College	San Diego	CA	Associates	Associates	Associates	Associates
Modesto Junior College	Modesto	CA	Associates	Associates	Associates	
Palo Verde College	Blythe	CA		Associates		
Cypress College	Cypress	CA		Associates	Associates	
Evergreen Valley College	San Jose	CA	Associates	Associates	Associates	
Antelope Valley College	Lancaster	CA	Associates	Associates	Associates	Associates
West Los Angeles College	Culver City	CA	Associates	Associates	Associates	
San Joaquin Delta College	Stockton	CA		Associates	Associates	
Yuba College	Marysville	CA		Associates		Associates
Santa Monica College	Santa Monica	CA		Associates		
Los Angeles Pierce College	Woodland Hills	CA		Associates	Associates	
Pueblo Community College	Pueblo	CO		Associates		
Community College Of Denver	Denver	CO		Associates		
Capital Community College	Hartford	CT		Associates	Associates	
City College	Casselberry	FL		Associates		
Monron College	Cicero	IL		Associates		
City Colleges Of Chicago-Richard J Daley College	Chicago	IL		Associates	Associates	
City Colleges Of Chicago-Harry S Truman College	Chicago	IL		Associates		
City Colleges Of Chicago-Wilbur Wright College	Chicago	IL		Associates	Associates	
Waubonsee Community College	Sugar Grove	IL		Associates		
Elgin Community College	Elgin	IL		Associates	Associates	
City Colleges Of Chicago-Malcolm X College	Chicago	IL		Associates		
Triton College	Rivergrove	IL		Associates		
Passaic County Community College	Patterson	NJ		Associates		
Hudson County Community College	Jersey City	NJ		Associates	Associates	
Luna Community College	Las Vegas	NM		Associates		
University Of New Mexico-Valencia County Branch	Los Lunas	NM	Associates			
University Of New Mexico-Los Alamos Campus	Los Alamos	NM		Associates	Associates	
Albuquerque Technical Vocational Institute	Albuquerque	NM	Associates	Associates	Associates	
Santa Fe Community College	Santa Fe	NM	Associates	Associates		
Eastern New Mexico University-Roswell Campus	Roswell	NM		Associates		
Mesalands Community College	Tucumcari	NM		Associates		
New Mexico Junior College	Hobbs	NM	Associates	Associates		Associates
Clovis Community College	Clovis	NM				Associates
CUNY Hostos Community College	Bronx	NY		Associates	Associates	
CUNY Bronx Community College	Bronx	NY		Associates	Associates	Associates
CUNY La Guardia Community College	Long Island City	NY		Associates		
CUNY Borough Of Manhattan Community College	New York	NY		Associates	Associates	Associates
Humacao Community College	Humacao	PR		Associates	Associates	
Instituto Tecnológico De Puerto Rico-Manati	Maniti	PR		Associates		
Instituto Tecnológico De Puerto Rico-Recinto De Guayama	Guayama	PR		Associates		
Instituto Tecnológico De Puerto Rico-Recinto De San Juan	Rio Piedras	PR		Associates		
Universal Technology College Of Puerto Rico	Aguadilla	PR		Associates		

HSI Community Colleges offering STEM Degrees

Institution	City	State	Science	Technology	Engineering	Mathematics
South Texas College	McAllen	TX	Associates	Associates	Associates	Associates
Laredo Community College	Laredo	TX		Associates		
Texas State Technical College-Harlingen	Harlingen	TX		Associates		
El Paso Community College	El Paso	TX		Associates	Associates	
Southwest Texas Junior College	Uvalde	TX		Associates	Associates	Associates
Palo Alto College	San Antonio	TX	Associates	Associates	Associates	Associates
Coastal Bend College	Beeville	TX	Associates	Associates	Associates	Associates
Del Mar College	Corpus Cristi	TX	Associates	Associates	Associates	Associates
St Philips College	San Antonio	TX	Associates	Associates	Associates	Associates
San Antonio College	San Antonio	TX	Associates	Associates	Associates	Associates
Northwest Vista College	San Antonio	TX		Associates		
Odessa College	Odessa	TX	Associates	Associates		Associates
Mountain View College	Dallas	TX		Associates		
Howard County Junior College District	Big Spring	TX	Associates	Associates		Associates
Midland College	Midland	TX	Associates	Associates		Associates
San Jacinto College-Central Campus	Pasadena	TX	Associates	Associates		Associates
Houston Community College System	Houston	TX	Associates	Associates		Associates
El Centro College	Dallas	TX		Associates		
South Plains College	Levelland	TX		Associates		
Yakima Valley Community College	Yakima	WA	Associates	Associates		



HACU

H I S P A N I C
A S S O C I A T I O N
O F C O L L E G E S &
U N I V E R S I T I E S

HACU Policy Statement

Immigration and the Future of the Nation

I Background

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

Currently, the U.S. is in a period of increased population growth through immigration, particularly from Latin American countries. Immigration brings to the United States' marketplace, individuals with expertise and training in agriculture; food production; manufacturing; processing and distribution; infrastructure development of roads, highways, and transportation venues; construction; education; and economic and business management among many others skills.

During the next two decades, this influx of new immigrants will be needed to counter the retirement of an aging cohort and the decline in numbers of the native-born population. The exodus of the post-WWII cohort from the workplace will require a massive infusion of highly educated individuals with high levels of technological proficiency and scientific knowledge. Without a highly competent and properly trained workforce the U.S. will lag behind other nations that are moving quickly to educate and train their citizens to create and fill professions and occupations requiring such skills. To remain in the forefront, the U.S. must commit greater investments toward educating and training the nation's youth.

To address emerging workforce challenges, the U.S. will need to draw on the skills and energy of all immigrants, regardless of their residency status. Hispanic youth are achieving exemplary academic credentials in our secondary schools and have the potential to become the foremost leaders and members of the professional workforce of the U.S. Unfortunately for some, their economic and residency status prevents them from matriculating in our postsecondary educational system.

II. Past and Future Initiatives Necessary to Develop and Strengthen Our Future Workforce

The U.S. Congress and State Legislatures have already begun to address this issue. The bipartisan Development, Relief, and Education for Alien Minors (DREAM) Act, first introduced during the 108th Congress, reintroduced during the first session of the 109th and again in the 110th Congress, is of critical importance to the education community, and particularly to our nation's fast-growing "emerging majority" populations. The DREAM Act allows states the flexibility to offer in-state tuition to students, regardless of their immigration status, thus allowing students the opportunity to achieve the dream of a higher education. This measure will benefit those deserving students who have met the same rigorous academic requirements as their college-bound peers, but who now lack access to financial aid and in-state tuition provided to other students. Most importantly, the DREAM Act will provide these talented and hard-working students with a pathway to citizenship and allow them to pursue their professional goals and aspirations.

III. The Role of Hispanic-Serving Institutions (HSIs) in the Education and Development of a Future Work Force for the Nation

Many HSIs are located in communities where Hispanic youth without proper residency documentation live, making these HSIs well-situated to provide postsecondary opportunities to these youth. By providing educational opportunity and a pathway to citizenship for undocumented Hispanic youth, the nation would benefit significantly through the education and development of future leaders, educators, and professionals in areas of critical importance to the nation's economic well-being and security.

HSIs have the capacity and experience in educating individuals for work at the professional, para-professional, and technical areas of expertise. From community colleges that offer associate's degrees and technical and vocational certificates to four year teaching and research institutions that open doors to professional careers and advanced degrees, the nation's HSIs are equipped to address the educational needs of the workforce of tomorrow.

HACU POLICY STATEMENT

HACU and its membership strongly support a comprehensive, fair immigration law that protects our borders, upholds our values as a multicultural nation, and strengthens our economy and prosperity by providing educational opportunity for all students and, in particular, for immigrant students.

To accomplish this goal, HACU and its membership will work with the 110th Congress, the Administration, and other associations and organizations to advocate for the DREAM Act and other appropriate legislation, so that all students, and especially immigrant students, have the opportunity to complete their college education and become contributors to the American Dream.

HACU policy statement on immigration and the DREAM Act approved unanimously by the HACU Governing Board on March 25, 2007 Governing Board meeting.

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THE CHAMPIONS OF HISPANIC SUCCESS IN HIGHER EDUCATION

Fastest growing occupations, 2004-14

This file represents *Table 2, Fastest growing occupations, 2004-14*, in "Occupational employment projections to 2014," published in the *November 2005 Monthly Labor Review*.

Table 2. Fastest growing occupations, 2004-14 ([Numbers in thousands])

2004 National Employment Matrix code and title	Employment		Change		Quartile Rk. by 2004 med. annual earnings ¹	Most significant source of postsecondary education or training ²
	Number		Number	Percent		
	2004	2014				
31-1011 Home health aides	624	974	350	56.0	VL	Short-term on-the-job training
15-1081 Network systems and data communications analysts	231	357	126	54.6	VH	Bachelor's degree
31-9092 Medical assistants	387	589	202	52.1	L	Moderate-term on-the-job training
29-1071 Physician assistants	62	93	31	49.6	VH	Bachelor's degree
15-1031 Computer software engineers, applications	460	682	222	48.4	VH	Bachelor's degree
31-2021 Physical therapist assistants	59	85	26	44.2	H	Associate degree
29-2021 Dental hygienists	158	226	68	43.3	VH	Associate degree
15-1032 Computer software engineers, systems software	340	486	146	43.0	VH	Bachelor's degree
31-9091 Dental assistants	267	382	114	42.7	L	Moderate-term on-the-job training
39-9021 Personal and home care aides	701	988	287	41.0	VL	Short-term on-the-job training
15-1071 Network and computer systems administrators	278	385	107	38.4	VH	Bachelor's degree
15-1061 Database administrators	104	144	40	38.2	VH	Bachelor's degree
29-1123 Physical therapists	155	211	57	36.7	VH	Master's degree
19-4092 Forensic science technicians	10	13	4	36.4	VH	Associate degree
29-2056 Veterinary technologists and technicians	60	81	21	35.3	L	Associate degree
29-2032 Diagnostic medical sonographers	42	57	15	34.8	VH	Associate degree
31-2022 Physical therapist aides	43	57	15	34.4	L	Short-term on-the-job training
31-2011 Occupational therapist assistants	21	29	7	34.1	H	Associate degree
19-1042 Medical scientists, except epidemiologists	72	97	25	34.1	VH	Doctoral degree
29-1122 Occupational therapists	92	123	31	33.6	VH	Master's degree
25-2011 Preschool teachers, except special education	431	573	143	33.1	L	Postsecondary vocational award
29-2031 Cardiovascular technologists and technicians	45	60	15	32.6	H	Associate degree
25-1000 Postsecondary teachers	1,628	2,153	524	32.2	VH	Doctoral degree
19-2043 Hydrologists	8	11	3	31.6	VH	Master's degree
15-1051 Computer systems analysts	487	640	153	31.4	VH	Bachelor's degree
47-4041 Hazardous materials removal workers	38	50	12	31.2	H	Moderate-term on-the-job training
17-2031 Biomedical engineers	10	13	3	30.7	VH	Bachelor's degree
13-1071 Employment, recruitment, and placement specialists	182	237	55	30.5	H	Bachelor's degree
17-2081 Environmental engineers	49	64	15	30.0	VH	Bachelor's degree
23-2011 Paralegals and legal assistants	224	291	67	29.7	H	Associate degree

Footnotes:

(1) The quartile rankings of Occupational Employment Statistics Survey annual earnings data are presented in the following categories: VH=very high (\$43,605 and over), H=high (\$28,590 to \$43,604), L=low (\$20,185 to \$28,589), and VL=very low (up to \$20,184). The rankings were based on quartiles using one-fourth of total employment to define each quartile. Earnings are for wage and salary workers.

(2) An occupation is placed into one of 11 categories that best describes the postsecondary education or training needed by most workers to become fully qualified. For more information about the categories, see Occupational Projections and Training Data, 2004-05 edition, Bulletin 2572 (Bureau of Labor Statistics, March 2004) and Occupational Projections and Training Data, 2006-07 edition, Bulletin 2602 (Bureau of Labor Statistics, forthcoming).

Workforce Investment Act

Institute for the Study of Family, Work and Community...A nonprofit affiliate of MPR Associates, Inc.

❖ Number and percentage of community colleges with programs on the ETPL: 2005

TABLE 1. Number and percentage of community colleges with programs on the ETPL: 2005

State	Total number of colleges	Number of colleges on ETPL	Percentage of colleges on ETPL	Average number of programs per college	Minimum number of programs per college	Maximum number of programs per college
Alabama	31	30	96.8	42	4	148
Arizona	20	19	95.0	27	5	72
California	108	49	45.4	27	1	103
Colorado	15	15	100.0	24	4	60
Florida	27	27	100.0	72	25	185
Illinois	48	46	95.8	52	2	177
Kentucky	24	21	87.5	40	1	146
Michigan	30	28	93.3	39	1	156
North Carolina	59	59	100.0	97	6	242
New Hampshire	4	4	100.0	29	5	57
New York	35	27	77.1	63	1	274
Ohio	34	29	85.3	44	2	191
Oregon	17	17	100.0	37	6	101
Texas	67	56	83.6	39	2	246
Virginia	24	24	100.0	50	3	100+
Washington	31	31	100.0	39	11	78
Wisconsin	16	16	100.0	79	42	128
Total (17 states)	590	498	84.4	50	1	274

SOURCE: Based upon a search of each state's ETPL, conducted February 2005 through May 2005.

❖ Percentage and number of WIA participants who received training and who received training at community colleges: PY 2004

TABLE 3. Percentage and number of WIA participants who received training and who received training at community colleges: PY 2004

	Total exiters	Percentage/number receiving training	Percentage/number receiving training at community colleges
Adults	225,683	48.5/109,456	33/36,120
Dislocated workers	178,446	53.3/95,111	33/31,386
Total	404,129	50.6/204,567	14.8/67,506

SOURCE: Derived from Workforce Investment Act Standardized Record Data, PY 2004.

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