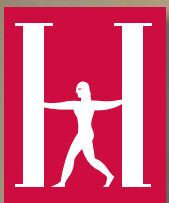


15th Annual

HACU National Capitol Forum on Hispanic Higher Education
April 18-20, 2010 • The Madison Hotel • Washington, D.C.

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AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER



HACU
HISPANIC
ASSOCIATION
OF COLLEGES &
UNIVERSITIES

Legislative Agenda

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2010 Legislative Agenda

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Hispanic Association of Colleges and Universities
HACU's Legislative Agenda
for the 2nd 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 2nd 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) 2011, reauthorization recommendations for the Elementary and Secondary Education Act and the Workforce Investment Act. HACU also encourages the passage of the Development, Relief, and Education for Alien Minors Act (DREAM Act) of 2007 the end of the 111th Congress.

HACU Appropriations Requests for FY 2011

The HACU 2010 Legislative Agenda calls for increased federal investment from the Departments of Education, Agriculture, Commerce, Housing and Urban Development, and Veteran Affairs, and the National Science Foundation in infrastructure enhancement, research, teaching and outreach at Hispanic-Serving Institutions (HSIs) for FY 2011.

U.S. Department of Agriculture (USDA) appropriations for HSIs under Titles VII and VIII of the 2008 Farm Bill:

- \$40M for Title VII - HSI Grants Program.
- \$20M for the Hispanic-Serving Agricultural Colleges and Universities (HSACUs) Equity Grants Program.
- \$80M for the Endowment Fund for HSACUs.
- \$40M for the HSACU Institutional Capacity-Building Grant Program.
- \$40M for Fundamental and Applied Research Grants Program for HSACUs.
- \$40M for the Extension Grants Program for HSACUs.
- \$40M for the HSI Agricultural Land National Resources Leadership Program in Forestry.

U.S. Department of Commerce:

- \$100M for the Minority Serving Institution Digital and Wireless Technology Opportunity Program (MSIDWTOP) for HSIs and other Minority-Serving Institutions.

U.S. Department of Education appropriations for HSIs under Title V of the Higher Education Act:

- \$175M for Title V, Part A of HEA - Developing HSIs Program, for undergraduate support for HSIs.
- \$100M for Title V, Part B of HEA - Promoting Post-Baccalaureate Opportunities for Hispanic Americans, for graduate support for HSIs.

U.S. Department of Energy

- \$20 million for a competitive grants program for HSIs to carry out research in the bio-energy, fossil energy, renewable and other related areas as authorized under Section 5012 of the America COMPETES Act (42 U.S.C. 16538) for FY 2011.

U.S. Department of Health and Human Services.

- \$20 million for FY 2011 for a faculty development, research and capacity building program within the Health Professions Bureau/Division of Health Resources and Services Administration (HRSA) under Title VII of the Public Services Act.
- \$20 Million - A competitive grants program to retrain workers to improve the workforce diversity and competency in the health care areas by providing funding for HSIs to develop and expand health care professions programs to train health care providers with language and cultural competency at both the community college and university level.
- \$20 Million - A competitive grants program for research to faculty and researchers at Hispanic Serving Institutions to discover causes of illness and diseases and remedies for reduction of health disparities of Hispanics and other minority populations.
- \$20 Million - A competitive grants program for HSIs to train health care workers with outreach capacity focused grants to carry out community initiatives to assist Hispanic and other patients with chronic diseases to learn to navigate the health care system and to develop a life style essential to overcoming poor health and eliminating illnesses, chronic diseases and other health problems endemic to Hispanics at levels above the remainder of the population.
- \$20 Million - A competitive grants program to retrain workers through the creation of five HSIs centers of excellence for research and outreach on minority health disparities. The five centers would be located by regional and geographic proximity to HSIs .
- \$20 Million – For a loan forgiveness grant program for Hispanic students who graduate with a degree or certificate in health care related areas and work in a health center or hospital located in or near a Hispanic community.

U.S. Department of Housing and Urban Development appropriations for HSIs:

- \$12M for the Hispanic-Serving Institutions Assisting Communities (HSIAC) program.
- \$5M to reinstate the HUD work-study program to aid two-year HSIs.

National Aeronautic and Space Administration (NASA)

- \$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

National Science Foundation (NSF) appropriations for an HSI program authorized in the America COMPETES Act of 2007:

- \$30M for a competitive grants program for HSI research, curriculum and infrastructure development to strengthen HSI undergraduate STEM education.

The Elementary and Secondary Education Act (ESEA)

The Elementary and Secondary Education Act (ESEA) is the federal effort created by Congress in 1965 to assist states in improving the education performance and achievement of all students who attend K-12 public schools. ESEA is scheduled for reauthorization during the 111th Congress.

HACU's thirteen ESEA policy agenda consists of thirteen recommendations under Title I and II. A complete text of HACU's 2010 ESEA Policy Priorities can be found at the HACU Web Site under HACU Policy Statements

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 13 recommendations for HSI infrastructure enhancement, teaching and outreach capacity, within the **HACU ESEA Reauthorization policy document, which can be obtained at the HACU Web site (www.hacu.net) under HACU Policy Statements.**

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.

- \$20 Million - A competitive grants program for 2 and 4 year HSIs focused on training Hispanics and low-income youth and adults in health care professions; A significant aging population is entering into a period of life where new forms of life support will require a new cohort of workers
- \$20 Million - A competitive grants program for 2 and 4 year HSIs focused on training Hispanics and low-income youth and adults in environmental preservation “green jobs” and new age technologies. Baccalaureate and Community colleges can employ scientists and researchers for the development of new energy sources and community colleges can train personnel to create, build and maintain new energy systems and workers with the skills to service wind, solar, biomass, hydrogen fuel cell industries and other sources of energy.
- \$20 Million - A competitive grants program for 2 and 4 year HSIs focused on training Hispanics and low-income youth and adults to be first and second responders (fire fighters, public safety, para medics, etc.) in their local communities;

- 20 Million -A competitive grants program for 2 and 4 year HSIs focused on training Hispanics and low-income youth and adults to become childcare providers in our nation’s communities and schools.
- \$ 20 Million- A competitive grants program for migrant and seasonal farm worker programs to develop skills and training to move into year around employment either in the food industry, health care or transportation and communication s areas as authorized in WEA. (Sec. 167 of WEA). These programs will include employment training in new technology which is emerging in the agriculture food production arena as well as in other employment fields including urban horticulture.
- \$20 Million - A competitive grants program to retrain workers displaced from their current form of employment by economic dislocations, plant closures, and lack of green job competence. Industry closures, and transformation or realignment of heavy to light manufacturing processes will require the constant reeducation of the future workforce.

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

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 and the 11th Congress. This legislation would provide a 6-year path to legal status after high school for over 65,000 undocumented immigrant student who would attend college for two years or serve in the military for two years.

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

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

RECOMMENDATION:

- ***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.***

Hispanic Association of Colleges and Universities

HACU's Legislative Agenda for the 2nd Session of the 111th Congress

Appropriations & Authorization Goals for FY 2011

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 2nd 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; in addition, HSIs on average continue to receive half the funding per student compared to 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 2010 Legislative Agenda proposes long-range priorities for the reauthorization of the *Elementary and Secondary Education Act (ESEA)* and the *Workforce Investment Act Reauthorization (WIA)*. In addition, this document includes policy recommendations for the **National Science Foundation Reauthorization** within the 2010 America Competes Act and a policy statement on the *Development, Relief and Education for Alien Minors Act (DREAM Act)* legislation.

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, 2008, numbers 49.9 million: 46 million in the mainland United States and 3.9 million in Puerto Rico. Hispanics accounted for more than one-half of the national population growth of 2.3 million between July 1, 2007 and July 1, 2008. This change represents a growth rate for Hispanics of 2.6 percent over the 12-month period, more than three times that of the total population which grew less than 1.0 percent.

This dramatic growth in the Hispanic population is expected to continue in the decades ahead. Today, Hispanics comprise 15.4 percent of the nation's total population. By July 1, 2050, according to Census Bureau 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 27.7, 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 2009 Condition of Education that for 2007, Hispanics represented 21 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 2009 (March 2010) reports an 18.3 percent status dropout rate for Hispanic high school students compared to 4.8 percent for white students. Overall, Hispanic dropouts represent 43 percent of all dropouts 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 455 (reading) and 461 (math) in comparison to 528 and 536 for white students. For the ACT, Hispanic students averaged 18.7 compared to 22.2 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 2010 Statistical Abstracts, only 62.3 percent of Hispanics ages 25 and older had a high school diploma in 2008, compared to 87.1 percent of white adults and 83 percent of African Americans. Only 13.3 percent of Hispanic adults had at least a bachelor's degree, compared to 29.8 percent of whites and 19.6 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 2010 Statistical Abstract shows that Hispanics represent about 14 percent of the U.S. work force in 2008. Between 2005 and 2007 the civilian work force grew 3.5 million workers: the Hispanic work force grew 1.6 million, nearly 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 over concentrated in non-professional, service occupations, such as building and grounds cleaning, maintenance, food preparation and serving. 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. Further evidence exists in the 2008 U.S. Bureau of Labor Statistics data that 34 percent of whites held management-related jobs compared to only 15 percent of Hispanics. The November 2009 Monthly Labor Review reported that by 2018, 73 percent or twenty-two of the fastest-growing occupations will require an academic degree or a vocational award. These projected growth careers 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 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. Even though the number of Hispanics in graduate school increased 48% from 95 thousand in 2000 to 141 thousand in 2007, according to data from the Condition of Education 2009, they continue to be severely underrepresented in key areas of study. For example, the Digest of Educational Statistics March 2010 reports that Hispanic percentages in key STEM areas are exceedingly low. For the academic year 2006-07 Hispanics comprised only 2.2% of the Ph.D. graduates in physical sciences and science technologies, 1.8% in engineering and 1.7% in mathematics and statistics. At the masters’ degree level, Hispanic graduate percentages were 3.2% in physical sciences and science technologies, 3.8% in engineering, and 3.3% in mathematics and statistics. Baccalaureate degrees levels were somewhat better: 4.5% Hispanic graduates in physical sciences and science technologies, 6.1% in engineering and 6.4% 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 (23.2 percent) Hispanics live below the federal poverty line compared to one in ten (8.6 percent) of non-Hispanic whites, according to the Census Bureau’s “Income, Poverty and Health Insurance Coverage in the United States: 2008” 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

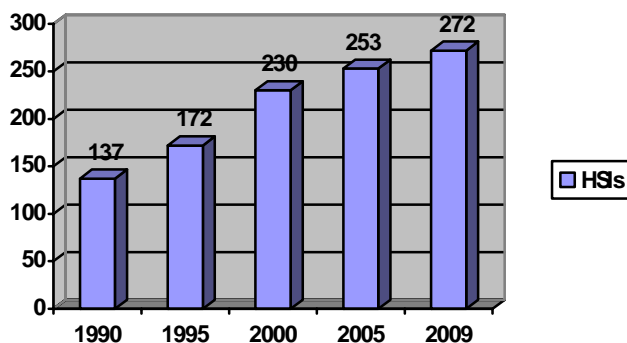
Hispanic-Serving Institutions (HSIs) are at the forefront of every major effort to increase educational access and success for the nation’s Hispanic citizens. Based on U.S. Department of

Education’s most recently available IPEDS for 2009, there are 272 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) undergraduate 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 272 in 2009.

Growth of HSIs from 1990 to 2009



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 federal legislative action because of the increasing number of higher education institutions that reach 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, 2009, totaled 433 nonprofit, degree-granting institutions, including 382 HSIs and partner institutions in 32 states, Puerto Rico and the District of Columbia, and 51 international member institutions. In addition, HACU created a new affiliation category in 2006 for Hispanic-Serving School Districts, and now numbers 23 HSSDs in 9 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 221 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 104 Associate Member institutions (institutions with a minimum 10 percent Hispanic student enrollment or at least 1,000 Hispanic students) in Arizona, California, Colorado, Florida, Illinois, Kansas, Massachusetts, Michigan, Missouri, Nevada, New Jersey, New York, Oklahoma, Pennsylvania, Tennessee, Texas, Washington and Wisconsin.

Fifty-seven other Partner Institutions (which do not yet meet HACU’s Associate Member definition) are located in 27 states and the District of Columbia: Alabama, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Georgia, Idaho, Illinois, Iowa, Kansas, Maryland, Massachusetts, Michigan, Missouri, Montana, Nevada, New York, North Carolina, Ohio, Pennsylvania, Texas, Utah, Virginia, Washington, Wisconsin and Wyoming. HACU’s 51 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, Costa Rica, Ecuador, Guatemala, Mexico, Nicaragua, Paraguay, Portugal and Spain.

In addition to postsecondary institutions already classified as HSIs, another group of institutions, some already HACU members, are on the threshold of reaching 25% Hispanic enrollment. As noted above, HSIs grew from 137 institutions in 1990 to 272 in 2007, a 50% 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 will others due to the increasing numbers of Hispanics pursuing postsecondary education. The demographic growth of the Hispanic population has meant Hispanic college enrollment between 1999 and 2008 increased from 1.3 million to 2.3 million students, even though percentage rates of participation still lag behind.

HACU's Legislative Agenda for the 2nd 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 of the HEA in 2008 increased the authorization level to \$175 million and created a new post-baccalaureate program under Title V, authorized at \$100 million.

Along with these Title V developments, 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 (see Appendix C).

HACU's advocacy efforts also resulted in line-item funding under the appropriations bill of the Department of Housing and Urban Development and authorization language within the 2006 Defense reauthorization bill including HSIs as entities eligible for defense research grants.

Congress also passed two-year appropriations of \$200 million for a STEM enhancement grants program for HSIs under the College Cost Reduction and Access Act of 2007. This STEM program has now been extended for 10 years at \$100 million per year beginning FY 2011 as a part of the Student Aid and Fiscal Responsibility Act (SAFRA) of 2010.

Although HACU and its supporters in Congress have been able to increase appropriations for HSIs under Title V from the initial \$12 million in FY 1995 to \$117 million for FY 2010, 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 financial base of HSIs.

HACU calls upon the 2nd Session of the 111th Congress to address the inequity in federal funding for HSIs by adopting a FY 2011 budget with increases for Title V of the HEA, funding for the five new provisions under 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 2010 Legislative Agenda.

Additionally, HACU is calling for new and expanded legislative language and for new programmatic language for HSIs and Hispanic-Serving School Districts (HSSDs) as part of the Elementary and Secondary Education Act (ESEA) reauthorization and for special jobs training in Workforce Investment Act 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 2010 and beyond are presented in the subsequent report beginning with HSI federal appropriations targets and continuing with HSI authorization proposals.

HACU's Appropriations Requests for FY 2011

Higher Education Act

U.S. Department of Education:

Title V: Undergraduate Education

- *HACU requests a \$175 million appropriation for undergraduate support for HSIs under Title V, Part A, for FY 2011.*

HACU's number one appropriations priority is to substantially increase funding for Hispanic-Serving Institutions (HSIs) under Title V, Part A, 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 a \$100 million appropriation for graduate education support for HSIs under Title V, Part B, for FY 2011.*

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 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

U.S. Department of Agriculture:

- *HACU requests a \$40 million appropriation for HSIs under Title VII of the Farm Bill for FY 2011.*

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	2009	2010
Approp	\$1.5	\$2.5	\$2.85	\$2.85	\$3.5	\$3.5	\$4.2	\$4.6	\$5.64	\$6	\$6.2	\$6	\$6	\$9.2
Grants	14	11	11	14	17	17	19	18	18	22	21	21	20	NA

Source: USDA-Higher Education Programs

This program has awarded 223 grants since 1997 totaling \$64.53M 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 2009, 20 grants totaling \$6 million were awarded to HSIs. 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 3.7 percent of baccalaureate degrees and 3.0% of master's degrees in agriculture and natural resources were awarded to Hispanics in 2006-07. 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 added six new programs for HSIs: five under Title VII--Research, Extension, and Teaching and one under Title VIII--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 2011 for the following programs:*

Title VII—Research, Extension and Teaching

\$20 million for the HSACU Equity Grants Program

\$80 million for the HSACU Endowment Fund

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

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

\$40 million for the HSACU Extension Grants Programs

Title VIII--Forestry and Related Fields

- *\$40 million 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 8,000 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.

U.S. Department of Commerce:

- *HACU requests a FY 2011 U.S. Department of Commerce appropriations of \$500 million 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 “digital divide” in our country, particularly on college campuses. Demographic changes, demand from a global economy for a highly educated workforce, and 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 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 (and 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 in 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. But now the time has come to appropriate some funding for implementation of this much-needed program.

U.S. Department of Defense:

- *HACU requests a FY 2011 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 Department of Defense (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/Minority Institutions) Program had provided grants to HSIs from FY 2002 to 2005 in STEM 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.

**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-

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 Energy:

- *HACU requests an appropriation of \$20 million for a competitive grants program for HSIs to carry out research in bio-energy, renewable energy, fossil energy and related areas as authorized under Section 5012 of the America COMPETES Act (42 U.S.C. 16538) for FY 2011.*

The American Recovery and Reinvestment Act of 2009 highlights the importance of funding research in development of new and alternative sources of energy for the nation's economy and long term security. International competition for scarce natural energy sources such as oil demands that the nation invest in research and development of bio, renewable, fossil, solar, wind and other energy sources critical to the nation's continued economic growth and security. Investing in new and sustainable energy research will circumvent any potential conflict over the world's current energy resources and will reduce the injurious effects of foreign energy dependence. The Advanced Research Projects Agency within the Department of Energy is charged with enhancing the economic and energy security of the United States through the development of energy technologies that result in reduction of imports of energy from foreign sources and the reduction of energy-related emissions including green house gases.

The nation's higher education system is the best mechanism for conducting research on renewable and bio energy due to its outstanding faculty with research expertise and knowledge in the various STEM disciplines. Hispanic-Serving Institutions also have the capacity to carry out such research to ensure that the United States maintains a technological lead in the development and deployment of advanced energy technologies.

**U. S. Department of Health and Human Services:
Hispanic Serving Institutions & Minority Health Disparities**

- *HACU requests an appropriation of \$20 million for FY 2011 for a faculty development, research and capacity building program within the Health Professions Bureau/Division of Health Resources and Services Administration (HRSA) under Title VII of the Public Services Act.*

- *HACU requests the U.S. Department of Health and Human Services an appropriation of \$20 Million for competitive grants program to retrain workers to improve the workforce diversity and competency in the health care areas by providing funding for HSIs to develop and expand health care professions programs to train health care providers with language and cultural competency at both the community college and university level.*
- *HACU requests an appropriation of \$20 Million for a competitive grants program for research to faculty and researchers at Hispanic Serving Institutions to discover causes of illness and diseases and remedies for reduction of health disparities of Hispanics and other minority populations.*
- *HACU requests an appropriation of \$20 Million for a competitive grants program for HSIs to train health care workers with outreach capacity focused grants to carry out community initiatives to assist Hispanic and other patients with chronic diseases to learn to navigate the health care system and to develop a life style essential to overcoming poor health and eliminating illnesses, chronic diseases and other health problems endemic to Hispanics at levels above the remainder of the population.*
- *HACU requests an appropriation of \$20 Million for a competitive grants program to retrain workers through the creation of five HSIs centers of excellence for research and outreach on minority health disparities. The five centers would be located by regional and geographic proximity to HSIs.*
- *HACU requests an appropriation of \$20 Million for a loan forgiveness grant program for Hispanic students who graduate with a degree or certificate in health care related areas and work in a health center or hospital located in or near a Hispanic community.*

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.

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. 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 the disproportionate poverty of the population. Most of these health problems can be eliminated or diminished in severity and frequency within the population when provided early diagnoses and proper treatment in addition to education and assistance to avoid exposure to circumstances that promote the development of these diseases and ailments.

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 have unfolded in the way in which health care is delivered and financed.

Eliminating racial and ethnic disparities in health will require enhanced 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 states bordering with Mexico will require specially trained health care workers with a dedication and sensitivity to different cultures and life perspectives.

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 and 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 since substantial numbers of recent immigrants arrive without strong English speaking and comprehension skills.

Hispanic-Serving Institutions (HSIs), which enroll 50% of Hispanics in postsecondary education, are well poised to train health care professionals with the special skills to address diverse health care needs. According to the U.S. Department of Labor, ten of the 30 fastest growing occupations between 2004 and 2016 will be health related (see Appendix D for a list of the "Fastest growing occupations, 2004-16" U.S. Department of Labor). We can expect the demand for health care professionals to increase substantially as the 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-related areas and 58 HSI community colleges offer associate degrees with a health focus (Appendix E lists 2-year HSIs offering health degrees, and Appendix F lists 4-year HSIs offering health degrees). In addition, many HSIs are situated in or near Hispanic population centers where direct access to the Hispanic community is available for research as well as internship opportunities for students in health care programs.

Because HSIs are located in communities with the largest concentrations of Hispanics, they 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.

U. S. Department of Housing and Urban Development:

- *HACU requests an appropriation of \$12 million for FY 2011 for the Hispanic-Serving Institutions Assisting Communities (HSIAC) program to extend the reach of U.S. Department of Housing and Urban Development (HUD) programs into fast-growing Hispanic communities.*
- *HACU requests an appropriation of \$5 million for FY 2011 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.

**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	FY 2009	Total
Approps.	\$6.5M	\$6.5M	\$5M	\$6.5M	\$6.7M	\$6.0M	\$6.0M	\$6.0 M	\$6.0M	\$55.2M
Grants	13	19	12	12	10	10	10	10	10	106

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. HSIAC program funds benefit primarily low- and moderate-income residents, help prevent or eliminate slums or blight, or meet urgent community development needs.

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 an appropriation of \$30 million for FY 2011 for a competitive grants program within NSF to support HSIs in research, curriculum and infrastructure development, and for other purposes.*

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 NSF to fund this program. Federal resources are critical for HSIs to address the under-representation of Hispanics in STEM fields and to provide technology education vital to the national security. NSF's Division of Science Resources Studies reports that 3.2 percent of the doctoral degrees in science and engineering are earned by Hispanics, compared to 42.9 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 (Appendices G and H list 2- and 4-year HSIs respectively with degree programs in STEM areas).

HSIs are the only group of MSIs not receiving targeted NSF infrastructure development funding. Historically Black Colleges and Universities (HBCUs) have received targeted 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	\$29.5M	\$214.5M
TCUs	0	0	0	\$10M	\$10M	\$10M	\$10M	\$9.9M	\$10M	\$10M	\$12.6M	\$82.5M
HSIs	0	0	0	0	0	0	0	0	0	0	0	0

In the 2007 America COMPETES Act, Congress authorized NSF to establish an HSI grant 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 an appropriation of \$10 million for FY 2011 within NASA 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.*

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.

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 2011 \$450 million appropriation under Title I, Part C, of the ESEA for the Migrant Education Program.*

Title IV (HEA) HEP-CAMP: Additional programs that address 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 2011 \$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 2011 \$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 2011 \$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 2011 \$900 million appropriation for TRIO programs under Title IV of the HEA.*

HACU's Public Policy Priorities

The Elementary and Secondary Education Act / ESEA

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 50.2 percent of the enrollment in 2007) and Texas (47.2 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.

The Elementary and Secondary Education Act (ESEA) is the federal effort created by Congress in 1965 to assist states in improving the education performance and achievement of all students who attend K-12 public schools. ESEA 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 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.

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. Given the interest in and urgency for training citizens for new jobs in a period of serious economic recession it is expected that WIA will be reauthorized during the 111th Congress.

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 will be critical to retooling and revitalizing the nation's infrastructure.

Many 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 economy.

Because the major focus of WIA is to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation, postsecondary institutions 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, Table 1: number and percentage of community colleges with programs on the eligible training providers lists, and Table 3: number and percentage of WIA participants who received training at community colleges for program year 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 requests a \$20 million competitive grants program for 2- and 4-year HSIs focused on training Hispanics and low-income youth and adults in health care professions. A significant aging population is entering into a period of life where new forms of health care will require a new cohort of workers.***

Health care is emerging as a major form of employment. Older citizens will require greater health care both in homes and in institutions. Service workers such as nurses and nursing assistants, home health aides, aging counseling experts, transportation and dietary modifications experts are only a few jobs that will require new worker expertise. The scarcity of trained workers in the health areas is alarming and has been identified by the American Association of

Colleges of Nursing as critical: the shortage of registered nurses could reach as high as 500,000 by 2025 according to a report titled “The Future of the Nursing Workforce in the U.S.: Data Trends and Implications.” HSI community colleges would be a natural fit where the youthful Hispanic population is growing at a rate sufficient to absorb employment shortages in key areas of life.

- ***HACU requests a \$20 million competitive grants program for 2- and 4-year HSIs focused on training Hispanics and low-income youth and adults in environmental preservation “green jobs” and new technologies. HSIs can employ scientists and researchers for the development of new energy sources and community colleges can train personnel to create, build and maintain new energy systems and develop workers with the skills to service wind, solar, biomass, hydrogen fuel cell industries and other sources of energy.***

Green jobs, still without a precise definition, have entered into the national lexicon of employment only recently. Labor department officials are considering those jobs that help develop and support clean technologies that harness renewable energy and move beyond oil as the principal source of energy. The Center for American Progress reports in Green Recovery that a green investment program will benefit all communities throughout the country—creating good jobs and helping business grow. The Natural Resources Defense Council includes construction workers who retrofit buildings and houses to make them more energy efficient. Truck drivers, landscapers, building inspectors, and developers and maintenance operators of waste oil refineries represent other examples. The Council projects that a move to new sources of clean energy can help boost the U.S. economy and create millions of new jobs.

The U.S. Conference of Mayors and the Mayors Climate Protection Center (MCPC) report in the U.S. Metro Economics publication that there is a push to greatly increase use of alternative transportation fuels that would generate nearly 1.2 million new jobs in the U.S. economy by 2018. Likewise the U.S. Green Building Council Green Jobs Study projects that over the five-year time period from 2009 to 2013, green construction will generate over \$554 billion in GDP and will support over 7.9 million jobs and provide \$396 billion in labor earnings. Failing to provide adequate education and training for more green jobs workers could lead to importing new workers from other world economies to meet these labor needs. Community colleges are the best suited for training and retraining new workers for a green economy.

- ***HACU requests a \$20 million competitive grants program for 2- and 4-year HSIs focused on training Hispanics and low-income youth and adults to be first and second responders (fire-fighters, public safety, paramedics, etc.) in their local communities.***

According to the Occupational Outlook Quarterly for fall 2006, workers who keep the public safe from crime and natural and environmental disasters are projected to be in high demand for the foreseeable future. In fact, between 2004 and 2014, the Labor Department reported that protective service occupations are expected to provide about 1.1 million job openings that do not require a bachelor’s degree. These occupations include security guards, police, sheriff patrol office, fire-fighters, and security officers at airports and transportation centers. These numbers

are expected to increase in demand as concern for public safety increases due to local and international issues.

- ***HACU requests a \$20 million competitive grants program for 2- and 4-year HSIs focused on training Hispanics and low-income youth and adults to become childcare providers in our nation's communities and schools.***

Hispanics are the largest and youngest minority group in the U.S. and will remain so for at least a generation according to the U.S. Bureau of the Census. Never before in the history of the nation has a minority ethnic group made up so large a share of the youngest Americans, according to the Pew Research Center publication Between Two Worlds. As a consequence, this minority group will help shape the kind of society the nation will become during the 21st century, becoming major participants and contributors to the educational system, the nation's workforce, and the policy making process at the state and national level.

This anticipated growth is driven by two major forces. First is the relative youth of Hispanics and second is the tendency to have larger families than the non-Hispanic population. With a median age of 27 compared to 41 for non-Hispanic whites, Hispanics will continue to grow at a faster rate than the larger U.S. population. Current data in the Pew Report notes that 25% of all newborns are Hispanic. This major reconfiguration can already be witnessed in the elementary school populations of Texas, California and Illinois.

The higher school dropout rate of Hispanics could seriously impact the ability of the nation to prepare a replacement workforce. The Hispanic high school dropout rates is 17%, nearly three times that of white youth (6%) and nearly double that of African Americans, according to the Pew Institute. Without intervention, the nation will experience extensive shortages of workers at all technical and professional levels and the nation's ability to maintain its economic leadership in the world will be jeopardized. The youth and adult childcare providers grant program will prevent this scenario by training child-care workers for out-of-school settings and school assistants for the classroom to address English language learning and effective communication with parents and guardians.

The U.S. Bureau of Labor Statistics reports that child care providers will continue to be in short supply. Employment of teacher assistants is expected to grow by 10% between 2008 and 2014 given school enrollment growth over the next decade among those with special education needs and those for whom English is a second language. Early childhood education in formal and home settings is a key area for preparing students for elementary and secondary school success.

HSI community colleges in urban areas and Hispanic Serving School Districts (HSSDs or school districts with 25% Hispanic school enrollment) can partner to identify and train teaching assistants and child care providers for homes where both parents are employed. The program can also serve as training and counseling opportunity to motivate child care workers to pursue careers in teacher education.

- ***HACU recommends a \$20 million competitive grants program for migrant and seasonal farm worker programs to develop skills and training to move into year-***

around employment in the food industry, health care, or transportation and communications areas as authorized in Sec. 167 of WIA. These programs will include employment training in new technology emerging in the agriculture and food production as well as in other fields including urban horticulture.

For generations Hispanics have served as the primary workforce for the nation's agriculture industry. As agriculture migrants Hispanics have been visible in almost every state in the nation involved in agriculture and food production, first as agriculture field and orchard workers and later in the food processing plants. Today Hispanics are also visible in fish, poultry and dairy production, processing and distribution.

These seasonal employees seldom reside long enough in one place to participate in workforce development programs to acquire new skills for permanent employment. Consequently, many agriculture and food production workers find themselves stuck for generations, unable to move into higher paying, more permanent jobs because of limited education and job training opportunities. Section 167 of the Workforce Investment provides grants to education institutions to develop or make available job training opportunities in agriculture, fishing and food processing, among others (see Appendix H). Community colleges, both rural and urban, can provide opportunities to make possible the transition from temporary to permanent positions.

- ***HACU requests a \$20 million competitive grants program to retrain workers displaced from their current employment by economic dislocations, plant closures, or lack of green job competence. Industry closures and transformation or realignment of heavy to light manufacturing processes will require the constant reeducation of the future workforce.***

The nation's manufacturing community is well into a conversion and retrofitting process that will transform how products are developed and how the nation will compete for trading and commerce of these products. Many manufacturing businesses like the automobile industry, construction materials and goods processing are in conversion mode. Hispanics, the youngest and fastest-growing sector of the U.S. population, are not prepared to assume the new jobs under development. A study sponsored by Lumina Foundation, "Building Tomorrow's Workforce," points out that during the next decade one of every four new workers in the United States will be an immigrant from Latin America. Many, if not most, of these newly arrived workers will have less than a high school education or lack the skills prerequisite for the new jobs. Unless Hispanics and other new immigrant workers are provided with state of the art training focusing on green and other new jobs, the nation will not be able to compete with other countries driving a globalizing economy. Community colleges which constitute over 50% of all HSIs are often in large urban areas where much of the manufacturing and product development is occurring.

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

Immigration from many countries has been the basis for the unparalleled economic and industrial 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 undocumented residents, are often achieving exemplary academic credentials in high school and showing the potential to become leaders and professionals in the U.S. workforce. Unfortunately, their 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 undocumented students who meet certain conditions.

This measure will benefit those deserving students who have met the same rigorous academic requirements as their college-bound peers and graduated from U.S. high schools. The nation as a whole would benefit from the education of these young people, who will then 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 J 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.

- ***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.***

Veterans Affairs Reauthorization

- *HACU requests \$20 million for FY 2011 for a competitive grant program for Hispanic-Serving Institutions (HSIs) to provide academic and related support services to eligible Hispanic veterans enrolled in Hispanic-Serving Institutions to begin or complete their studies and to attain a career.*

Hispanics have played a significant role in the defense of the United States, many making the ultimate sacrifice to preserve peace and democracy for our nation and its allies. Many Hispanics served in the armed forces during the wars of the 20th Century only to return home to a world of discrimination and prejudice that did not extend to them the very liberties which they fought to defend.

To assist veterans in pursuing a higher education to allow them to be better integrated into the changing work force, Congress passed the GI Bill in 1944, the Montgomery Bill in 1985 and the Post-9/11 GI Bill as an extension of the Montgomery bill in 2008. Unfortunately, none of the higher education support bills provide meaningful outreach provisions to assist the Office of Veterans Affairs with resources to identify Hispanic veterans and to encourage and support their access to higher education.

A competitive grants program will provide HSIs with resources to identify and assist in reintegrating eligible veterans into higher education institutions to complete their education and training. Grant recipients will utilize verified delivery systems to address social and academic barriers facing eligible veterans who may wish to pursue postsecondary education. Hispanic-Serving Institutions (HSIs) have the capacity and expertise to effectively utilize veteran targeted education funding for outreach, counseling and delivering appropriate educational activities for Hispanic veterans.

Hispanic men and woman have served with distinction in the Iraq and Afghanistan wars. The American Council on Education 2009 Report on Veterans cites that approximately 10% of all veterans 39 years of age or younger are of Hispanic heritage. Many Hispanic veterans in this age group do not consider postsecondary education due to economic constraints, family responsibilities or lack of information about available federal resources to offset postsecondary education costs. This grant program will provide HSIs with necessary resources to make higher education an obtainable goal for Hispanic and other minority veterans.

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 the Elementary and Secondary Education Act, the Workforce Investment Act, and the National Science Foundation, as well as other federal legislative and funding objectives that will enhance the infrastructure and quality of HSIs. With stronger 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 2010 Legislative Agenda also addresses FY 2011 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 2010 presents recommendations essential to assuring a bright future, not only for Hispanics, but for all Americans.

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 research 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.**

APPENDICES