

HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES



HACU PUBLIC POLICY PRIORITIES FOR THE 2013 REAUTHORIZATION OF THE HIGHER EDUCATION ACT

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REAUTHORIZATION OF THE HIGHER EDUCATION ACT

Introduction

The HACU policy document for the Reauthorization of the Higher Education Act during the 113th Congress builds on HACU's experience since its inception in December of 1986 as **The Champion of Hispanic Success in Higher Education**. HACU's first major legislative victory was the inclusion of Hispanic-Serving Institutions (HSIs) with the amendments of 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 gave birth to a national movement in U.S. higher education spearheaded by HACU to strengthen HSIs and promote greater Hispanic success in higher education. Today, HACU-member HSIs, Associate members and Partner institutions collectively educate seven of every ten of the 2.6 million Hispanic higher education students. These more than 350 institutions also enroll 3 million non-Hispanic students for a grand total of nearly 4.5 million, or one quarter of the 19 million U.S. higher education students. The reach of HACU and HSIs extends to pre-collegiate and lifelong education initiatives that impact the entire Hispanic community.

As HACU expanded its membership base and increased its ability to influence policy-making, the HEA amendments of 1998 enhanced the scope of HSIs and their authorized funding to \$62.5 million "for fiscal year 1999 and such sums as may be necessary..." under a new and improved Title V. These legislative improvements, however, have not been adequate to close the persistent gap in federal support between HSIs and other higher education institutions nor the disparities in Hispanic participation in HEA-funded programs.

Although HACU and its supporters in Congress have been able to increase appropriations for HSIs from the first \$12 million in fiscal year 1995 to \$100 million in fiscal year 2012, under Title V alone, HSIs remain the most under-funded cohort of institutions that are serving the most undereducated and underserved racial/ethnic population in America. Even though Hispanics are now the largest and fastest-growing segment of our national population, they show the lowest educational attainment and income levels. Because of their robust demographic growth, Hispanics are also the backbone of the American work force: they are projected to account for 74 percent of the growth in the U.S. workforce between 2010 and 2020. Greater investment in Hispanic higher education is required to supply the number and quality of highly skilled workers demanded by our technology and knowledge-driven economy.

The following policy document addresses the issues identified by HACU members and supporters across the nation as most urgent for the **reauthorization of the HEA** during the 113th Congress. This policy document recommends improvements in the authorizing legislation and calls for new sources of funding for HSIs and other institutions that educate the overwhelming majority of Hispanics and other economically disadvantaged students. The **executive summary** provides a succinct account of HACU's main recommendations in the reauthorization of the HEA. The technical legislative changes required to facilitate the incorporation of these amendments into law are provided in Appendix G. This document is also available on HACU's website, www.hacu.net.

EXECUTIVE SUMMARY

Reauthorization of the HEA

HACU is requesting that the 113th Congress enhance the level of support for HSIs and Hispanic higher education through the impending HEA amendments, including institutional development, graduate education and technology support under Title V; teacher education/teacher quality provisions under Title II; financial aid and related immigration provisions under Title IV; inclusion of HSIs and Hispanics in international education provisions under Title VI; and targeting Hispanics for greater participation in graduate and professional programs, as well as HSIs for competitive grants under Title VII, Part B.

Recommendations

Title II:

- HACU recommends that Augustus F. Hawkins Centers of Excellence allow funding of consortia and partnerships between HSIs and Emerging HSIs (institutions with 15% Hispanic enrollment (to be defined under Title V below) for the preparation of Hispanic teachers to meet national, state and local needs.
- HACU recommends the establishment of Hispanic Serving School Districts (HSSDs), with a Hispanic student population of no less than twenty-five (25) percent of the student body with HSIs, Emerging HSIs and any other eligible applicants, for grants funded by relevant parts or sections of Title II. These grants are intended to better prepare teachers for those communities and sections of the country where Hispanics and other minority populations are congregated in larger numbers.

Title IV:

- HACU recommends doubling the amount of the authorized maximum Pell Grant within the multiyear cycle of the HEA reauthorization, and assuring adequate funding levels for needy students by making the Pell grant an entitlement at a level comparable to the 80 percent grant / 20 percent loan ratio originally in place when the program was first initiated.
- HACU recommends increasing funding of the state challenge-grant program (LEAP) to \$120 million with new federal dollars to complement the Pell Grant Program to assist Hispanics and other needy students.
- HACU recommends other financial support mechanisms for Hispanic achievement in higher education. These mechanisms include discontinuing all federal student loan-origination fees, fixing the maximum interest rate at or below the current level or prime rate (whichever is

lower), and forgiving accumulated federal loan debt of graduates who choose to work for HSIs.

- HACU recommends providing long term immigrant students, who have successfully completed a secondary school program of study or its equivalent and have been physically present in the United States for a continuous period of not less than five years, with eligibility for federal financial aid programs.
- HACU recommends that the authorization level for TRIO be increased to \$1.7 billion for fiscal year 2014 “and such sums as may be necessary” for each of the four succeeding fiscal years.
- HACU recommends that HSIs and other minority-serving institutions be granted the same number of points as those given to other institutions for “prior experience” in TRIO grant competitions.
- HACU recommends that the authorization level for GEAR-UP programs increase to \$333.2 million for each of the five years of the HEA and any additional funds “which Congress may deem appropriate and necessary.”
- HACU recommends migrant program funding of \$50 million “and such sums as may be necessary” as an annual funding base for the entire HEA cycle.

Title V:

- HACU recommends that the funding level for HSIs under Title V specifically directed at infrastructure enhancement for undergraduate programs at 2- and 4-year institutions be increased to \$465 million per year “and such sums as may be necessary” for the authorized cycle of years following the reenacting of the HEA.
- HACU recommends including collaborations between HSIs and international higher education accredited institutions as allowable usage of Title V funds.
- HACU also recommends that the “50 percent low-income” assurance requirement be eliminated from the funding criteria of Title V: this requirement applies only to HSIs among minority-serving institutions and creates an unnecessary and costly administrative burden.

Title VI:

- HACU recommends the creation of a new section under Title VI to be authorized for \$30 million per year for the HEA cycle, “and such sums as Congress may deem necessary,” for the establishment of an Institute for Pan-Hispanic International Studies under the auspices of a consortium of eligible HSIs.

- HACU recommends establishing a new section under Title VII to be authorized for \$20 million per year for the HEA cycle, “and such sums as may be necessary,” to support the "Hispanic International Scholars and Fellows" program.

Title VII:

- HACU recommends that \$10 million be authorized “and such sums as may be necessary” to create a graduate fellowship program under Title VII of HEA to establish partnerships between HSIs and non-HSIs for increased Hispanic student enrollment and success in graduate and professional programs. This graduate fellowship program as a part of Graduate and Post-Secondary Improvement Programs will attract students of superior ability and achievement, exceptional promise and demonstrated financial need to high-quality graduate programs critical to complete advanced degrees.
- HACU recommends that Congress authorize \$15 million per year of the HEA cycle, “and such sums as may be necessary,” to support a “HSI Fellowship Program” under Title VII, Part A, Subpart 5 of the HEA. This Hispanic Fellowship Program targets Hispanics interested in pursuing careers in academia and willing to make a commitment to teach, conduct research and outreach in HSIs.
- HACU recommends that Congress authorize \$20 million per year of the HEA cycle, “and such sums as may be necessary,” to support an HSI/FIPSE program within Part B of the “Fund for the Improvement of Postsecondary Education” of the HEA. The funding would be used for competitive grants to improve postsecondary education opportunities for Hispanics in HSIs under any of the eight allowable uses of FIPSE under Part B of Title VII of the HEA.

CONTEXTUAL BACKGROUND

Hispanics now represent the largest minority population in the United States. Our nation's population continues to increase in diversity at a much more rapid pace than projected by national demographers, especially among Hispanics—now the youngest and fastest-growing ethnic population.

U.S. Hispanic/Latino population now approximates 52 million (17 percent) of the population. By comparison, the African American population is now 39 million (13 percent), the Asian and Pacific Islander 15 million (5 percent), and the American Indian 3 million (1 percent) of the U.S. population.

The U.S. Hispanic population increased 45 percent between 2000 and 2011. Only Mexico has a larger Hispanic population than the United States. The purchasing power of U.S. Hispanics in 2010 was \$1 trillion, and it is projected to reach \$1.5 trillion by 2015.

Hispanics today represent one of every three new workers joining the U.S. labor force and are projected to constitute one of two new workers by 2025. In the immediate future the public and private employment sectors experiencing a substantial increase in retirements will have to depend heavily upon Hispanics to fill the impending gap for a highly trained professional workforce.

HSIs that serve the largest concentrations of Hispanic higher education students are located in or near the fastest-growing Hispanic communities. These HSIs have the chief responsibility to educate the nation's youngest and fastest-growing ethnic population for leadership and professional roles in American society. These institutions are at the forefront of every effective effort now in place to increase Hispanic student enrollment and graduation, initiatives that promote college and career transitions and life-long learning opportunities. (See Appendix A for a list of HSIs and their corresponding Congressional districts).

Current national studies on education and the economy confirm that the nation's economic and social success rests on the academic achievement of the nation's largest minority population. Higher skills and increased knowledge lead to increased productivity, a higher taxpayer base, and a more engaged citizenry to ensure our prosperity as a nation and to sustain our position as a world leader. Federal policy makers recognize that academic success of our Hispanic students is a national security imperative.

The challenges Hispanics face in high school and college completion are daunting. Hispanics have a four-year high school completion rate of 70 percent, compared to 93.5 percent for Asians, 83 percent for non-Hispanic whites, 69.1 percent for American Indians and 66.1 percent for African Americans. These low high school completion rates are responsible for the fact that only 14.5 percent of Hispanics ages 25 and older have attained a bachelor's degree.

In 2010, Hispanics earned 13.5 percent of all associate's degrees, 8.8 percent of all bachelor's degrees, 7.1 of all master's degrees, and 5.8 of all doctorate degrees awarded. Six-year bachelor's

degree completion rates for Hispanics are currently at 50 percent, ahead of Black and American Indian students (39 percent each), and behind White and Asian students (62 and 69 percent, respectively).

In 2011, Hispanic students represented about 16.5 percent of the total student enrollment in higher education, or 2.6 million students. Hispanics represent 8.7% percent of all students in 4-year institutions and 16.8 percent in two-year institutions.

The majority, or 52 percent, of Hispanics in higher education are enrolled in two-year institutions, compared to 43 percent of all college students. Today, although the total Hispanic enrollment is estimated at more than 2.6 million higher education students, their participation rate in two and four-year institutions remain unchanged.

A higher percentage of Hispanic students (48 percent) are enrolled part-time than non-Hispanic white (37 percent), African American (41 percent), Asian/Pacific Islander (38 percent), and Native American (40 percent) students. Additionally, of all ethnic groups, Hispanics are least likely to be enrolled in a degree-granting program.

Over 56 percent of Hispanic undergraduate students are enrolled in 356 colleges and universities categorized as Hispanic-Serving Institutions, or HSIs. Furthermore, 250 additional higher education institutions are on the verge of becoming eligible to be designated as HSIs because of their rapidly growing Hispanic student enrollments (see Appendix B). These compelling facts demand much greater federal investments in HSIs and Hispanic higher education.

HACU is the only organized national voice for HSIs. From an original membership of 18 campuses in 1986, HACU -- a nonprofit, tax-exempt 501 (c) (3) organization -- has grown to represent more than 300 member and partner colleges and universities today. HACU member and associate member campuses collectively educate more than two-thirds of the country's 2.6 million Hispanic higher education students, in addition to 3 million non-Hispanics.

HACU's recommendations on the reauthorization of the HEA to the 113th Congress are designed to meet the needs of historically under-funded HSIs. Substantially increasing federal funding to reverse funding disparities for strategically important HSIs would provide effective programs and services to meet the pressing needs of Hispanic students and the Hispanic American community. Strengthening HSIs through new federal funding to increase Hispanic higher education success is in the best national interest of the United States.

HEA RECOMMENDED AMENDMENTS

In 1992, HACU and its allies persuaded Congress to formally recognize and include HSIs in funding provisions of Title III of the Higher Education Act (HEA). However, actual funding for HSIs remains at levels far below the abundantly documented needs of these institutions. The first \$12 million HEA appropriation to HSIs authorized by the 1992 legislation did not occur until FY 1995 and remained stagnant until FY 1998. With the HEA amendments of 1998, annual appropriations for HSIs under a new and improved Title V increased to \$28 million in FY 1999, \$42.3 million in FY 2000, \$68.5 million in FY 2001, \$86 million in FY 2002, \$93 million for FY 2003, \$117 million in FY 2010 then declining to \$104.3 million for FY 2011 and \$100.4 million for FY 2012.

Despite this progress, HSIs on average still receive only 66 cents to the dollar per student compared to all other degree-granting institutions. This disparity is occurring at a time when what now is the nation's largest minority population continues to be its youngest and fastest-growing population group. Hispanics, the nation's largest ethnic population, comprise the fastest-growing sector of our U.S. labor force and 17 percent of the general population. This increasing dependence on Hispanic workers to maintain and advance our economic progress and social well-being requires much greater investment in the quality of higher education for Hispanic Americans.

HACU is requesting that the 113th Congress enhance the level of support for HSIs and Hispanic higher education through the impending HEA amendments, including institutional development, graduate education, and technology provisions under Title V; teacher education/teacher quality provisions under Title II; financial aid and immigration provisions under Title IV; international education provisions under Title VI; and graduate and postsecondary improvement programs under Title VII.

HACU's policy priorities for HEA Reauthorization emerged from three main sources: (1) a national survey of HSI presidents and key institutional leaders (see Appendix C), (2) six regional HSI/HEA public forums (see Appendix D), and (3) staff analyses of other databases and reports. This input was used to draft a report outlining HACU's HEA reauthorization priorities. The draft was then posted on the HACU Web site where it generated more suggestions and recommendations for inclusion into the current version. This report, then, presents data-driven recommendations regarding the amendment of the HEA to assist HSIs and other higher educational institutions in assuring the educational success of Hispanics and others attending these institutions. The HACU HEA Reauthorization document has been posted on the HACU website www.hacu.net.

Issues, Rationales and Recommendations

Title II: Teacher Education/Teacher Quality

ISSUE: Increasing the ranks of Hispanic teachers is of paramount importance, as numerous studies consistently point to the diversity of the teaching ranks as a measurable, contributing factor to the success of minority students at every academic level. It is just as significant for non-minority students to be exposed in their schools to positive role models from minority backgrounds. HSIs award approximately 50 percent of all teacher education degrees earned by Hispanic students.

RATIONALE: The shortage of Hispanic teachers correlates with the lack of funding for teacher education for the nation's HSIs, which serve the largest concentrations of Hispanic students in higher education. While 24 percent of the public school student population is Hispanic, only 7 percent of all teachers at those elementary and secondary schools are Hispanic.

Given the youth of the Hispanic population and the continued growth it is apparent that Hispanics will make up a significant percentage of the elementary and secondary school age population and enrollment as is already apparent in states such as Texas and California. Consequently the need for bicultural and bicultural teachers is anticipated to increase as well. Teacher training institutions will be expected to meet this demand. HSI teacher training institutions will be expected to meet the teacher workforce shortage with bilingual bicultural education training.

RECOMMENDATIONS:

- HACU recommends that Augustus F. Hawkins Centers of Excellence allow funding of consortia and partnerships between HSIs and Emerging HSIs (institutions with 15% Hispanic enrollment (to be defined under Title V below) for the preparation of Hispanic teachers to meet national, state and local needs.
- HACU recommends the establishment of Hispanic Serving School Districts (HSSDs), with a Hispanic student population of no less than twenty-five (25) percent of the student body with HSIs, Emerging HSIs and any other eligible applicants, for grants funded by relevant parts or sections of Title II. These grants are intended to better prepare teachers for those communities and sections of the country where Hispanics and other minority populations are congregated in larger numbers.

Title IV: Financial Aid/Support/Immigration

Financial Aid; Immigration

Over the past 20 years, the proportion of annual college attendance costs, including all related expenses, at public 4-year and 2-year institutions supported by Pell grants has declined from 80 percent to 42 percent. This trend is especially detrimental to low-income families, particularly to Hispanics, who make up one-fourth of all U.S. citizens living in poverty. Doubling the current authorization maximum (currently \$5635) and making it an entitlement program would restore the lost purchasing power of the Pell Grant to cover nearly 75 percent of the average public four-year college price of attendance, based on moderate projections of tuition growth. This increase would move the Pell Grant closer to the original established level.

By definition, the majority of students attending HSIs are low-income and often academically under-prepared for a rigorous college curriculum. Because a majority of HSIs are community colleges and non-selective four-year institutions, they are serving overwhelmingly high-need students who might otherwise go without a postsecondary educational opportunity. Given these facts, there is a much higher risk of students either failing to finish a degree program or being unable to repay outstanding debt accumulated from federal loans. Subjecting the HSIs to cohort default rate provisions discourages them from participating in federal loan programs or from accepting high-need, high-risk students, or both. HSIs need to be afforded a chance to fulfill their missions of service to low-income communities without the threat of penalties that may result from Title IV loan default rate provisions.

Postsecondary educational access for Hispanics involves more than teaching and learning. Affordability is an issue because of annually escalating tuition and other costs that pose even more of a barrier for low-income students. Hispanics as a group have less disposable income to commit to higher education. Although the overall poverty rate of Hispanics has dropped from 26.5 percent in 2010 to 25.3 percent in 2011, that still leaves one in four Hispanics living in poverty.

- Among the 2.6 million Hispanic young adults enrolled in postsecondary education the numbers are even worse, with 48 percent living at or near total poverty:
 - 24 percent are living on incomes near the poverty line; and
 - An additional 24 percent have gross incomes that are below the poverty threshold, compared to one in ten (8.6 percent) of non-Hispanic whites.

Immigration reports estimate the undocumented population in the United States at 11 million. It is also estimated that nearly 70 percent of the undocumented population is Hispanic, overwhelmingly Mexican and Central American. These hard-working, low-public cost families live on the fringes of society with children who are born or raised in our country. These children and youth are entitled to a K-12 public education, but are precluded from participation in higher education and ineligible for federal financial aid if they are not citizens or legal residents of the United States. Because nearly all of these youth will remain in the country and earn legal status and citizenship, it is in the best national interest to allow them to participate in Title IV financial aid programs that will enable

them to enroll in higher education institutions and successfully complete a college degree. A higher education credential will permit these youth to assume leadership and professional roles in American society and to make important contributions to the social and economic well-being of the country.

Hispanic under-representation is a grim reality across higher education, but it is even worse in some fields of study that lead to careers in areas of urgent and strategic national need. Hispanics comprise only 7.4 percent of those in professional specialty fields, including only 6.6 percent of the country's physicians and surgeons, 5.1 percent of registered nurses, 6.8 percent of biological scientists, 5.7 percent of computer scientists, 8.0 percent of all public elementary school teachers, 6.9 percent of secondary school teachers, 4.8 percent of postsecondary teachers, and 3.2 percent of lawyers. As other highly industrialized countries, particularly European nations, experience similar or greater specialized labor shortages, our ability to attract foreign professionals for these strategic occupations will decrease. Hispanics, as the fastest-growing and youngest population in the nation, represents a largely untapped human resource to offset workforce shortages in these occupational fields. A loan forgiveness incentive under Title IV is a crucial part of the effort to address these shortages.

It is equally important is to target recent college graduates who accumulated federal loan debt for employment at HSIs. A loan forgiveness program would afford a new incentive for successful graduates to work at HSIs; this would also allow HSIs to compete more effectively with more affluent institutions in the recruitment and retention of quality employees. Over time, this would further strengthen HSI institutional capacity.

RECOMMENDATIONS:

- HACU recommends doubling the amount of the authorized maximum Pell Grant within the multiyear cycle of the HEA reauthorization, and assuring adequate funding levels for needy students by making the Pell grant an entitlement at a level comparable to the 80 percent grant / 20 percent loan ratio originally in place when the program was first initiated.
- HACU recommends increasing funding of the state challenge-grant program (LEAP) to \$120 million with new federal dollars to complement the Pell Grant Program to assist Hispanics and other needy students.
- HACU recommends other financial support mechanisms for Hispanic achievement in higher education. These mechanisms include discontinuing all federal student loan-origination fees, fixing the maximum interest rate at or below the current level or prime rate (whichever is lower), and forgiving accumulated federal loan debt of graduates who choose to work for HSIs.
- HACU recommends providing long term immigrant students, who have successfully completed a secondary school program of study or its equivalent and have been physically present in the United States for a continuous period of not less than five years, with eligibility for federal financial aid programs.

TRIO Programs

For over 30 years the TRIO programs under Title IV have provided services to students from low-income and first-generation Americans to help them enter and complete postsecondary education. The Council for Opportunity in Education (COE) reports that over 1,900 TRIO programs currently serve nearly 700,000 low-income Americans. Among TRIO program participants, 39 percent are white, 36 percent are African American, 16 percent are Hispanic, 5 percent are Native American, and 4 percent are Asian American. In spite of the large numbers of students who participate in these programs, there remain many more that would benefit if adequate funding were available.

The current system for renewal of TRIO programs utilizes preference points to maintain program continuity of services while at the same time making it more difficult for new programs to be funded. Eliminating the system of preference points for current TRIO grantees will undermine any program gains achieved through continuity of service. HACU will therefore propose that all HSIs be treated as if they were current grantees in the application process. Such a system would have the effect of maintaining successful programs at currently funded institutions while increasing the number of new programs at HSIs, which disproportionately serve the target communities of the TRIO programs.

In order for TRIO programs to benefit deserving students that attend non-TRIO colleges and universities, substantial increases in federal funding and changes in the application criteria are critical. HACU therefore strongly supports increased funding for TRIO programs to make it possible for new institutions to serve the large number of eligible students who cannot receive TRIO program services. Increased funding will ensure not only that the services already being provided are of the highest quality but also that additional institutions are provided the necessary resources to house TRIO programs.

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

RECOMMENDATIONS:

- HACU recommends that the authorization level for TRIO be increased to \$1.7 billion for fiscal year 2014 "and such sums as may be necessary" for each of the four succeeding fiscal years.
- HACU recommends that HSIs and other minority-serving institutions be granted the same number of points as those given to other institutions for "prior experience" in TRIO grant competitions.

GEAR UP

Effective interventions in the transitions from middle to high school to college are critical to reversing Hispanic under-achievement and dropout. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a proven tool for allowing states, middle and high schools, higher education institutions and community organizations to help strengthen the K-16 pipeline for large numbers of low-income students.

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 firmly believes that HSIs are in a pivotal position to work with Hispanic communities and with LEAs (Local Education Agencies) to motivate and encourage Hispanic youth to complete their high school education and to prepare them academically for higher education. However, accomplishing this objective will require substantial increases in funding to expand existing GEAR UP programs and to establish new ones in those communities and LEAs where none currently exist.

RECOMMENDATION:

- HACU recommends that the authorization level for GEAR-UP programs increase to \$333.2 million for each of the five years of the HEA and any additional funds "which Congress may deem appropriate and necessary."

College Assistant Migrant Program (CAMP)

Hispanics are disproportionately represented among migrant and seasonal farm workers. This population also has the highest K-12 dropout and lowest college attendance rates. Currently there are only 39 colleges and universities operating CAMP programs. Increasing federal support during the years following HEA reauthorization will permit the number of eligible young men and women who are migrants or seasonal farm workers or children of these workers to attend college and break the cycle of poverty. Increased federal support would also allow HSIs to enhance their participation and success rates in the CAMP program to the benefit of many more migrant families.

RECOMMENDATION:

- HACU recommends migrant program funding of \$50 million "and such sums as may be necessary" as an annual funding base for the entire HEA cycle.

Title V: Institutional Development

ISSUE: Since 1986, HACU has represented and advocated for colleges and universities serving the largest concentrations of Hispanic students in higher education. HACU and its allies in Congress successfully advocated for a new federal designation--Hispanic-Serving Institution—defined as a higher education institution with a student enrollment at least 25 percent Hispanic. As a further part of the definition, not less than 50 percent of total Hispanic student enrollment must be low-income, as indicated by Pell Grant eligibility.

One of the challenges HSIs face as they address their critical role, is persistent underfunding relative to every other degree-granting institution. According to 2007-08 IPEDS data, HSIs received \$3,446 per student on average from all federal revenue sources, compared to \$5,242 per student for all degree-granting institutions, less than 66 cents on the dollar.

HSIs historically and persistently receive a fraction of funds per student compared to all other degree-

Title V of the Higher Education Act has been the main vehicle at the federal level through which authorized appropriations are targeted to HSIs in the ongoing effort to reduce those funding disparities. Appendix E documents Title V grants by authorized activity for the years 1999-2002.

RATIONALE: With the HEA amendments of 1992, Hispanic-Serving Institutions (HSIs) were first acknowledged and defined in legislation. Although authorized funding for HSIs was set at \$45 million “and such sums as may be necessary” under Title III of the HEA, no actual appropriation occurred until FY 1995, and only at \$12 million per year through FY 1998.

Through the HEA amendments of 1998, HSIs gained a higher authorized funding level of \$62.5 million “and such sums as may be necessary,” broader scope of legislative intent, as well as an improved HSI definition, under a new Title V. While the appropriations for HSIs under Title V have grown from \$28 million in FY 1999 to \$100.4 in FY 2012, these increases have not yet allowed HSIs to reach federal funding parity with other degree-granting institutions. Moreover, these funds can reach only a fraction of the more than 350 HSIs in this country. If one factors in the additional 250 higher education institutions on the verge of becoming eligible to be designated as HSIs (see Appendix B), the funding gap widens even more dramatically.

Currently, thirty-five percent of Hispanics are under the age of 18. The U.S. higher education system will grow by 3.5 million additional students by 2015 and that nearly 40 percent of these new students will be Hispanic. The impending emergence of more than 100 new HSIs in the next few years and the rapid growth of Hispanic college-age population underscore the urgency for immediate, major, and sustained increases in Title V funding.

Because of their location in major urban areas of the country, HSIs tend to attract a larger percentage of students from lower socio-economic background who need greater academic and

support services. At the same time, state support for higher education has been declining on a per student basis in almost every region of the country. Since HSIs promote access to a population that suffers historically high poverty rates and continued discrimination, most are unable to increase their tuition and fees without hindering Hispanic educational opportunity. Consequently, to continue to advance their mission of providing opportunity to this sector of our population, HSIs require greater federal support to offset limited state resources, especially in these difficult years of widespread state deficits.

Two current provisions of the statute further hinder HSIs. The first such requirement is that HSIs provide assurance of enrolling 50 percent or more low-income Hispanics and then document such assurance for all Hispanic students individually. HSIs are indeed singled out among minority-serving institutions for this burdensome and costly requirement that contradicts the intent of Congress to provide developmental support, rather than hindrance, to HSIs. This is an unnecessary and redundant provision that should be discarded.

The emergence of HSIs in the 1990s as the backbone of Hispanic higher education success also revealed a need to engage “Emerging HSIs” that enroll a significant number of Hispanic students and demonstrate institutional commitment to their success. These institutions represent colleges and universities that enroll a minimum of 15 percent or 1000 Hispanic students, including full-time and part-time students either at the undergraduate or graduate level. Emerging HSIs should be encouraged to form partnerships and consortia with HSIs for maximum Hispanic educational advancement, particularly between 2- and 4-year, and between teaching and research institutions. The amended HEA should support this effort to broaden and strengthen Hispanic higher education success. Appendix B provides a HACU listing of Emerging HSIs.

RECOMMENDATIONS:

- HACU recommends that the funding level for HSIs under Title V specifically directed at infrastructure enhancement for undergraduate programs at 2- and 4-year institutions be increased to \$465 million per year "and such sums as may be necessary" for the authorized cycle of years following the reenacting of the HEA.
- HACU also recommends that the “50 percent low-income” assurance requirement be eliminated from the funding criteria of Title V: this requirement applies only to HSIs among minority-serving institutions and creates an unnecessary and costly administrative burden.
- HACU recommends creation of a new category of “Emerging HSIs” for institutions that do not meet the eligibility criteria for HSI designation, but whose total FTE Hispanic undergraduate enrollment exceeds 15 percent or at least 1,000 such students. These institutions shall not be directly eligible for Title V funding, but may act as parts of consortia with one or more eligible HSIs to foster Hispanic higher education success. Emerging HSIs may be sub-grantees of HSIs either for consortia or partnership purposes.

Title VI: International Education

The future of the world will depend upon global interaction among all nations from economic, social and political perspectives. Economic forces and technology are laying the foundation for a multilingual and multicultural global society. Higher education institutions across the world are at the forefront of this global change. In 2008-9, nearly 671,616 foreign students enrolled in U.S. colleges and universities. Despite its proximity to the U.S., Latin America accounted for only 10 percent of the total. Approximately 24.7 percent of these students were from Mexico, which, in seventh place, was the only Latin American country listed among the top 10 places of origin.

This same source reports that for 2007-08 only 15.3 percent of the more than 262,416 U.S. students chose Latin America for study abroad in 2007-8, compared to 56.3 percent for Europe, and that only 5.9 percent of U.S. students studying abroad were Hispanic. None of the top 25 U.S. institutions enrolling the largest numbers of foreign students in 2008-09 was an HSI.

On the other hand, HACU-member institutions in Latin America, the Caribbean, and Spain are eager to develop cross-national partnerships with HSIs to allow more Hispanic students, faculty, and staff to participate in educational and research programs abroad, while also increasing the number of Latin America, Caribbean, and Spanish counterparts attending HSIs.

The increased national security concerns and needs for a multilingual and culturally diverse workforce in the United States make this an especially important issue for HSIs and Hispanic Americans.

RECOMMENDATION:

- HACU recommends the creation of a new section under Title VI to be authorized for \$30 million per year “and such sums as Congress may deem necessary,” for the establishment of an Institute for Pan-Hispanic International Studies under the auspices of a consortium of eligible HSIs.
- HACU recommends establishing a new section under Title VII to be authorized for \$20 million per year for the HEA cycle, “and such sums as may be necessary,” to support the “Hispanic International Scholars and Fellows” program.

Title VII: Graduate and Postsecondary Improvement Programs

As HSIs remain severely under-funded in their ability and capacity to develop or improve graduate and other postsecondary education programs, the bulk of federal resources for such programs continue to go to non-HSIs that may not be targeting Hispanics. By requiring major research institutions to partner with HSIs and reach out to Hispanic Americans, the persistent under-representation of Hispanics in all graduate education fields, but especially in the hard sciences, engineering, and technology may be alleviated. HSIs have been historically underrepresented in FIPSE programs and no special initiative has been launched by this agency to date.

RECOMMENDATIONS:

- HACU recommends that \$10 million be authorized, “and such sums as may be necessary,” to create a graduate fellowship program under Title VII of HEA to establish partnerships between HSIs and non-HSIs for increased Hispanic student enrollment and success in graduate and professional programs. This graduate fellowship program as a part of Graduate and Post-Secondary Improvement Programs will attract students of superior ability and achievement, exceptional promise and demonstrated financial need to high-quality graduate programs critical to complete advanced degrees.
- HACU recommends that Congress authorize \$15 million per year of the HEA cycle, “and such sums as may be necessary,” to support a “HSI Fellowship Program” under Title VII, Part A, Subpart 5 of the HEA. This Hispanic Fellowship Program targets Hispanics interested in pursuing careers in academia and willing to make a commitment to teach, conduct research and outreach in HSIs.
- HACU recommends that Congress authorize \$20 million per year of the HEA cycle, “and such sums as may be necessary,” to support an HSI/FIPSE program within Part B of the “Fund for the Improvement of Postsecondary Education” of the HEA. The funding would be used for competitive grants to improve postsecondary education opportunities for Hispanics in HSIs under any of the eight allowable uses of FIPSE under Part B of Title VII of the HEA.

APPENDICES

- A. List of HSIs Congressional Districts**
- B. List of Emerging HSIs with Congressional Districts**
- C. Report of HACU Survey on Higher Education Act Issues**
- D. Summary of Input from HACU's Six Regional Meetings**
- E. HEA Title V Authorized Activities language**
- F. HEA Title V Grants to HSIs by Authorized Activity, 1999-2000**
- G. Proposed Technical Legislative Amendments**

APPENDIX A

**2011 - 2012
HISPANIC SERVING INSTITUTIONS
BY CONGRESSIONAL DISTRICT
113th Congress**

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
ARIZONA (Total: 10)						
AZ	Ann Kirkpatrick	D	1st	Central Arizona College	2 Pub	26.3%
AZ	Ron Barber	D	2nd	Cochise College	2 Pub	42.6%
AZ	Raul M. Grijalva	D	3rd	Estrella Mountain Community College	2 Pub	42.4%
AZ	Raul M. Grijalva	D	3rd	Pima Community College	2 Pub	36.7%
AZ	Paul A. Gosar	R	4th	Arizona Western College	2 Pub	59.7%
AZ	David Schweikert	R	6th	Frank Lloyd Wright School of Architecture	4 Priv	33.3%
AZ	Ed Pastor	D	7th	GateWay Community College	2 Pub	26.5%
AZ	Ed Pastor	D	7th	Phoenix College	2 Pub	38.5%
AZ	Ed Pastor	D	7th	South Mountain Community College	2 Pub	41.3%
AZ	Trent Franks	R	8th	Glendale Community College	2 Pub	28.5%
CALIFORNIA (Total: 112)						
CA	John Garamendi	D	3rd	Woodland Community College	2 Pub	44.4%
CA	John Garamendi	D	3rd	Yuba College	2 Pub	25.3%
CA	Mike Thompson	D	5th	Napa Valley College	2 Pub	33.0%
CA	Paul Cook	R	8th	Barstow Community College	2 Pub	33.5%
CA	Paul Cook	R	8th	Crafton Hills College	2 Pub	37.0%
CA	Paul Cook	R	8th	Victor Valley College	2 Pub	39.9%
CA	Jerry McNerney	D	9th	Humphreys College-Stockton and Modesto Campuses	4 Priv	36.5%
CA	Jerry McNerney	D	9th	San Joaquin Delta College	2 Pub	35.5%
CA	Jeff Denham	R	10th	California State University-Stanislaus	4 Pub	39.9%
CA	Jeff Denham	R	10th	Modesto Junior College	2 Pub	37.5%
CA	George Miller	D	11th	Contra Costa College	2 Pub	30.5%
CA	George Miller	D	11th	Los Medanos College	2 Pub	31.5%
CA	Barbara Lee	D	13th	Holy Names University	4 Priv	25.7%
CA	Jacki Specier	D	14th	College of San Mateo	2 Pub	26.6%
CA	Jacki Specier	D	14th	Notre Dame de Namur University	4 Priv	28.9%
CA	Jacki Specier	D	14th	Skyline College	2 Pub	25.5%
CA	Eric Swalwell	D	15th	Chabot College	2 Pub	31.4%
CA	Jim Costa	D	16th	California Christian College	4 Priv	29.4%
CA	Jim Costa	D	16th	Fresno City College	2 Pub	45.5%
CA	Jim Costa	D	16th	Fresno Pacific University	4 Priv	36.6%
CA	Jim Costa	D	16th	Merced College	2 Pub	49.4%
CA	Jim Costa	D	16th	University of California-Merced	4 Pub	37.3%
CA	Anna G. Eshoo	D	18th	Canada College	2 Pub	45.2%
CA	Anna G. Eshoo	D	18th	San Jose City College	2 Pub	39.4%
CA	Zoe Lofgren	D	19th	Evergreen Valley College	2 Pub	36.0%
CA	Sam Farr	D	20th	Cabrillo College	2 Pub	33.4%
CA	Sam Farr	D	20th	California State University-Monterey Bay	4 Pub	36.0%
CA	Sam Farr	D	20th	Gavilan College	2 Pub	45.9%
CA	Sam Farr	D	20th	Hartnell College	2 Pub	67.8%
CA	Sam Farr	D	20th	Monterey Peninsula College	2 Pub	29.1%
CA	David G. Valdao	R	21st	West Hills College Coalinga	2 Pub	59.3%
CA	David G. Valdao	R	21st	West Hills College Lemoore	2 Pub	50.2%
CA	Devin Nunes	R	22nd	California State University-Fresno	4 Pub	38.1%
CA	Devin Nunes	R	22nd	College of the Sequoias	2 Pub	55.6%
CA	Devin Nunes	R	22nd	Reedley College	2 Pub	52.5%
CA	Kevin McCarthy	R	23rd	Antelope Valley College	2 Pub	34.5%

**2011 - 2012
HISPANIC SERVING INSTITUTIONS
BY CONGRESSIONAL DISTRICT
113th Congress**

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
CA	Kevin McCarthy	R	23rd	Bakersfield College	2 Pub	53.3%
CA	Kevin McCarthy	R	23rd	California State University-Bakersfield	4 Pub	45.8%
CA	Kevin McCarthy	R	23rd	Porterville College	2 Pub	64.3%
CA	Kevin McCarthy	R	23rd	Taft College	2 Pub	48.5%
CA	Lois Capps	D	24th	Allan Hancock College	2 Pub	48.9%
CA	Lois Capps	D	24th	Antioch University-Santa Barbara	4 Priv	31.2%
CA	Lois Capps	D	24th	Santa Barbara City College	2 Pub	31.1%
CA	Howard P. "Buck" McKeon	R	25th	College of the Canyons	2 Pub	34.3%
CA	Julia Brownley	D	26th	California State University-Channel Islands	4 Pub	29.8%
CA	Julia Brownley	D	26th	Oxnard College	2 Pub	67.6%
CA	Julia Brownley	D	26th	Ventura College	2 Pub	50.5%
CA	Judy Chu	D	27th	Citrus College	2 Pub	53.6%
CA	Judy Chu	D	27th	East Los Angeles College	2 Pub	66.1%
CA	Judy Chu	D	27th	Pacific Oaks College	4 Priv	49.8%
CA	Judy Chu	D	27th	Pasadena City College	2 Pub	37.8%
CA	Adam B. Schiff	D	28th	Los Angeles City College	2 Pub	41.4%
CA	Adam B. Schiff	D	28th	Woodbury University	4 Priv	32.8%
CA	Tony Cardenas	D	29th	Casa Loma College-Van Nuys	2 Priv	42.8%
CA	Tony Cardenas	D	29th	Los Angeles Mission College	2 Pub	71.9%
CA	Tony Cardenas	D	29th	Los Angeles Valley College	2 Pub	42.4%
CA	Brad Sherman	D	30th	California State University-Northridge	4 Pub	37.3%
CA	Brad Sherman	D	30th	Los Angeles Pierce College	2 Pub	38.6%
CA	Gary G. Miller	R	31st	California State University-San Bernardino	4 Pub	49.3%
CA	Gary G. Miller	R	31st	Chaffey College	2 Pub	51.3%
CA	Gary G. Miller	R	31st	Community Christian College	2 Priv	52.3%
CA	Gary G. Miller	R	31st	San Bernardino Valley College	2 Pub	57.4%
CA	Grace F. Napolitano	D	32nd	Azusa Pacific Online University	4 Priv	27.4%
CA	Grace F. Napolitano	D	32nd	University of La Verne	4 Priv	46.5%
CA	Henry A. Waxman	D	33rd	Los Angeles Harbor College	2 Pub	50.6%
CA	Henry A. Waxman	D	33rd	Los Angeles ORT College-Los Angeles Campus	2 Priv	32.6%
CA	Henry A. Waxman	D	33rd	Mount St. Mary's College	4 Priv	51.8%
CA	Henry A. Waxman	D	33rd	Santa Monica College	2 Pub	31.7%
CA	Xavier Becerra	D	34th	California State University-Los Angeles	4 Pub	55.3%
CA	Xavier Becerra	D	34th	Los Angeles County College of Nursing and Allied Health	2 Pub	34.8%
CA	Gloria Negrete McLeod	D	35th	California State Polytechnic University-Pomona	4 Pub	34.3%
CA	Raul Ruiz	D	36th	College of the Desert	2 Pub	60.2%
CA	Raul Ruiz	D	36th	Mt. San Jacinto Community College District	2 Pub	36.0%
CA	Raul Ruiz	D	36th	Palo Verde College	2 Pub	34.3%
CA	Karen Bass	D	37th	Los Angeles Trade Technical College	2 Pub	51.4%
CA	Karen Bass	D	37th	West Los Angeles College	2 Pub	33.5%
CA	Linda T. Sanchez	D	38th	Cerritos College	2 Pub	54.3%
CA	Linda T. Sanchez	D	38th	Rio Hondo College	2 Pub	75.6%
CA	Linda T. Sanchez	D	38th	Whittier College	4 Priv	34.4%
CA	Edward R. Royce	R	39th	California State University-Fullerton	4 Pub	33.9%
CA	Edward R. Royce	R	39th	Fullerton College	2 Pub	41.0%
CA	Edward R. Royce	R	39th	Mt. San Antonio College	2 Pub	51.4%
CA	Mark Takano	D	41st	La Sierra University	4 Priv	34.3%
CA	Mark Takano	D	41st	Moreno Valley College	2 Pub	48.9%

**2011 - 2012
HISPANIC SERVING INSTITUTIONS
BY CONGRESSIONAL DISTRICT
113th Congress**

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
CA	Mark Takano	D	41st	Riverside City College	2 Pub	46.9%
CA	Mark Takano	D	41st	University of California-Riverside	4 Pub	33.7%
CA	Ken Calvert	R	42nd	Norco College	2 Pub	47.6%
CA	Maxine Waters	D	43rd	El Camino Community College District	2 Pub	39.7%
CA	Maxine Waters	D	43rd	Los Angeles Southwest College	2 Pub	28.1%
CA	Janice Hahn	D	44th	California State University-Dominguez Hills	4 Pub	49.0%
CA	Janice Hahn	D	44th	El Camino College-Compton Center	2 Pub	40.0%
CA	John Campbell	R	45th	Brandman University	4 Priv	26.8%
CA	John Campbell	R	45th	Santiago Canyon College	2 Pub	41.7%
CA	Loretta Sanchez	D	46th	Santa Ana College	2 Pub	48.4%
CA	Loretta Sanchez	D	46th	Bethesda University of California	4 Priv	25.0%
CA	Alan S. Lowenthal	D	47th	California State University-Long Beach	4 Pub	33.1%
CA	Alan S. Lowenthal	D	47th	Cypress College	2 Pub	34.4%
CA	Alan S. Lowenthal	D	47th	Long Beach City College	2 Pub	43.6%
CA	Dana Rohrabacher	R	48th	Golden West College	2 Pub	25.5%
CA	Dana Rohrabacher	R	48th	Orange Coast College	2 Pub	26.9%
CA	Dana Rohrabacher	R	48th	Vanguard University of Southern California	4 Priv	25.6%
CA	Darrell E. Issa	R	49th	MiraCosta College	2 Pub	27.0%
CA	Duncan Hunter	R	50th	California State University-San Marcos	4 Pub	30.9%
CA	Duncan Hunter	R	50th	Cuyamaca College	2 Pub	28.6%
CA	Duncan Hunter	R	50th	Palomar College	2 Pub	33.2%
CA	Juan Vargas	D	51st	Imperial Valley College	2 Pub	90.1%
CA	Juan Vargas	D	51st	San Diego State University-Imperial Valley Campus	4 Pub	84.4%
CA	Scott H. Peters	D	52nd	San Diego City College	2 Pub	45.7%
CA	Scott H. Peters	D	52nd	San Diego Mesa College	2 Pub	28.2%
CA	Susan A. Davis	D	53rd	Grossmont College	2 Pub	26.5%
CA	Susan A. Davis	D	53rd	San Diego State University	4 Pub	27.1%
CA	Susan A. Davis	D	53rd	Southwestern College	2 Pub	57.9%
COLORADO (Total: 7)						
CO	Diana DeGette	D	1st	Colorado Heights University	4 Priv	73.3%
CO	Scott R. Tipton	R	3rd	Colorado State University-Pueblo	4 Pub	27.0%
CO	Scott R. Tipton	R	3rd	Adams State College	4 Pub	31.8%
CO	Scott R. Tipton	R	3rd	Pueblo Community College	2 Pub	28.4%
CO	Cory Gardner	R	4th	Aims Community College	2 Pub	27.5%
CO	Cory Gardner	R	4th	Otero Junior College	2 Pub	29.7%
CO	Cory Gardner	R	4th	Trinidad State Junior College	2 Pub	40.2%
CONNECTICUT (Total: 3)						
CT	John B. Larson	D	1st	Capital Community College	2 Pub	28.6%
CT	James A. Himes	D	4th	Housatonic Community College	2 Pub	25.8%
CT	James A. Himes	D	4th	Norwalk Community College	2 Pub	28.4%
FLORIDA (Total: 20)						
FL	John L. Mica	R	7th	City College-Altamonte Springs	2 Priv	31.3%
FL	Alan L. Grayson	D	9th	Polytechnic University of Puerto Rico-Orlando	4 Priv	100.0%
FL	Daniel Webster	R	10th	Valencia College	4 Pub	30.6%
FL	Kathy Castor	D	14th	Remington College-Tampa Campus	4 Priv	26.0%
FL	Thomas J. Rooney	R	17th	South Florida Community College	2 Pub	26.6%
FL	Alcee L. Hastings	D	20th	Keiser University-Ft Lauderdale	4 Priv	27.6%

**2011 - 2012
HISPANIC SERVING INSTITUTIONS
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113th Congress**

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
FL	Lois Frankel	D	22nd	Atlantic Institute of Oriental Medicine	4 Priv	52.9%
FL	Lois Frankel	D	22nd	Broward College	4 Pub	32.2%
FL	Debbie Wasserman	D	23rd	Nova Southeastern University	4 Priv	32.4%
FL	Debbie Wasserman	D	23rd	Talmudic College of Florida	4 Priv	30.2%
FL	Debbie Wasserman	D	23rd	Trinity International University-Florida	4 Priv	41.7%
FL	Frederica S. Wilson	D	24th	Miami Dade College	4 Pub	70.2%
FL	Frederica S. Wilson	D	24th	Saint Thomas University	4 Priv	40.8%
FL	Mario Diaz-Balart	R	25th	Carlos Albizu University-Miami	4 Priv	72.9%
FL	Mario Diaz-Balart	R	25th	Hodges University	4 Priv	34.4%
FL	Mario Diaz-Balart	R	25th	Polytechnic University of Puerto Rico-Miami Campus	4 Priv	93.2%
FL	Joe Garcia	D	26th	Florida International University	4 Pub	64.6%
FL	Joe Garcia	D	26th	Saint John Vianney College Seminary	4 Priv	52.9%
FL	Ileana Ros-Lehtinen	R	27th	City College-Miami	4 Priv	57.5%
FL	Ileana Ros-Lehtinen	R	27th	Saber	2 Priv	91.7%
ILLINOIS (Total: 13)						
IL	Daniel Lipinski	D	3rd	City Colleges of Chicago-Richard J Daley College	2 Pub	64.1%
IL	Daniel Lipinski	D	3rd	Morton College	2 Pub	76.6%
IL	Luis V. Gutierrez	D	4th	Dominican University	4 Priv	32.4%
IL	Mike Quigley	D	5th	City Colleges of Chicago-Wilbur Wright College	2 Pub	49.3%
IL	Mike Quigley	D	5th	Northeastern Illinois University	4 Pub	32.2%
IL	Mike Quigley	D	5th	Triton College	2 Pub	33.7%
IL	Danny K. Davis	D	7th	City Colleges of Chicago-Harold Washington College	2 Pub	33.1%
IL	Danny K. Davis	D	7th	City Colleges of Chicago-Malcolm X College	2 Pub	26.4%
IL	Danny K. Davis	D	7th	Lexington College	4 Priv	38.6%
IL	Tammy Duckworth	D	8th	Elgin Community College	2 Pub	28.7%
IL	Janice D. Schakowsky	D	9th	City Colleges of Chicago-Harry S Truman College	2 Pub	33.8%
IL	Janice D. Schakowsky	D	9th	Saint Augustine College	4 Priv	86.0%
IL	Randy Hultgren	R	14th	Waubensee Community College	2 Pub	28.8%
INDIANA (Total: 1)						
IN	Peter J. Visclosky	D	1st	Calumet College of Saint Joseph	4 Priv	30.4%
KANSAS (Total: 4)						
KS	Tim Huelskamp	R	1st	Dodge City Community College	2 Pub	32.2%
KS	Tim Huelskamp	R	1st	Garden City Community College	2 Pub	31.9%
KS	Tim Huelskamp	R	1st	Seward County Community College and Area Technical School	2 Pub	40.7%
KS	Kevin Yoder	R	3rd	Donnelly College	4 Priv	39.1%
MARYLAND (Total: 1)						
MD	John P. Sarbanes	D	3rd	St Mary's Seminary & University	4 Priv	66.7%
MASSACHUSETTS (Total: 3)						
MA	Niki Tsongas	D	3rd	Northern Essex Community College	2 Pub	29.8%
MA	John F. Tierney	D	6th	Marian Court College	2 Priv	25.4%
MA	Michael E. Capuano	D	7th	Urban College of Boston	2 Priv	47.0%
NEW JERSEY (Total: 8)						
NJ	Scott Garrett	R	5th	Bergen Community College	2 Pub	26.3%
NJ	Scott Garrett	R	5th	Fairleigh Dickinson University-Metropolitan Campus	4 Priv	27.3%
NJ	Leonard Lance	R	7th	Union County College	2 Pub	27.5%
NJ	Bill Pascrell, Jr.	D	9th	Passaic County Community College	2 Pub	45.1%
NJ	Donald M. Payne, Jr.	D	10th	Essex County College	2 Pub	28.1%

2011 - 2012
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State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
NJ	Donald M. Payne, Jr.	D	10th	Hudson County Community College	2 Pub	54.1%
NJ	Donald M. Payne, Jr.	D	10th	New Jersey City University	4 Pub	37.1%
NJ	Donald M. Payne, Jr.	D	10th	Saint Peter's College	4 Priv	26.7%
NEW MEXICO (Total: 23)						
NM	Michelle Lujan Grisham	D	1st	Central New Mexico Community College	2 Pub	41.5%
NM	Michelle Lujan Grisham	D	1st	University of New Mexico-Main Campus	4 Pub	41.0%
NM	Stevan Pearce	R	2nd	Eastern New Mexico University-Roswell Campus	2 Pub	51.4%
NM	Stevan Pearce	R	2nd	Eastern New Mexico University-Ruidoso Campus	2 Pub	33.8%
NM	Stevan Pearce	R	2nd	New Mexico Institute of Mining and Technology	4 Pub	25.8%
NM	Stevan Pearce	R	2nd	New Mexico Junior College	2 Pub	43.7%
NM	Stevan Pearce	R	2nd	New Mexico Military Institute	2 Pub	25.0%
NM	Stevan Pearce	R	2nd	New Mexico State University-Alamogordo	2 Pub	36.1%
NM	Stevan Pearce	R	2nd	New Mexico State University-Carlsbad	2 Pub	50.3%
NM	Stevan Pearce	R	2nd	New Mexico State University-Dona Ana	2 Pub	70.1%
NM	Stevan Pearce	R	2nd	New Mexico State University-Grants	2 Pub	42.0%
NM	Stevan Pearce	R	2nd	New Mexico State University-Main Campus	4 Pub	48.3%
NM	Stevan Pearce	R	2nd	University of New Mexico-Valencia County Campus	2 Pub	61.3%
NM	Stevan Pearce	R	2nd	University of the Southwest	4 Priv	47.0%
NM	Stevan Pearce	R	2nd	Western New Mexico University	4 Pub	53.4%
NM	Ben Ray Lujan	D	3rd	Eastern New Mexico University-Main Campus	4 Pub	33.5%
NM	Ben Ray Lujan	D	3rd	Luna Community College	2 Pub	78.0%
NM	Ben Ray Lujan	D	3rd	Mesalands Community College	2 Pub	34.3%
NM	Ben Ray Lujan	D	3rd	New Mexico Highlands University	4 Pub	55.3%
NM	Ben Ray Lujan	D	3rd	Northern New Mexico College	4 Pub	73.6%
NM	Ben Ray Lujan	D	3rd	Santa Fe Community College	2 Pub	49.0%
NM	Ben Ray Lujan	D	3rd	University of New Mexico-Los Alamos Campus	2 Pub	39.2%
NM	Ben Ray Lujan	D	3rd	University of New Mexico-Taos Campus	2 Pub	62.2%
NEW YORK (Total: 18)						
NY	Peter T. King	R	2nd	Long Island University-Brentwood Campus	4 Priv	33.1%
NY	Grace Meng	D	6th	Bramson ORT College	2 Priv	26.0%
NY	Grace Meng	D	6th	CUNY Queensborough Community College	2 Pub	27.7%
NY	Nydia M. Velazquez	D	7th	CUNY New York City College of Technology	4 Pub	30.2%
NY	Nydia M. Velazquez	D	7th	Professional Business College	2 Priv	28.6%
NY	Jerrold Nadler	D	10th	CUNY Borough of Manhattan Community College	2 Pub	41.2%
NY	Jerrold Nadler	D	10th	CUNY John Jay College of Criminal Justice	4 Pub	42.4%
NY	Carolyn B. Maloney	D	12th	CUNY LaGuardia Community College	2 Pub	40.3%
NY	Charles B. Rangel	D	13th	Boricua College	4 Priv	85.7%
NY	Charles B. Rangel	D	13th	CUNY City College	4 Pub	32.7%
NY	Charles B. Rangel	D	13th	CUNY Lehman College	4 Pub	51.4%
NY	Joseph Crowley	D	14th	Vaughn College of Aeronautics and Technology	4 Priv	36.2%
NY	Jose E. Serrano	D	15th	CUNY Bronx Community College	2 Pub	63.1%
NY	Jose E. Serrano	D	15th	CUNY Hostos Community College	2 Pub	61.5%
NY	Eliot L. Engel	D	16th	College of Mount Saint Vincent	4 Priv	32.4%
NY	Nita M. Lowey	D	17th	Mercy College	4 Priv	33.1%
NY	Nita M. Lowey	D	17th	Nyack College	4 Priv	25.6%
NY	Nita M. Lowey	D	17th	SUNY Westchester Community College	2 Pub	28.6%

2011 - 2012
HISPANIC SERVING INSTITUTIONS
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113th Congress

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
OREGON (Total: 1)						
OR	Kurt Schrader	D	5th	Mount Angel Seminary	4 Priv	31.3%
PUERTO RICO (Total: 61)						
PR	Pedro Pierluisi	D-NV	Res Comm	American University of Puerto Rico	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	American University of Puerto Rico	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Atenas College	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Atlantic University College	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Bayamon Central University	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Caribbean University-Bayamon	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Caribbean University-Carolina	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Caribbean University-Ponce	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Caribbean University-Vega Baja	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Carlos Albizu University-San Juan	4 Priv	99.2%
PR	Pedro Pierluisi	D-NV	Res Comm	Centro de Estudios Multidisciplinarios-Bayam�n	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Centro de Estudios Multidisciplinarios-Humacao	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Centro de Estudios Multidisciplinarios-San Juan	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Colegio Universitario de San Juan	4 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	EDP College of Puerto Rico Inc-San Juan	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	EDP College of Puerto Rico Inc-San Sebastian	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Escuela de Artes Plasticas de Puerto Rico	4 Pub	99.8%
PR	Pedro Pierluisi	D-NV	Res Comm	Humacao Community College	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Instituto Tecnologico de Puerto Rico- Recinto de Manati	2 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Instituto Tecnologico de Puerto Rico-Recinto de Guayama	2 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Instituto Tecnologico de Puerto Rico-Recinto de Ponce	2 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Instituto Tecnologico de Puerto Rico-Recinto de San Juan	2 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Inter American University of Puerto Rico-Aguadilla	4 Priv	98.7%
PR	Pedro Pierluisi	D-NV	Res Comm	Inter American University of Puerto Rico-Arecibo	4 Priv	96.7%
PR	Pedro Pierluisi	D-NV	Res Comm	Inter American University of Puerto Rico-Barranquitas	4 Priv	99.3%
PR	Pedro Pierluisi	D-NV	Res Comm	Inter American University of Puerto Rico-Bayamon	4 Priv	96.1%
PR	Pedro Pierluisi	D-NV	Res Comm	Inter American University of Puerto Rico-Fajardo	4 Priv	99.2%
PR	Pedro Pierluisi	D-NV	Res Comm	Inter American University of Puerto Rico-Guayama	4 Priv	99.4%
PR	Pedro Pierluisi	D-NV	Res Comm	Inter American University of Puerto Rico-Metro	4 Priv	96.4%
PR	Pedro Pierluisi	D-NV	Res Comm	Inter American University of Puerto Rico-Ponce	4 Priv	98.5%
PR	Pedro Pierluisi	D-NV	Res Comm	Inter American University of Puerto Rico-San German	4 Priv	98.9%
PR	Pedro Pierluisi	D-NV	Res Comm	John Dewey College	2 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	John Dewey College-Carolina Campus	2 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	John Dewey College-Juana Diaz Branch	2 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	John Dewey College-University Division	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Pontifical Catholic University of Puerto Rico	4 Priv	98.6%
PR	Pedro Pierluisi	D-NV	Res Comm	Pontifical Catholic University of Puerto Rico-Arecibo	4 Priv	93.1%
PR	Pedro Pierluisi	D-NV	Res Comm	Pontifical Catholic University of Puerto Rico-Mayaguez	4 Priv	99.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Puerto Rico Conservatory of Music	4 Pub	90.5%
PR	Pedro Pierluisi	D-NV	Res Comm	San Juan Bautista School of Medicine	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Universal Technology College of Puerto Rico	2 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Universidad Adventista de las Antillas	4 Priv	93.2%
PR	Pedro Pierluisi	D-NV	Res Comm	Universidad Central Del Caribe	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Universidad Del Este	4 Priv	100.0%

**2011 - 2012
HISPANIC SERVING INSTITUTIONS
BY CONGRESSIONAL DISTRICT
113th Congress**

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
PR	Pedro Pierluisi	D-NV	Res Comm	Universidad Del Turabo	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Universidad Metropolitana	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Universidad Pentecostal Mizpa	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Universidad Politecnica de Puerto Rico-Hato Rey Campus	4 Priv	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	Universidad Teologica del Caribe	4 Priv	97.4%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Aguadilla	4 Pub	94.7%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Arecibo	4 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Bayamon	4 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Carolina	4 Pub	87.1%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Cayey	4 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Humacao	4 Pub	87.6%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Mayaguez	4 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Medical Sciences	4 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Ponce	4 Pub	100.0%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Rio Piedras	4 Pub	50.7%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Puerto Rico-Utuado	4 Pub	82.7%
PR	Pedro Pierluisi	D-NV	Res Comm	University of Sacred Heart	4 Priv	100.0%
TEXAS (Total: 66)						
TX	Ted Poe	R	2nd	University of St Thomas	4 Priv	36.3%
TX	Jeb Hensarling	R	5th	Eastfield College	2 Pub	35.1%
TX	John Abney Culberson	R	7th	College of Biblical Studies-Houston	4 Priv	27.9%
TX	Kevin Brady	R	8th	Lone Star College System	2 Pub	29.3%
TX	Al Green	D	9th	Houston Baptist University	4 Priv	27.5%
TX	Al Green	D	9th	Remington College-Houston Campus	2 Priv	39.3%
TX	Michael T. McCaul	R	10th	Austin Community College District	2 Pub	26.8%
TX	K. Michael Conaway	R	11th	Angelo State University	4 Pub	26.6%
TX	K. Michael Conaway	R	11th	Midland College	4 Pub	35.9%
TX	K. Michael Conaway	R	11th	Odessa College	2 Pub	54.3%
TX	K. Michael Conaway	R	11th	The University of Texas of the Permian Basin	4 Pub	43.3%
TX	Mac Thornberry	R	13th	Amarillo College	2 Pub	32.6%
TX	Mac Thornberry	R	13th	Frank Phillips College	2 Pub	25.5%
TX	Randy K. Weber Sr.	R	14th	Brazosport College	4 Pub	32.8%
TX	Randy K. Weber Sr.	R	14th	Galveston College	2 Pub	27.8%
TX	Ruben Hinojosa	D	15th	South Texas College	4 Pub	90.3%
TX	Ruben Hinojosa	D	15th	Texas Lutheran University	4 Priv	26.8%
TX	Ruben Hinojosa	D	15th	The University of Texas-Pan American	4 Pub	90.3%
TX	Beto O'Rourke	D	16th	El Paso Community College	2 Pub	85.1%
TX	Beto O'Rourke	D	16th	The University of Texas at El Paso	4 Pub	80.6%
TX	Sheila Jackson Lee	D	18th	Houston Community College	2 Pub	27.8%
TX	Sheila Jackson Lee	D	18th	Remington College-North Houston Campus	2 Priv	47.8%
TX	Sheila Jackson Lee	D	18th	University of Houston	4 Pub	26.3%
TX	Sheila Jackson Lee	D	18th	University of Houston-Downtown	4 Pub	36.8%
TX	Randy Neugebauer	R	19th	Howard College	2 Pub	42.5%
TX	Randy Neugebauer	R	19th	South Plains College	2 Pub	28.4%
TX	Randy Neugebauer	R	19th	Southwest Collegiate Institute for the Deaf	2 Pub	40.6%
TX	Joaquin Castor	D	20th	Northwest Vista College	2 Pub	55.3%
TX	Joaquin Castor	D	20th	Our Lady of the Lake University-San Antonio	4 Priv	54.9%
TX	Joaquin Castor	D	20th	St. Mary's University	4 Priv	71.2%

**2011 - 2012
HISPANIC SERVING INSTITUTIONS
BY CONGRESSIONAL DISTRICT
113th Congress**

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
TX	Joaquin Castor	D	20th	The University of Texas at San Antonio	4 Pub	45.7%
TX	Lamar Smith	R	21st	Saint Edward's University	4 Priv	33.0%
TX	Lamar Smith	R	21st	Schreiner University	4 Priv	26.3%
TX	Lamar Smith	R	21st	The University of Texas Health Science Center at San Antonio	4 Pub	36.0%
TX	Lamar Smith	R	21st	University of the Incarnate Word	4 Priv	58.2%
TX	Pete Olson	R	22nd	Alvin Community College	2 Pub	26.2%
TX	Pete Olson	R	22nd	Remington College-Houston Southeast Campus	2 Priv	36.2%
TX	Pete P. Gallego	D	23rd	Baptist University of the Americas	4 Priv	68.1%
TX	Pete P. Gallego	D	23rd	Palo Alto College	2 Pub	71.0%
TX	Pete P. Gallego	D	23rd	Southwest Texas Junior College	2 Pub	84.6%
TX	Pete P. Gallego	D	23rd	Sul Ross State University	4 Pub	60.4%
TX	Kenny Marchant	R	24th	Brookhaven College	2 Pub	30.4%
TX	Kenny Marchant	R	24th	North Lake College	2 Pub	29.4%
TX	Roger Williams	R	25th	Southwestern Adventist University	4 Priv	35.9%
TX	Blake Farenthold	R	27th	Del Mar College	2 Pub	54.6%
TX	Blake Farenthold	R	27th	Texas A & M University-Corpus Christi	4 Pub	42.4%
TX	Blake Farenthold	R	27th	University of Houston-Victoria	4 Pub	27.2%
TX	Blake Farenthold	R	27th	Victoria College	2 Pub	34.4%
TX	Blake Farenthold	R	27th	Wharton County Junior College	2 Pub	34.3%
TX	Henry Cuellar	D	28th	Laredo Community College	2 Pub	95.8%
TX	Henry Cuellar	D	28th	Texas A & M International University	4 Pub	93.3%
TX	Gene Green	D	29th	San Jacinto Community College	2 Pub	39.6%
TX	Eddie Bernice Johnson	D	30th	El Centro College	2 Pub	33.5%
TX	Eddie Bernice Johnson	D	30th	Northwood University-Texas	4 Priv	26.8%
TX	Pete Sessions	R	32nd	Remington College-Dallas Campus	2 Priv	38.3%
TX	Marc A. Veasey	D	33rd	Mountain View College	2 Pub	52.9%
TX	Marc A. Veasey	D	33rd	Remington College-Fort Worth Campus	2 Priv	27.2%
TX	Filemon Vela	D	34th	Coastal Bend College	2 Pub	68.2%
TX	Filemon Vela	D	34th	Texas A & M University-Kingsville	4 Pub	68.1%
TX	Filemon Vela	D	34th	Texas State Technical College Harlingen	2 Pub	87.9%
TX	Filemon Vela	D	34th	The University of Texas at Brownsville	4 Pub	89.0%
TX	Lloyd Doggett	D	35th	San Antonio College	2 Pub	54.1%
TX	Lloyd Doggett	D	35th	St Philip's College	2 Pub	52.1%
TX	Lloyd Doggett	D	35th	Texas State University-San Marcos	4 Pub	27.7%
TX	Steve Stockman	R	36th	Lee College	2 Pub	31.2%
TX	Steve Stockman	R	36th	University of Houston-Clear Lake	4 Pub	28.2%
WASHINGTON (Total: 5)						
WA	Doc Hastings	R	4th	Big Bend Community College	2 Pub	31.2%
WA	Doc Hastings	R	4th	Columbia Basin College	4 Pub	26.5%
WA	Doc Hastings	R	4th	Heritage University	4 Priv	51.2%
WA	Doc Hastings	R	4th	Yakima Valley Community College	2 Pub	39.4%
WA	David G. Reichert	R	8th	Wenatchee Valley College	2 Pub	26.3%
Total 2011-12 HSIs = 356						

Prepared by HACU Office of Policy Analysis and Information from www.house.gov and 2011-12 IPEDS data, February 2013

APPENDIX B

2011-12
EMERGING HISPANIC SERVING INSTITUTIONS
(15.0 - 24.9%)
113th Congress

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
ARIZONA (Total: 8)						
AZ	Ann Kirkpatrick	D	1st	Northern Arizona University	4 Pub	16.4%
AZ	Raul Grijalva	D	3rd	University of Arizona	4 Pub	21.3%
AZ	Paul A. Gosar	R	4th	Mohave Community College	2 Pub	15.9%
AZ	Matt Salmon	R	5th	Chandler/Gilbert Community College	2 Pub	18.6%
AZ	Kyrsten Sinema	D	9th	Mesa Community College	2 Pub	19.2%
AZ	Kyrsten Sinema	D	9th	Rio Salado College	2 Pub	15.3%
AZ	Kyrsten Sinema	D	9th	Arizona State University	4 Pub	18.7%
CALIFORNIA (Total: 81)						
CA	Doug LaMalfa	R	1st	Lassen Community College	2 Pub	15.9%
CA	Doug LaMalfa	R	1st	California State University-Chico	4 Pub	17.7%
CA	Jared Huffman	D	2nd	Mendocino College	2 Pub	24.5%
CA	Jared Huffman	D	2nd	Dominican University of California	4 Priv	20.2%
CA	Jared Huffman	D	2nd	Humboldt State University	4 Pub	20.6%
CA	John Garamendi	D	3rd	Solano Community College	2 Pub	19.5%
CA	John Garamendi	D	3rd	University of California-Davis	4 Pub	15.7%
CA	Tom McClintock	R	4th	Lake Tahoe Community College	2 Pub	20.1%
CA	Tom McClintock	R	4th	Sierra College	2 Pub	21.0%
CA	Tom McClintock	R	4th	William Jessup University	4 Priv	15.0%
CA	Mike Thompson	D	5th	Pacific Union College	4 Priv	22.5%
CA	Mike Thompson	D	5th	Sonoma State University	4 Pub	18.9%
CA	Mike Thompson	D	5th	Santa Rosa Junior College	2 Pub	24.2%
CA	Mike Thompson	D	5th	Bergin University of Canine Studies	4 Priv	16.7%
CA	Doris O. Matsui	D	6th	California State University-Sacramento	4 Pub	21.8%
CA	Doris O. Matsui	D	6th	Sacramento City College	2 Pub	24.5%
CA	Doris O. Matsui	D	6th	Cosumnes River College	2 Pub	20.7%
CA	Doris Matsui	D	6th	American River College	2 Pub	16.5%
CA	Paul Cook	R	8th	Copper Mountain Community College	2 Pub	20.7%
CA	George Miller	D	11th	Diablo Valley College	2 Pub	17.4%
CA	George Miller	D	11th	Saint Marys College of California	4 Priv	23.3%
CA	Nancy Pelosi	D	12th	California Institute of Integral Studies	4 Priv	15.2%
CA	Nancy Pelosi	D	12th	University of San Francisco	4 Priv	17.7%
CA	Barbara Lee	D	13th	College of Alameda	2 Pub	15.4%
CA	Barbara Lee	D	13th	SUM Bible College and Theological Seminary	4 Priv	20.3%
CA	Barbara Lee	D	13th	Mills College	4 Priv	17.6%
CA	Barbara Lee	D	13th	Berkeley City College	2 Pub	19.0%
CA	Barbara Lee	D	13th	Merritt College	2 Pub	20.1%
CA	Jackie Speier	D	14th	San Francisco State University	4 Pub	20.8%
CA	Jackie Speier	D	14th	City College of San Francisco	2 Pub	20.3%
CA	Eric Swalwell	D	15th	California State University-East Bay	4 Pub	21.0%
CA	Eric Swalwell	D	15th	Las Positas College	2 Pub	22.5%
CA	Michael M. Honda	D	17th	De Anza College	2 Pub	20.3%
CA	Michael M. Honda	D	17th	Santa Clara University	4 Priv	18.1%
CA	Michael M. Honda	D	17th	Ohlone Community College	2 Pub	17.6%
CA	Michael M. Honda	D	17th	Mission College	2 Pub	20.2%
CA	Anna G. Eshoo	D	18th	Foothill College	2 Pub	19.4%
CA	Anna G. Eshoo	D	18th	Stanford University	4 Priv	16.5%
CA	Anna G. Eshoo	D	18th	Menlo College	4 Priv	18.6%

2011-12
EMERGING HISPANIC SERVING INSTITUTIONS
(15.0 - 24.9%)
113th Congress

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
CA	Anna G. Eshoo	D	18th	West Valley College	2 Pub	20.9%
CA	Zoe Lofgren	D	19th	San Jose State University	4 Pub	22.2%
CA	Sam Farr	D	20th	University of California-Santa Cruz	4 Pub	23.6%
CA	Kevin McCarthy	R	23rd	Cerro Coso Community College	2 Pub	23.8%
CA	Lois Capps	D	24th	University of California-Santa Barbara	4 Pub	24.0%
CA	Lois Capps	D	24th	Cuesta College	2 Pub	23.4%
CA	Julia Brownley	D	26th	California Lutheran University	4 Priv	19.6%
CA	Julia Brownley	D	26th	Moorpark College	2 Pub	23.8%
CA	Judy Chu	D	27th	Pitzer College	4 Priv	15.9%
CA	Adam B. Schiff	D	28th	Glendale Community College	2 Pub	19.1%
CA	Tony Cardenas	D	29th	Los Angeles ORT College-Van Nuys Campus	2 Priv	22.6%
CA	Tony Cardenas	D	29th	King's University	4 Priv	15.3%
CA	Brad Sherman	D	30th	Columbia College Hollywood	4 Priv	16.8%
CA	Gary G. Miller	R	31st	Loma Linda University	4 Priv	23.3%
CA	Gary G. Miller	R	31st	University of Redlands	4 Priv	18.4%
CA	Grace Napolitano	D	32nd	East San Gabriel Valley Regional Occupational Program	2 Pub	21.9%
CA	Grace Napolitano	D	32nd	Azusa Pacific University	4 Priv	16.3%
CA	Grace Napolitano	D	32nd	Life Pacific College	4 Priv	24.2%
CA	Henry A. Waxman	D	33rd	University of California-Los Angeles	4 Pub	16.8%
CA	Henry A. Waxman	D	33rd	Marymount College	4 Priv	23.2%
CA	Xavier Becerra	D	34th	Southern California Institute of Architecture	4 Priv	21.3%
CA	Linda T. Sanchez	D	38th	Southern California University of Health Sciences	4 Priv	16.5%
CA	Linda T. Sanchez	D	38th	Biola University	4 Priv	15.8%
CA	Edward R. Royce	R	39th	Hope International University	4 Priv	16.5%
CA	Mark Takano	D	41st	California Baptist University	4 Priv	23.3%
CA	Maxine Waters	D	43rd	Loyola Marymount University	4 Priv	20.7%
CA	Janice Hahn	D	44th	Charles R Drew University of Medicine and Science	4 Priv	24.1%
CA	John Campbell	R	45th	University of California-Irvine	4 Pub	18.0%
CA	John Campbell	R	45th	Concordia University-Irvine	4 Priv	18.6%
CA	John Campbell	R	45th	Irvine Valley College	2 Pub	20.2%
CA	John Campbell	R	45th	Saddleback College	2 Pub	21.2%
CA	Dana Rohrabacher	R	48th	Coastline Community College	2 Pub	19.1%
CA	Darrell E. Issa	R	49th	University of California-San Diego	4 Pub	15.6%
CA	Darrell E. Issa	R	49th	National University	4 Priv	21.4%
CA	Duncan Hunter	R	50th	San Diego Christian College	4 Priv	17.7%
CA	Scott H. Peters	D	52nd	Point Loma Nazarene University	4 Priv	16.5%
CA	Scott H. Peters	D	52nd	University of San Diego	4 Priv	16.7%
CA	Scott H. Peters	D	52nd	Horizon College San Diego	4 Priv	23.3%
CA	Scott H. Peters	D	52nd	Coleman University	4 Priv	22.4%
CA	Scott H. Peters	D	52nd	San Diego Miramar College	2 Pub	20.4%
CA	Scott H. Peters	D	52nd	John Paul the Great Catholic University	4 Priv	16.6%
CA	Scott H. Peters	D	52nd	Alliant International University	4 Priv	18.5%
COLORADO (Total: 6)						
CO	Diana DeGette	D	1st	Community College of Denver	2 Pub	23.7%
CO	Diana DeGette	D	1st	Metropolitan State College of Denver	4 Pub	18.0%
CO	Cory Gardner	R	4th	Morgan Community College	2 Pub	16.5%
CO	Cory Gardner	R	4th	Lamar Community College	2 Pub	21.4%
CO	Doug Lamborn	R	5th	Remington College-Colorado Springs Campus	4 Priv	20.8%

2011-12
EMERGING HISPANIC SERVING INSTITUTIONS
(15.0 - 24.9%)
113th Congress

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
CO	Mike Coffman	R	6th	Community College of Aurora	2 Pub	17.0%
CONNECTICUT (Total: 6)						
CT	John B. Larson	D	1st	Goodwin College	4 Priv	19.0%
CT	Rosa L. DeLauro	D	3rd	Gateway Community College	2 Pub	18.1%
CT	Rosa L. DeLauro	D	3rd	Middlesex Community College	2 Pub	16.3%
CT	James A. Himes	D	4th	University of Bridgeport	4 Priv	17.8%
CT	James A. Himes	D	4th	University of Connecticut-Stamford	4 Pub	19.4%
CT	Elizabeth H. Etsy	D	5th	Naugatuck Valley Community College	2 Pub	20.6%
FLORIDA (Total: 17)						
FL	Steve Southerland II	R	2nd	Florida State University	4 Pub	15.2%
FL	Ted S. Yoho	R	3rd	University of Florida	4 Pub	17.5%
FL	John L. Mica	R	7th	University of Central Florida	4 Pub	18.7%
FL	John L. Mica	R	7th	Seminole State College of Florida	4 Pub	21.1%
FL	Daniel Webster	R	10th	Florida Hospital College of Health Sciences	4 Priv	18.1%
FL	Kathy Castor	D	14th	Hillsborough Community College	2 Pub	24.0%
FL	Dennis A. Ross	R	15th	University of South Florida-Main Campus	4 Pub	18.0%
FL	Dennis A. Ross	R	15th	University of South Florida-Polytechnic	4 Pub	15.5%
FL	Trey Radel	R	19th	Edison State College	4 Pub	22.2%
FL	Trey Radel	R	19th	Florida Gulf Coast University	4 Pub	16.4%
FL	Alcee L. Hastings	D	20th	City College-Fort Lauderdale	4 Priv	19.5%
FL	Lois Frankel	D	22nd	Everglades University	4 Priv	16.5%
FL	Lois Frankel	D	22nd	Florida Atlantic University	4 Pub	22.2%
FL	Lois Frankel	D	22nd	Palm Beach State College	4 Pub	23.3%
FL	Frederica S. Wilson	D	24th	University of Miami	4 Priv	22.7%
FL	Frederica S. Wilson	D	24th	Johnson & Wales University-North Miami	4 Priv	20.7%
FL	Joe Garcia	D	26th	Florida Keys Community College	2 Pub	18.1%
GEORGIA (Total: 1)						
GA	Tom Graves	R	14th	Dalton State College	4 Pub	16.1%
IDAHO (Total: 1)						
ID	Michael K. Simpson	R	2nd	College of Southern Idaho	2 Pub	15.6%
ILLINOIS (Total: 14)						
IL	Daniel Lipinski	D	3rd	Saint Xavier University	4 Priv	17.2%
IL	Daniel Lipinski	D	3rd	Moraine Valley Community College	2 Pub	16.8%
IL	Peter J. Roskam	R	6th	Harper College	2 Pub	17.5%
IL	Peter J. Roskam	R	6th	College of DuPage	2 Pub	20.9%
IL	Danny K. Davis	D	7th	National Louis University	4 Priv	21.4%
IL	Danny K. Davis	D	7th	DePaul University	4 Priv	15.7%
IL	Danny K. Davis	D	7th	East-West University	4 Priv	16.7%
IL	Danny K. Davis	D	7th	Robert Morris University Illinois	4 Priv	22.9%
IL	Danny K. Davis	D	7th	University of Illinois at Chicago	4 Pub	22.0%
IL	Danny K. Davis	D	7th	Concordia University-Chicago	4 Priv	18.9%
IL	Danny K. Davis	D	7th	Roosevelt University	4 Priv	15.2%
IL	Bradley S. Schneider	D	10th	College of Lake County	2 Pub	23.3%
IL	Bill Foster	D	11th	Joliet Junior College	2 Pub	18.3%
IL	Bill Foster	D	11th	Aurora University	4 Priv	16.6%
INDIANA (Total: 2)						
IN	Peter J. Visclosky	D	1st	Purdue University-Calumet Campus	4 Pub	16.3%

2011-12
EMERGING HISPANIC SERVING INSTITUTIONS
(15.0 - 24.9%)
113th Congress

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
IN	Peter J. Visclosky	D	1st	Indiana University-Northwest	4 Pub	15.6%
KANSAS (Total: 2)						
KS	Tim Huelskamp	R	1st	Northwest Kansas Technical College	2 Pub	17.3%
KS	Tim Huelskamp	R	1st	Flint Hills Technical College	2 Pub	18.1%
LOUISIANA (Total: 1)						
LA	Steve Scalise	R	1st	Saint Joseph Seminary College	4 Priv	21.2%
MARYLAND (Total: 1)						
MD	Chris Van Hollen	D	8th	Montgomery College	2 Pub	18.5%
MASSACHUSETTS (Total: 10)						
MA	Richard Neal	D	1st	Holyoke Community College	2 Pub	18.6%
MA	Richard Neal	D	1st	Springfield College-School of Human Services	4 Priv	16.9%
MA	Richard Neal	D	1st	Springfield Technical Community College	2 Pub	23.1%
MA	Joseph P. Kennedy III	D	4th	Pine Manor College	4 Priv	16.7%
MA	Edward J. Markey	D	5th	Cambridge College	4 Priv	20.9%
MA	John F. Tierney	D	6th	Middlesex Community College	2 Pub	15.4%
MA	John F. Tierney	D	6th	North Shore Community College	2 Pub	17.9%
MA	Michael E. Capuano	D	7th	Benjamin Franklin Institute of Technology	4 Priv	16.8%
MA	Michael E. Capuano	D	7th	Roxbury Community College	2 Pub	17.1%
MA	Michael E. Capuano	D	7th	Bunker Hill Community College	2 Pub	23.1%
MICHIGAN (Total: 1)						
MI	Fred Upton	R	6th	Andrews University	4 Priv	16.3%
MISSOURI (Total: 1)						
MO	Sam Graves	R	6th	Park University	4 Priv	15.6%
NEBRASKA (Total: 1)						
NE	Adrian Smith	R	3rd	Western Nebraska Community College	2 Pub	17.1%
NEVADA (Total: 5)						
NV	Dina Titus	D	1st	University of Nevada-Las Vegas	4 Pub	18.9%
NV	Dina Titus	D	1st	College of Southern Nevada	4 Pub	21.9%
NV	Mark E. Amodei	R	2nd	Truckee Meadows Community College	2 Pub	19.7%
NV	Mark E. Amodei	R	2nd	Western Nevada College	4 Pub	15.5%
NV	Joseph J. Heck	R	3rd	Nevada State College	4 Pub	20.1%
NEW JERSEY (Total: 11)						
NJ	Frank A. LoBiondo	R	2nd	Cumberland County College	2 Pub	24.9%
NJ	Frank Pallone Jr	D	6th	Middlesex County College	2 Pub	24.7%
NJ	Bill Pascrell Jr.	D	9th	Felician College	4 Priv	19.4%
NJ	Donald M. Payne	D	10th	Bloomfield College	4 Priv	18.1%
NJ	Donald M. Payne	D	10th	Kean University	4 Pub	23.5%
NJ	Donald M. Payne	D	10th	New Jersey Institute of Technology	4 Pub	20.9%
NJ	Donald M. Payne	D	10th	Rutgers University-Newark	4 Pub	21.4%
NJ	Rodney P. Frelinghuysen	R	11th	William Paterson University of New Jersey	4 Pub	21.2%
NJ	Rodney P. Frelinghuysen	R	11th	Montclair State University	4 Pub	21.1%
NJ	Rodney P. Frelinghuysen	R	11th	County College of Morris	2 Pub	16.1%
NJ	Rush Holt	D	12th	Somerset Christian College	4 Priv	23.8%
NEW MEXICO (Total: 1)						
NM	Ben Ray Lujan	D	3rd	Clovis Community College	2 Pub	21.0%

2011-12
EMERGING HISPANIC SERVING INSTITUTIONS
(15.0 - 24.9%)
113th Congress

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
NEW YORK (Total: 26)						
NY	Timothy H. Bishop	D	1st	Long Island University-Riverhead Campus	4 Priv	21.7%
NY	Steve Israel	D	3rd	SUNY College at Old Westbury	4 Pub	20.0%
NY	Steve Israel	D	3rd	New York College of Health Professions	4 Priv	19.1%
NY	Carolyn McCarthy	D	4th	Nassau Community College	2 Pub	18.4%
NY	Gregory W. Meeks	D	5th	St John's University-New York	4 Priv	16.0%
NY	Gregory W. Meeks	D	5th	CUNY York College	4 Pub	20.2%
NY	Grace Meng	D	6th	CUNY Queens College	4 Pub	18.3%
NY	Nydia M. Velazquez	D	7th	Long Island College Hospital of Brooklyn School of Nursing	2 Priv	16.9%
NY	Nydia M. Velazquez	D	7th	St. Francis College	4 Priv	19.5%
NY	Hakeem S. Jeffries	D	8th	CUNY Kingsborough Community College	2 Pub	17.6%
NY	Hakeem S. Jeffries	D	8th	Institute of Design and Construction	2 Priv	17.3%
NY	Jerrold Nadler	D	10th	Metropolitan College of New York	4 Priv	21.9%
NY	Jerrold Nadler	D	10th	Pace University-New York	4 Priv	15.9%
NY	Michael G. Grimm	R	11th	CUNY College of Staten Island	4 Pub	16.5%
NY	Carolyn B. Maloney	D	12th	CUNY Graduate School and University Center	4 Pub	20.4%
NY	Carolyn B. Maloney	D	12th	CUNY Hunter College	4 Pub	21.2%
NY	Eliot L. Engel	D	16th	Dorothea Hopfer School of Nursing-Mt Vernon Hospital	2 Priv	18.6%
NY	Eliot L. Engel	D	16th	Cochran School of Nursing	2 Priv	22.3%
NY	Eliot L. Engel	D	16th	Manhattan College	4 Priv	15.4%
NY	Eliot L. Engel	D	16th	Concordia College-New York	4 Priv	21.3%
NY	Eliot L. Engel	D	16th	Iona College	4 Priv	15.9%
NY	Nita M Lowey	D	17th	Manhattanville College	4 Priv	17.0%
NY	Nita M Lowey	D	17th	Rockland Community College	2 Pub	18.8%
NY	Nita M Lowey	D	17th	Dominican College of Blauvelt	4 Priv	23.6%
NY	Nita M Lowey	D	17th	Saint Thomas Aquinas College	4 Priv	15.7%
NY	Sean Patrick Maloney	D	18th	Orange County Community College	2 Pub	20.4%
OREGON (Total: 2)						
OR	Greg Walden	R	2nd	Treasure Valley Community College	2 Pub	17.6%
OR	Kurt Schrader	D	5th	Chemeketa Community College	2 Pub	16.9%
PENNSYLVANIA (Total: 4)						
PA	Lou Barletta	R	11th	Pennsylvania State University-Penn State Hazleton	4 Pub	15.0%
PA	Charles W. Dent	D	15th	Lehigh Carbon Community College	2 Pub	15.4%
PA	Joseph R. Pitts	R	16th	Reading Area Community College	2 Pub	22.5%
PA	Matt Cartwright	D	17th	Northampton County Area Community College	2 Pub	17.3%
RHODE ISLAND (Total: 1)						
RI	James R. Langevin	D	2nd	Community College of Rhode Island	2 Pub	15.0%
TENNESSEE (Total: 1)						
TN	Charles "Chuck" Fleischmann	R	3rd	Southern Adventist University	4 Priv	18.8%
TEXAS (Total: 42)						
TX	Ralph M. Hall	R	4th	Northeast Texas Community College	2 Pub	24.7%
TX	Jeb Hensarling	R	5th	Jacksonville College-Main Campus	2 Priv	19.3%
TX	Joe Barton	R	6th	Navarro College	2 Pub	15.3%
TX	Joe Barton	R	6th	Southwestern Assemblies of God University	4 Priv	19.0%
TX	Joe Barton	R	6th	The University of Texas at Arlington	4 Pub	22.5%
TX	Kevin Brady	R	8th	Sam Houston State University	4 Pub	16.8%
TX	Al Green	D	9th	The University of Texas M.D. Anderson Cancer Center	4 Pub	18.2%

2011-12
EMERGING HISPANIC SERVING INSTITUTIONS
(15.0 - 24.9%)
113th Congress

State	Representative	Party	District	Institution Name	Sector	2011-12 FTE HS % UG
TX	Michael T. McCaul	R	10th	Concordia University-Texas	4 Priv	19.2%
TX	Michael T. McCaul	R	10th	Blinn College	2 Pub	16.4%
TX	K. Michael Conaway	R	11th	Cisco College	2 Pub	24.9%
TX	K. Michael Conaway	R	11th	Ranger College	2 Pub	24.9%
TX	K. Michael Conaway	R	11th	Howard Payne University	4 Priv	16.2%
TX	Kay Granger	R	12th	Tarrant County College District	2 Pub	23.0%
TX	Mac Thornberry	R	13th	Clarendon College	2 Pub	21.8%
TX	Mac Thornberry	R	13th	North Central Texas College	2 Pub	16.4%
TX	Mac Thornberry	R	13th	Vernon College	2 Pub	16.7%
TX	Mac Thornberry	R	13th	West Texas A & M University	4 Pub	21.5%
TX	Randy K. Weber Sr.	R	14th	Texas A & M University-Galveston	4 Pub	15.1%
TX	Randy K. Weber Sr.	R	14th	Lamar State College-Port Arthur	2 Pub	17.1%
TX	Randy K. Weber Sr.	R	14th	College of the Mainland	2 Pub	23.9%
TX	Bill Flores	R	17th	McLennan Community College	2 Pub	21.9%
TX	Bill Flores	R	17th	Texas A & M University-College Station	4 Pub	17.0%
TX	Sheila Jackson Lee	D	18th	North American College	4 Priv	17.4%
TX	Sheila Jackson Lee	D	18th	Commonwealth Institute of Funeral Service	2 Priv	17.5%
TX	Randy Neugebauer	R	19th	Wayland Baptist University	4 Priv	24.4%
TX	Randy Neugebauer	R	19th	Texas Tech University Health Sciences Center	4 Pub	16.3%
TX	Randy Neugebauer	R	19th	Western Texas College	2 Pub	24.8%
TX	Randy Neugebauer	R	19th	McMurry University	4 Priv	19.9%
TX	Randy Neugebauer	R	19th	Lubbock Christian University	4 Priv	18.1%
TX	Randy Neugebauer	R	19th	Texas Tech University	4 Pub	17.8%
TX	Lamar Smith	R	21st	The University of Texas at Austin	4 Pub	20.1%
TX	Kenny Marchant	R	24th	University of Dallas	4 Priv	16.0%
TX	Kenny Marchant	R	24th	Dallas Christian College	4 Priv	17.8%
TX	Kenny Marchant	R	24th	Richland College	2 Pub	24.9%
TX	Roger Williams	R	25th	Central Texas College	2 Pub	18.2%
TX	Roger Williams	R	25th	Huston-Tillotson University	4 Priv	20.0%
TX	Michael C. Burgess	R	26th	Texas Woman's University	4 Pub	22.3%
TX	Michael C. Burgess	R	26th	University of North Texas	4 Pub	16.9%
TX	Eddie Bernice Johnson	D	30th	Cedar Valley College	2 Pub	18.8%
TX	John R. Carter	R	31st	Southwestern University	4 Priv	17.2%
TX	John R. Carter	R	31st	Temple College	2 Pub	21.0%
TX	Marc Veasey	D	33rd	Texas Wesleyan University	4 Priv	23.3%
VIRGINIA (Total: 1)						
VA	Gerald E. Connolly	D	11th	Northern Virginia Community College	2 Pub	16.8%
WASHINGTON (Total: 2)						
WA	Rick Larsen	D	2nd	Trinity Lutheran College	4 Priv	18.7%
WA	Cathy McMorris Rodgers	R	5th	Walla Walla Community College	2 Pub	15.4%
WISCONSIN (Total: 1)						
WI	Gwen Moore	D	4th	Alverno College	4 Priv	16.1%
TOTAL 2011-12 EMERGING HSI's = 250						
Prepared by HACU Office of Policy Analysis & Information from www.house.gov and 2011-12 IPEDS, February 2013						

APPENDIX C

Report of HACU Survey on HEA Issues

Background to the HEA

Appendix D

Higher Education Reauthorization Act Regional Meeting Recommendations

Recommendations

The grid below reports on the recommendations that emerged from six regional meetings held by HACU, during May and June 2002. The meetings were conducted in different regions across the country to solicit suggestions from administrators of Hispanic-Serving Institutions (HSIs) concerning the Reauthorization of the Higher Education Act. HACU also elicited feedback on the needs of individual HSIs, vis-à-vis the Act.

The first row at the top of the grid abbreviates the states where meetings took place. Each recommendation under the corresponding category is listed to show the frequency of instances that occurred at each meeting, and the total.

Student Access/Retention:

Increase funding of Gear Up and Trio in order to create student motivation for Higher Education

Preparation in Math and Science Programs

Expand CAMP programs to permit community colleges to compete for programs

Expansion of loan forgiveness programs to new career areas or selected disciplines such as international education

Delete endowment-matching criteria from Gear Up

Eliminate work-study match for HSIs.

Special grants for border colleges (HSIs) to meet the special needs of border populations under the International Education component of HEA.

Student assistance in the area of work-study should be expanded to support for career fairs.

Expand the use of work-study to corporations to gain experience in the private sector

Resources for HSIs who have cultural education programs for adjustment support to Hispanic students.

Increase funding for McNair programs.

Expand the work-study program to include summer school programs

Pell Grant funding should be reconfigured so that all students regardless, of states would be eligible.

Support for childcare for students enrolled in college without sufficient resource

Undocumented students should have access to federal financial support and should be eligible to pay resident fees.

Section 408 should be expanded to include seasonal farm workers for funding

Increase the work-study allocation

The creation of special grant programs for students which honor important Hispanics; Cesaer Chavez, etc.

Expand financial aid provisions to include enrichment experiences

Restructure the federal financial program to place a greater reliance on grants over loans at a rate of 25% for loans and 75% for grants.

The reduction of Stafford loan interest rate deferment while employed in career areas of teaching.

Granting citizenship status to undocumented persons matriculated in colleges and eligible for federal financial aid.

Title	T X	C A	I L	N Y	F L	PR	Total
IV	III	I			I	I	7
VII	I					I	2
IV	I						1
IV	II	I				I	4
IV	I						1
IV	I						1
VI	II					I	3
IV	I						1
IV	I						1
V		I			I		2
IV		I					1
IV		I				I	2
IV		I	I			I	3
IV		I				II	3
IV		I					1
IV			I				1
IV			I				1
IV			I				1
IV			I				1
IV			I				1
IV			I				1

Teacher Quality proposals should include diversity language and should be tied into accountability issues.

Teacher training grants for HSIs to retrain individuals wishing to change careers

Teacher in Residence program expansion to include federal support under title II

More research opportunities for H S I faculty, including K-12 faculty, through federal agency support.

International provision should include support for teachers to travel to foreign countries to study.

Provide faculty with the doctoral education forgiveness program who are with Title IV schools (CCSU model

Financial support for faculty who serve as mentors for new Hispanic faculty in all educational levels.

Special grants to schools focused on education, in order to recruit Hispanic teachers.

Teacher preparation and federal grants should be extended to community colleges involved in teacher education

Federal vocational board certification standards to include language on cultural sensitivity and language.

International Education:

International education title should include reference to HSIs, scholarships and other financial incentive provisions

Technology:

Technology for curriculum and instructional development to be included in Teacher Education Programs.

Study on making technology assessable to all children by dollar and cost benefit.

Study on workforce development in technology areas and in HSIs

Grants to update technology in order to help H S I and International students in the area of distance learning

Infrastructure:

Include a special section on Capital Finance for brick and mortar for HSIs

Target specific grants to HSIs in order to upgrade infrastructure technology

Federal support to permit HSIs to increase the percentage of full time faculty

Include language that permits access to both **Title III** and **Title V**.

Work-study institutional match should be changed from 60% to 10%.

SEOG funds match of 25% should be maintained

Provide student service grants to community colleges as incentives to graduate more students

Reformulation of financial aid rules to change the 150% rule to 200% rule

Federal grants to HSIs to establish "Centers for Study of World Languages and Cultures."

Elimination of two-year wait out period for **Title V** programs.

Higher education federal grants should flow directly to HSIs and not as State Block Grants

Capital campaign incentive grants to support hiring of staff to enhance the infrastructure of HSIs

Workforce development resources should be added or transferred to HEA from Department of Labor

Provision to provide fifteen points to HSIs, which apply for federal grants. This process will increase opportunities for HSIs to be funded.

II	I		III		I		5
II	I					I	2
II	I			II		I	4
V		I			I		2
VI		I					1
IV		I					1
II		I					1
II			I				1
II			I				1
VI					I		1

VI	I						1
----	---	--	--	--	--	--	---

II	I						1
VIII	I						1
VII	I						1
V			I				1

V	I						1
V	I				I	I	3
V		III					3
III,V		I					1
IV		I					1
IV		I					1
V			I				1
IV			I				1
V			I				1
V	I	II		I			4
			I				1
V			I				1
			I				1
V				I			1

Grants to develop partnerships between community colleges and four-year institutions to increase transfer rates.

Geographic consideration and equity guarantees should be included and expanded in all HEA program titles

Two year wait out period for Title V Grants should be eliminated.

Change language so that grants will be based on percentage and numerical size of Hispanic student body.

Change the criteria for identification of HSIs by including part time students in the 25% category.

Grants that expand and enhance articulation between 2 and 4-year colleges in teacher training (NY, MD models)

Federal support for sustainability grants to hire and train staff to work in dev. to build up college endowments.

Scholarship funds to focus on teaching or administration careers similar to ICEOP IMGIP (Illinois)

Leadership Development Grants for institutions that support and promote careers in higher education

Develop language that includes the ENLACE model in the HEA

Loan forgiveness programs for those studying community development.

Incentives for US corporations to hire and mentor Hispanic students

Federal grants to develop nursing programs in community colleges

Endowment grants for HSIs funded by federal institutional resources

Change definition of HSIs from 25% Hispanic FTE to Headcount

VII	I				I	I	3
V	III	III	I	III	I	I	14
	I						1
V		I		I		I	3
V		II					2
V		I					1
V		I					1
V		I					1
II			I				1
V			I				1
			I				1
IV			I		I		2
			I				1
V			I				1
V			I				1
V			I				1

Research/Studies:

Conduct studies to see impact of HEA on rural vs. urban schools

US Department of Education should include specific data on HSIs beyond that currently reported

Increase the dollar amount of research funds for higher education issues available for HSIs.

Support for the creation of a national database of researchers to study Hispanic students and HSIs.

Study to ascertain if HSIs graduates go on to graduate school in comparison to those attending non-HSIs

Funding should be allocated to conduct studies that will help educators find out more about Hispanic students

VIII	I						1
VIII		I					1
V		III					3
VIII		I					1
VIII		I					1
VIII			I				1

Graduate Studies:

Create a federal graduate student grant program.

Graduate study opportunities for Hispanic students.

Create a study that will track students who receive support for graduate education.

V		II					2
VII		I		I	I		3
VIII		I					1

Appendix E

Title V – HEA Authorized Activities

SEC. 503. AUTHORIZED ACTIVITIES.

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

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

- (1) Acquisition of laboratory equipment. Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
- (2) Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.
- (3) Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.
- (4) Purchase of library books, periodicals, and other educational materials, including telecommunications program material.
- (5) Tutoring, counseling, and student service programs designed to improve academic success.
- (6) Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.
- (7) Joint use of facilities, such as laboratories and libraries.
- (8) Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.
- (9) Establishing or improving an endowment fund.
- (10) Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.

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

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

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

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

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

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

(C) ENDOWMENT FUND LIMITATIONS-

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

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

`(3) COMPARABILITY- The provisions of part C of title III regarding the establishment or increase of an endowment fund, that the Secretary determines are not inconsistent with this subsection, shall apply to funds used under paragraph (1).

Appendix F

HEA Title V HSIs Grants

By Authorized Activities Foci and Year

Authorized Activity	1999	2000	2001	2002	Total
Acquisition of laboratory equipment (educational purposes, including instruction and research)	1	3	1		5
Construction, maintenance, renovation, and improvement (classrooms, libraries, laboratories, and other instructional facilities)	4	5	6	2	17
Support of faculty fellowships & exchanges, curriculum development, academic instruction.	21	55	35	23	134
Purchase of library books, periodicals, educational & telecommunications materials.		3	2	1	6
Tutoring, counseling, and student service programs designed to improve academic success	17	36	30	22	105
Funds & administrative management, acquisition of equipment for funds management enhancement	2	1			3
Joint use of facilities, such as laboratories and libraries	1	1		1	3
Establish or improve a development office to strengthen or improve contributions from alumni and private sector	1	3	1		5
Establish or improve an endowment fund.	5	5	3	3	16
Enhance technology capacity for Internet distance learning & instructional; (purchase or rental of telecommunications equipment or services)	16	51	34	20	121
Establish & enhance programs of teacher education to qualify students for public elementary and secondary schools.	1	1		1	3
Establish community outreach programs; (prepare elementary & secondary students with academic skills & interest for postsecondary education success).		6	8	2	16
Increase number of Hispanic & other underrepresented graduate and professional students: (courses and institutional resources).		3	1		4
Other activities pursuant to section 504 that contribute to carrying out the purposes of this title	1*	1*	2**		4
Other activities pursuant to section 504 approved by the Secretary as part of the review and acceptance of such application.					
Total Activities	70	174	123	75	442
Total Programs Funded	39	69	49	34	191

Source: U.S. Department of Education

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

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

Compilation: Hispanic Association of Colleges and Universities

*Program Evaluation

**Cultural and Diversity

APPENDIX G