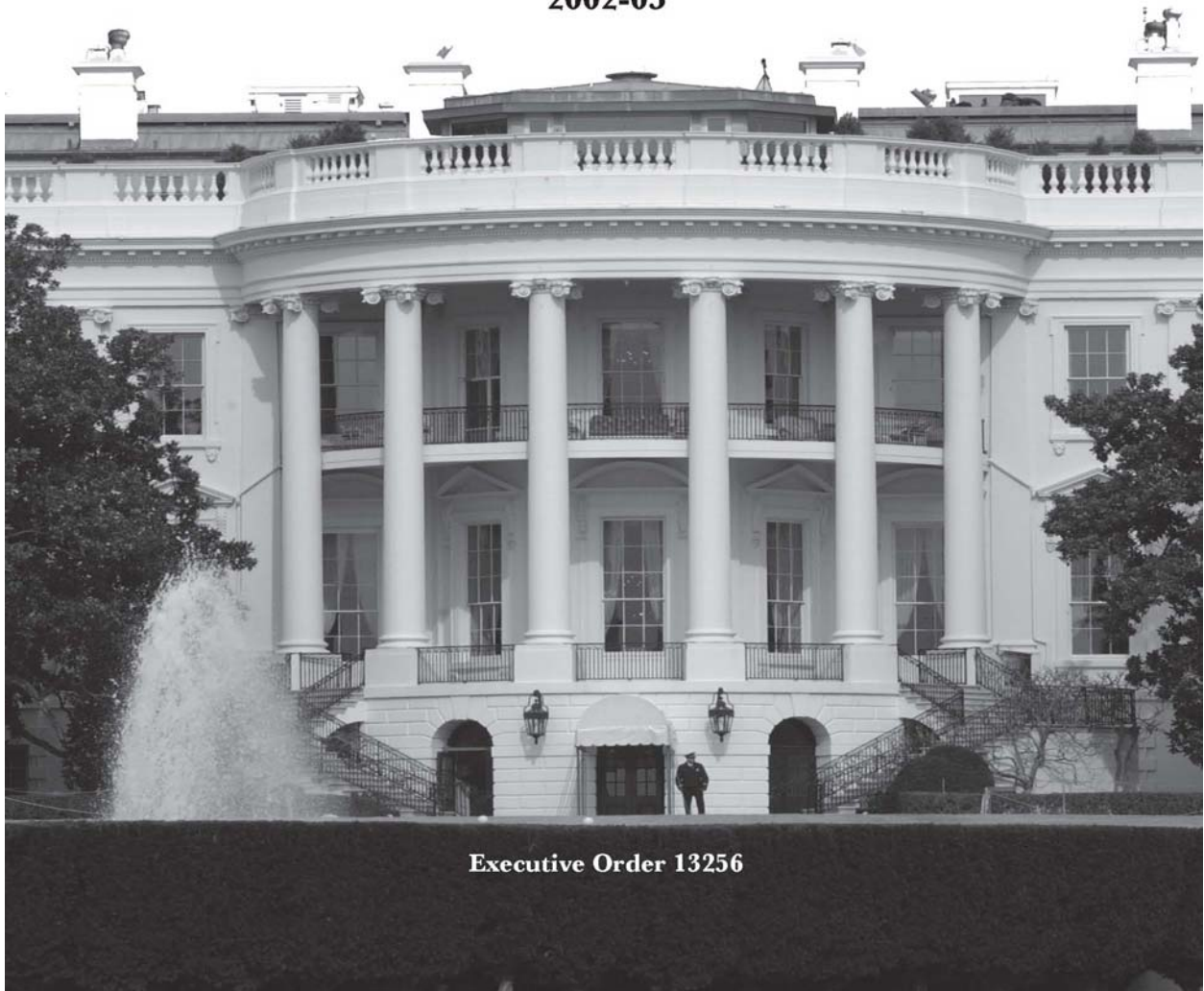




*President's Board of Advisors on
Historically Black Colleges and Universities*

THE MISSION CONTINUES
ANNUAL REPORT TO THE PRESIDENT ON THE
RESULTS OF PARTICIPATION OF HISTORICALLY BLACK COLLEGES
AND UNIVERSITIES IN FEDERAL PROGRAMS
2002-03



Executive Order 13256

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September 2005

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March 18, 2005

President George W. Bush
The White House
Washington, D.C. 20500

Dear Mr. President:

The members of the President's Board of Advisors on Historically Black Colleges and Universities are honored to serve and to present their 2002-03 annual report entitled *The Mission Continues*. We are excited about your continuing support of these institutions. They have and continue to serve as a national treasure to our nation.

A requirement under presidential Executive Order 13256 calls for a report "...on the progress achieved in enhancing the capacity of historically black colleges and universities to serve their students, including funding and recommendations for individual departments and agencies..." We have reviewed and analyzed various reports to illustrate how this federal mandate has impacted the continued growth, development and viability of historically black colleges and universities.

The Mission Continues outlines the rationale for continuing support of these institutions. It also suggests a strategic plan for increased participation and support by the federal government and the private sector. The board's unanimous approval of the report reinforces a desire to ensure that the spirit of Executive Order 13256 is properly implemented at all levels to provide the necessary resources to equip all HBCUs with the tools needed to provide excellent higher educational opportunities for their students.

We applaud your efforts under the *No Child Left Behind Act* and are poised to assist you in implementing the legislation and carrying out Executive Order 13256. We thank you for the opportunity to serve and look forward to working with you and Secretary Spellings to implement the tenets of this presidential mandate.

We extend to you our best wishes and support as you continue your leadership of our great nation.

Sincerely yours,

Louis W. Sullivan, M.D.
Chairman
President's Board of Advisors on
Historically Black Colleges and Universities

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ACKNOWLEDGMENTS

The members of the President's Board of Advisors on Historically Black Colleges and Universities are honored to serve the president and the secretary on providing recommendations and a status update on the nation's Historically Black Colleges and Universities. The board has worked diligently to present a document that will outline the activities of Executive Order 13256. The board deeply appreciates the assistance and cooperation provided by the secretary of education and her staff, which assured the completion of this 2002-03 annual report.

We are especially grateful to Grigsby and Associates, LLC., and the staff of the White House Initiative on HBCUs for working with this board to capture the essence of the current state of the implementation of this presidential mandate. We would also like to thank the participating governmental agencies that provided plans and reports that formed the basis of much of the data contained in this document. This effort would not have been possible without their cooperation and assistance.

Preface

Statement Reinforcing and Supporting the Role of Historically Black Colleges and Universities

There are 105 Historically Black Colleges and Universities (HBCUs) in the nation, which were founded prior to 1964. *The Higher Education Act of 1965*, as amended, defines an HBCU as: "...any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans."

These HBCUs were formed to eliminate the adverse residue from slavery, plus a century of legally sanctioned discrimination, against United States citizens of African descent. Both the genesis of and the rationale for HBCUs are different and distinct from those of institutions serving other minority groups in the United States (often referred to as Minority Serving Institutions, or MSIs).

HBCUs make a strong and unique contribution to the United States by providing an education to many socioeconomically disadvantaged young people among the nation's African American and other minority populations. The nation's HBCUs provide a supportive environment in which qualities of leadership, strong values, and character are developed, along with a strong sense of identity and self-actualization.

The participation of the graduates of HBCUs in the nation's business, social and political systems, and in the military services adds great economic and social value to our nation. Their involvement in the social and political discourse of the United States strengthens our democracy and its stability.

Therefore, HBCUs have received, and continue to deserve, legislative distinction as well as recognition, commendations and financial support from all segments of our society: federal, state and local governments; corporations, foundations and associations; and individuals.

Statement Adopted by:

President's Board of Advisors on Historically Black Colleges and Universities

December 2004

Louis W. Sullivan, M.D., Chairman

EXECUTIVE SUMMARY

Executive Order (EO) 13256, signed by President George W. Bush on Feb. 12, 2002, was the latest in a succession of presidential executive orders in support of HBCUs dating back to 1980. EO 13256 further expanded two dimensions contained in prior executive orders capacity-building initiatives and a private sector strategy.

For the last decade—1993-2002—federal-support to HBCUs increased by \$639 million, or 60 percent. However, during that same 10-year period, federal support for all institutions of higher education increased by 79 percent. In fact, federal support for HBCUs as a percentage of support for all institutions of higher learning decreased over that period from 4.60 percent to 4.10 percent. The board is concerned that federal support for HBCUs is not keeping pace with overall federal support for institutions of higher education. In addition, over 40 percent of all federal support for HBCUs comes from two programs operated by the Department of Education: Title III Institutional Aid and Title IV Student Financial Aid. Without those two programs, the picture of federal support for the nation’s HBCUs would be bleak indeed.

The board is concerned that previous recommendations made in prior presidential advisory board reports have not been adequately addressed. More needs to be done in that regard. In addition, the board is deeply concerned that EO 13256 is not being fully implemented. Equally troubling is whether the board will be able to fulfill its mission of enhancing support for HBCUs and to perform its responsibility to produce an annual report assessing the actions of the departments and agencies in that regard. There has been a sharp decrease in department and agency responses to data requests for the annual reports—if that trend is not reversed—it will be virtually impossible for the board to carry out the president’s mandates.

The board makes seven recommendations that are designed to strengthen the implementation of Executive Order 13256 and thereby provide increased federal support for the nation’s Historically Black Colleges and Universities. These recommendations are:

- That the president expeditiously call an *Interagency Summit* of all covered agencies and departments for the purpose of showing his personal commitment to strengthening the implementation of Executive Order 13256;
- That *previous board recommendations be implemented*, as articulated in board reports of 1996, 1999, and 2001-02;
- That agencies and departments *annual reporting be regularized and made timely*;
- That *improved coordination* between covered agencies and departments and the Office of Management and Budget be achieved in order that annual plans for assisting HBCUs are in fact reflected in the budget process;
- That a *uniform definition of “capacity-building”* efforts be established and shared with all covered agencies and departments;

- That the White House Initiative Office *identify and share best practices* for providing support to HBCUs with all covered agencies and departments; and
- That the White House Initiative Office establish a process to annually report on the *status of the implementation of recommendations* from the President's Advisory Board on HBCUs.

INTRODUCTION

This is the second annual report of the President's Board of Advisors on Historically Black Colleges and Universities ("the board") under Executive Order (EO) 13256. The first annual report issued by the current board, in April 2004, was entitled *Building Capacity for a Bold New Future*. This report will build upon the findings and recommendations of that report. It will not seek to duplicate those findings, although it does endorse those recommendations. The focus of this report will be the fiscal year 2002 performance of federal agencies under EO 13256. It will also review federal agency responses to previous Executive Orders on HBCUs.

President George W. Bush signed Executive Order 13256 on Feb. 12, 2002. It was a continuation of a succession of executive orders dating back to 1980 when President Jimmy Carter signed EO 12232. The executive orders on HBCUs continued under Presidents Ronald Reagan (EO 12320), George H.W. Bush (EO 12677), and William J. Clinton (EO 12876). Each executive order for HBCUs was designed to enhance federal support for the nation's HBCUs and advance the nation's full human potential as a result of that support.

President George W. Bush, as well as previous presidents, should be commended for recognizing the important role played by the nation's HBCUs. For over a century, HBCUs have not only been producing graduates who have contributed to improving the quality of life for all Americans, they have also been conducting research that has strengthened the country's infrastructure and advanced the frontiers of knowledge. HBCUs have traditionally done much with meager resources. However, by recognizing the importance of these institutions, and by providing additional aid to them, the nation will be further strengthened. Executive Order 13256 provides a framework for that support.

This report will carefully review the level of agency and departmental support for HBCUs over the past decade. In some instances, an exact comparison cannot be made because some departments and agencies were reconfigured. However, every attempt was made to evaluate comparable agency and department data over the 10-year period. The report will also review the change in the level of funding for the institutions from fiscal years 2001 and 2002. *The overall goal of this report is to assess the level of federal support for HBCUs, as well as to explore ways in which EO 13256 can be made more effective.*

OVERALL PERFORMANCE ANALYSIS

From the period 1993-2002, federal funding for HBCUs has increased \$639 million or 60 percent, an average of 6 percent per year. When factoring in the impact of inflation, the overall federal HBCU funding increase drops to 24 percent, an annual average of 2.4 percent. During that same 10-year period, federal funding for all institutions of higher education increased by \$18.4 billion, an increase of 79 percent. When adjusting for inflation, the overall federal funding increase for all institutions of higher education was 40 percent.

In 2002, federal agencies spent \$41.6 billion for all institutions of higher education, while \$1.7 billion (or 4 percent) was spent for HBCUs. Of the \$1.7 billion provided to HBCUs, \$ 1.1 billion came from the Department of Education and 67 percent of that amount came from two programs—Title III and Title IV student financial aid. The other 28 federal agencies accounted for 37 percent of federal funding in fiscal year 2002.

Overall funding to HBCUs increased by 6 percent (or \$101 million) in 2002. Substantially all of this increase was from two agencies, the Department of Education and the Department of Health and Human Services. 54 percent ** of the 29 reporting federal agencies in 2002, reported decreased funding for HBCUs since 2001.

From 1993-2002, federal funding for HBCUs as a percentage of federal funding for all institutions of higher education, has declined slightly from 4.60 percent in 1993 to 4.10 percent in 2002. There have been some dramatic changes within certain agencies and departments — specifically the Departments of Education, Health and Human Services and NASA. But overall, HBCU funding, as a percentage of overall IHE funding, has gone down.

The following charts illustrate the pattern of federal agency funding from 1993 through 2002. Actual funding levels are contained in Appendices A and B.

**Excludes agencies reporting in 2002 but did not report in 2001

Figure 1:

FEDERAL FUNDING FOR HBCUs TOTALS BY YEAR ACTUAL VS. INFLATION-ADJUSTED

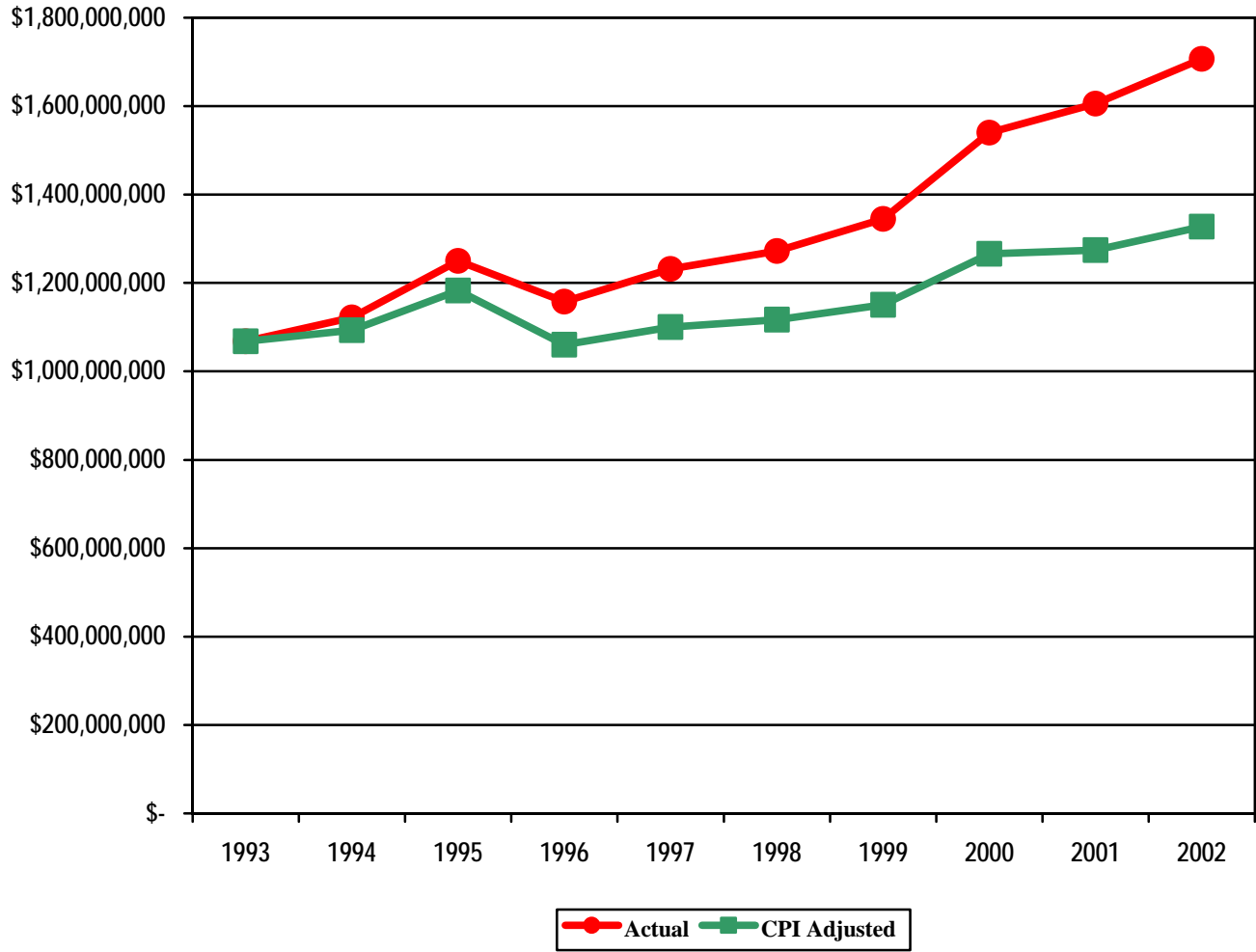


Figure 2:

COMPARISON OF HBCU FUNDING TO TOTAL IHE FUNDING 1993 THROUGH 2002 (In Dollars)

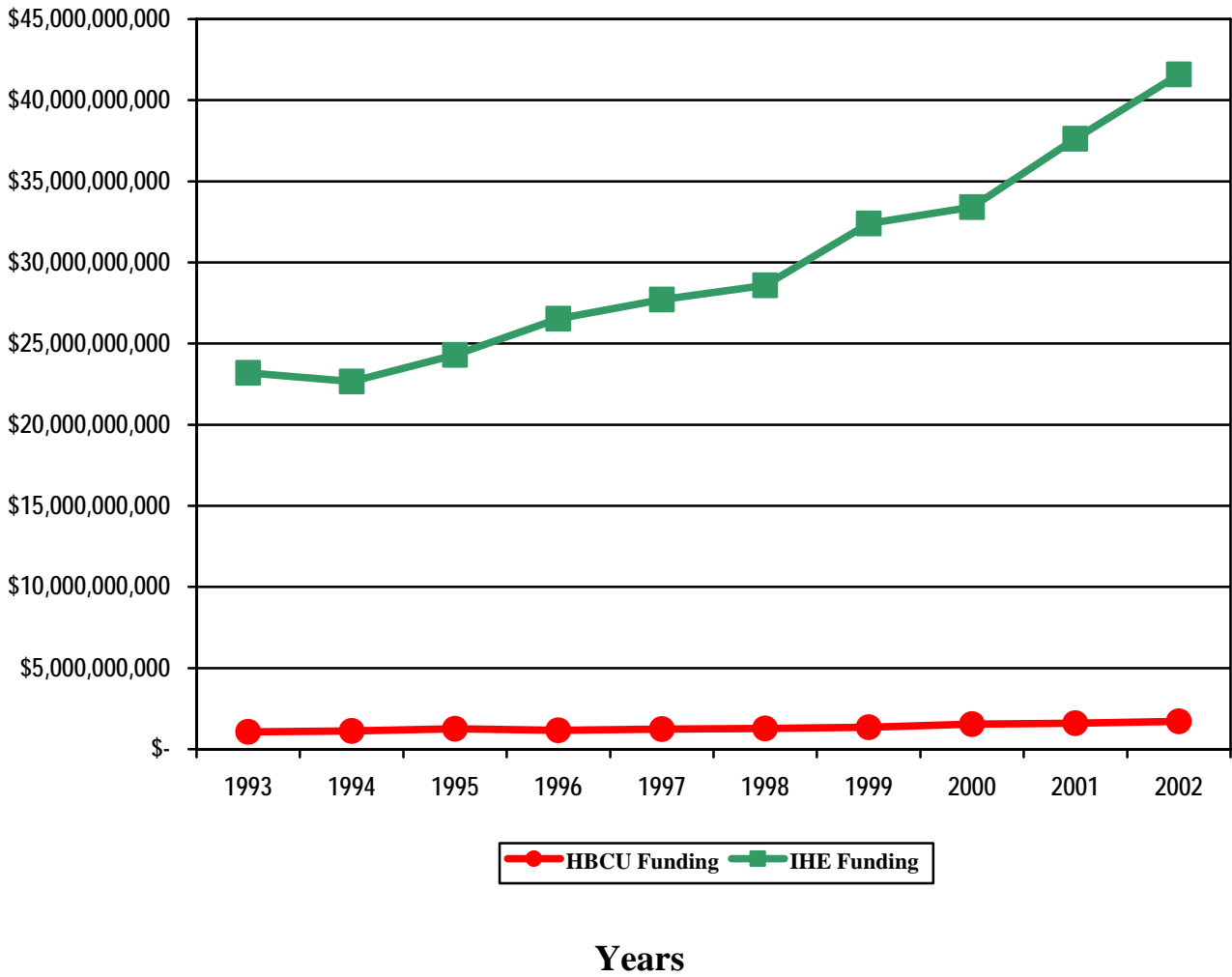


Figure 3:

HBCU FUNDING AS A PERCENT OF TOTAL IHE FUNDING 1993 THROUGH 2002

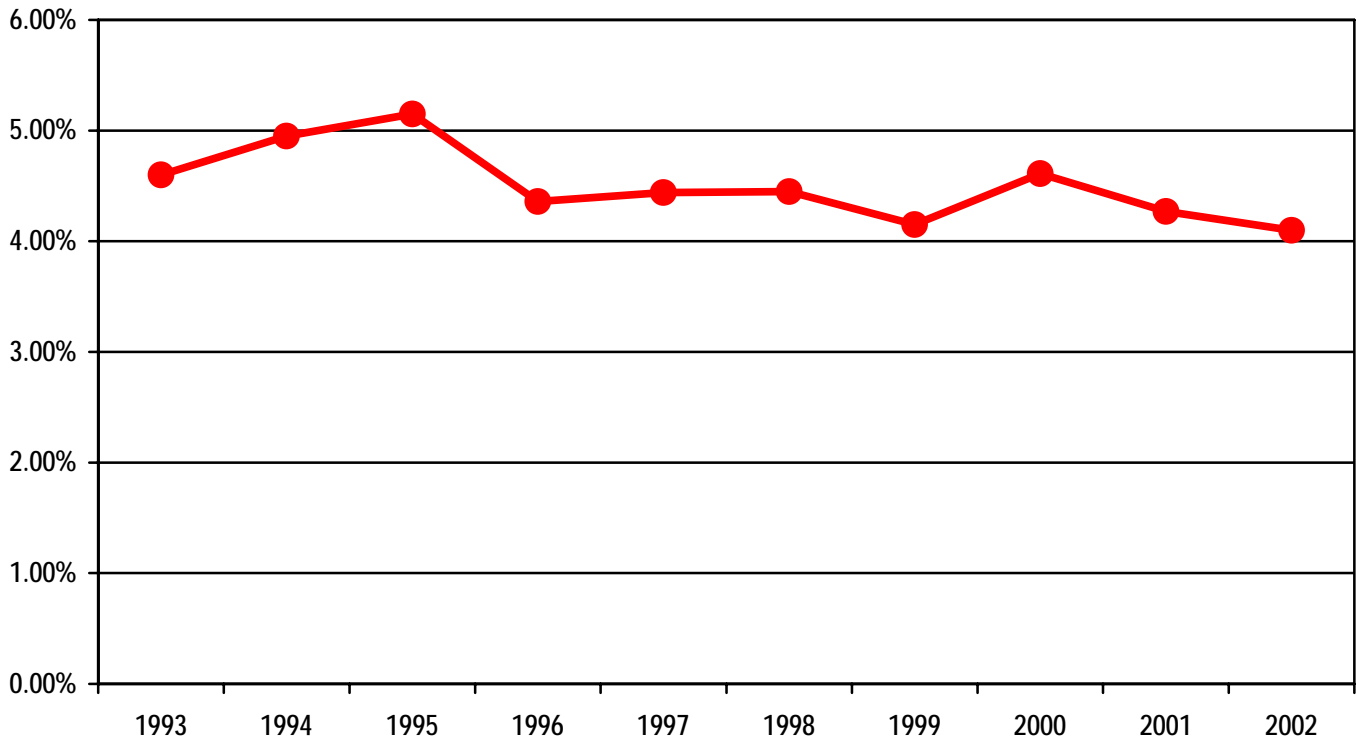
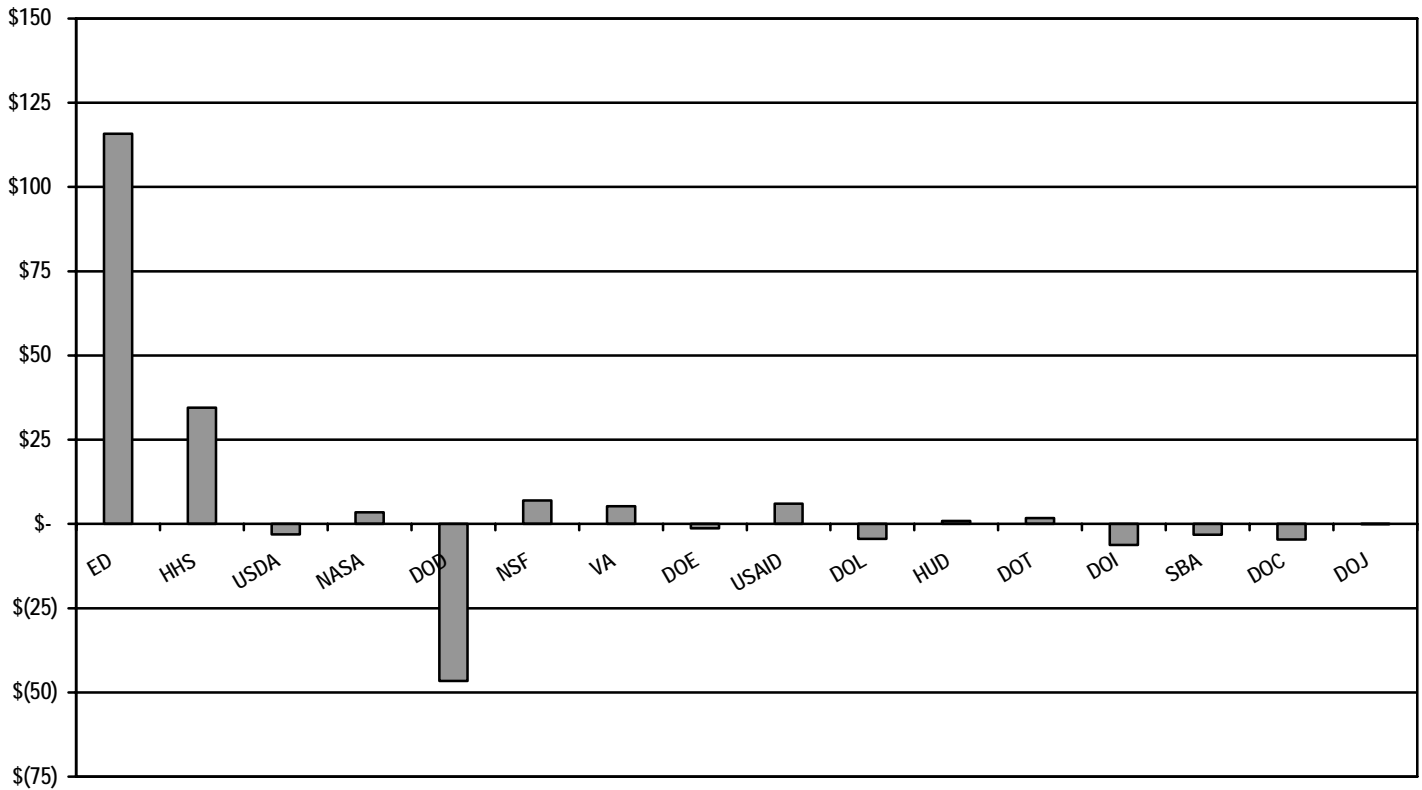


Figure 4:

FEDERAL FUNDING FOR HBCUs INCREASE or DECREASE BY AGENCY 2001 VS. 2002

As previously noted, FY 2002 funding to HBCUs increased by 6 percent (or \$101 million) over the FY 2001 level. The overwhelming majority of increased dollars was from two agencies—the Department of Education and the Department of Health and Human Services. Of the agencies and departments reporting in FY 2001 and FY 2002, 54 percent reported a decrease in funding for HBCUs while 46 percent reported an increase in funding. The following chart shows the change in level of agency and department support for HBCUs for the FY 2001 and FY 2002 time frame. *

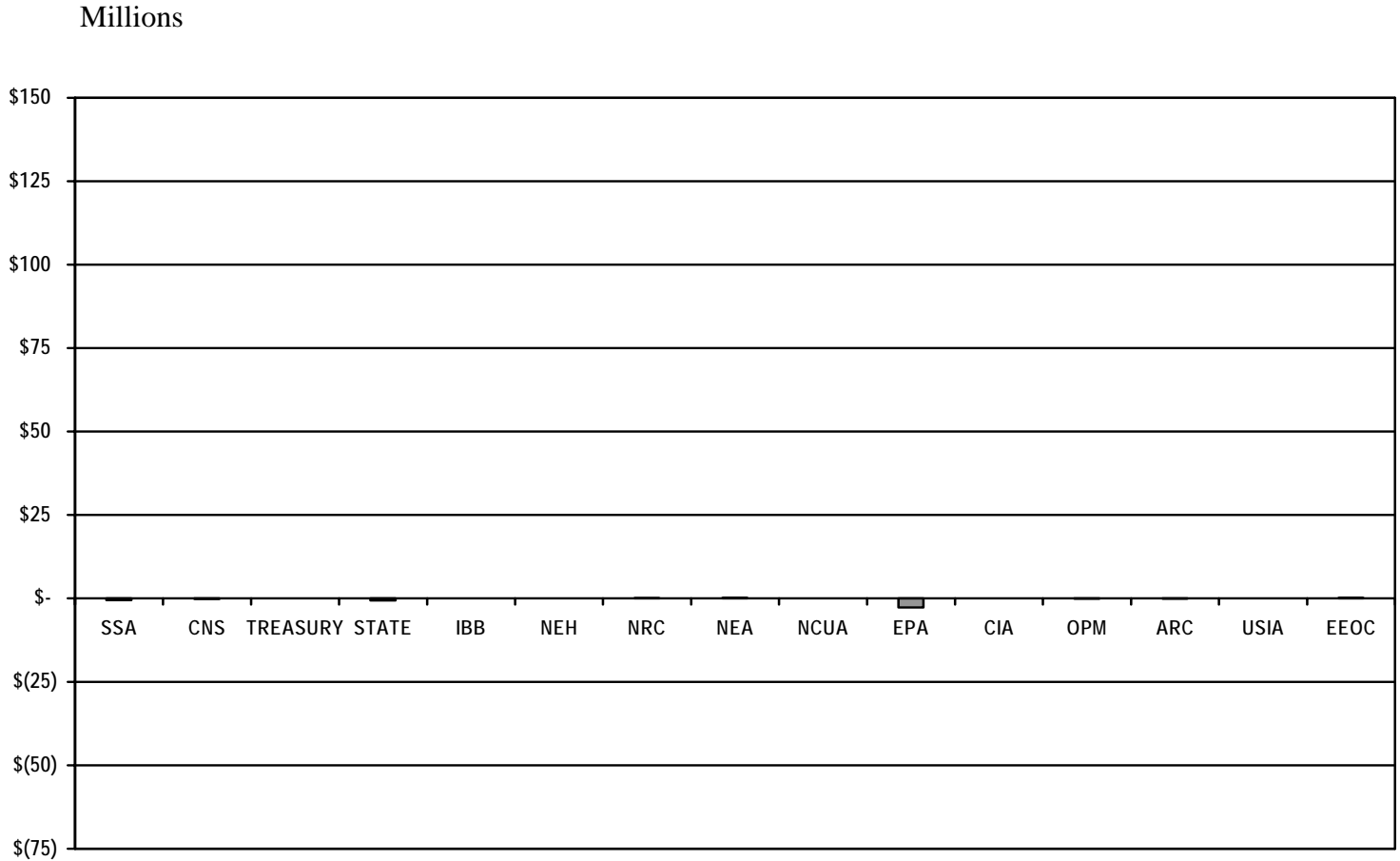


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*DOD and SBA shown as reduction because they provided no FY 2002 report.

Figure 4 continued:

FEDERAL FUNDING FOR HBCUs INCREASE or DECREASE IN FUNDING PER AGENCY



(Continued from
previous page)

REVIEW OF PREVIOUS RECOMMENDATIONS

The board's 2001-02 annual report contained specific recommendations for 20 agencies or departments (see Appendix F). The board reaffirms its commitment to the specific agency or department recommendations contained in its 2001-02 annual report.

The board also continues to endorse the recommendations contained in previous White House Initiative reports for the years 1995 and 1999. There are several themes that are included in all of the previous recommendations. The key recommendations are the need for:

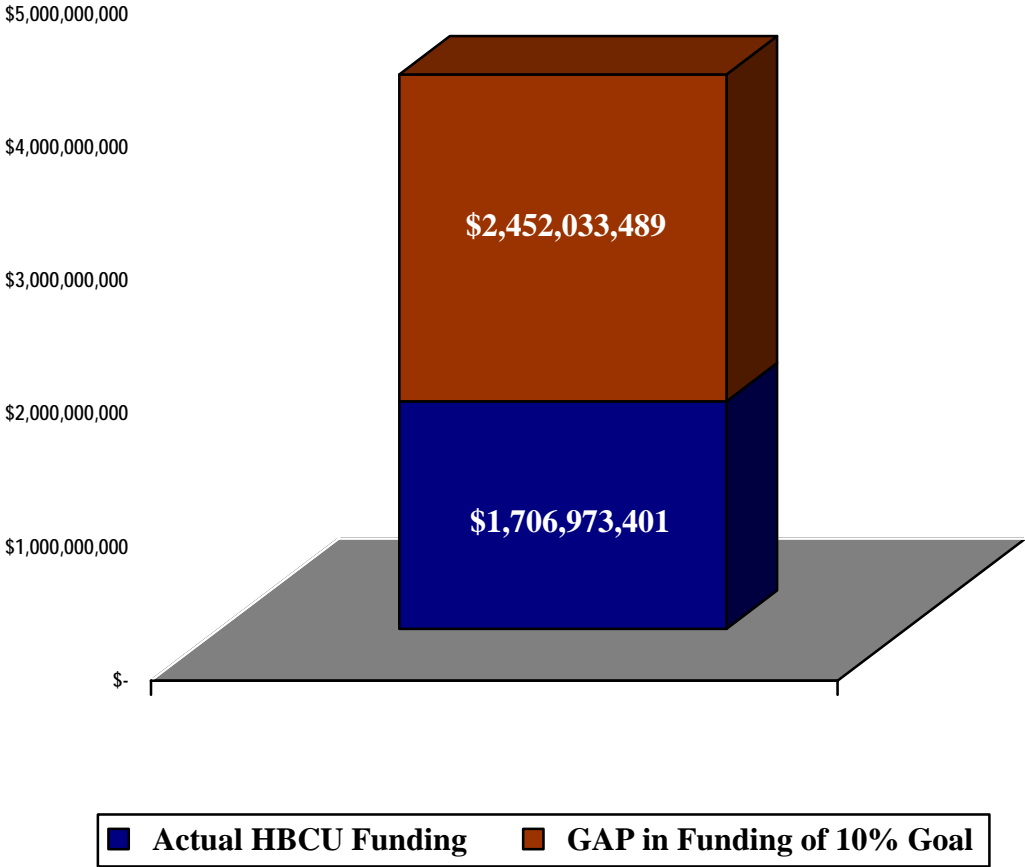
- **Increased agency support from discretionary funding accounts.**
- **Establishment of Federal Centers of Excellence at HBCUs.**
- **Enhanced support for doctoral education at HBCUs.**
- **Enhancing HBCU role in the nation's public health policy.**
- **Increasing support for capital projects at HBCUs.**

The board expresses strong support for maintaining focus on their key themes and believes they should receive continued emphasis from federal agencies and departments.

Perhaps the most significant recommendation contained in the board's 2001-02 annual report is the one calling for the establishment of a 10 percent funding goal for HBCUs. Under that provision, each agency award of grants, contracts, cooperative agreements (or other procurement or research and development instruments to HBCUs), would be equal to at least 10 percent of the amount the agency awards to all institutions of higher education. The following chart shows what impact a 10 percent provision would have had, if it had been in effect for the 2002 fiscal year.

Figure 5:

COMPARISON OF ACTUAL HBCU FUNDING AGAINST RECOMMENDED 10 PERCENT GOAL, 2002



CONTINUING NEEDS OF HBCUs

The board recommends that specific programs be enacted or enhanced to provide assistance in each of the following areas of continuing need:

Strengthening Fiscal and Financial Management Practices

Strong fiscal and financial management practices are vital to the stability of all higher education institutions. Given the myriad existing and constantly changing guidelines and regulations relating to managing student financial aid and other fiscal and management practices, it is imperative that staff are well trained professionals, equipped with the latest hardware and software technology. In addition, they must have the resources to keep current by participating in professional development activities.

Advancing Faculty and Institutional Development

Keeping pace with the latest practices and standards requires that faculty be abreast of current information relating to their field of expertise. Time and resources are needed to facilitate certain professional development activities, including attending symposia, professional conferences and seminars, as well as engaging in research and writing activities that expand their base of knowledge and proficiency in their chosen fields of expertise. Likewise, institutions must keep current with the needs of the populations they serve by enhancing the infrastructure, providing academic resources and building endowments to sustain the institution and ensure its longevity. Most HBCUs lack adequate financial resources to systematically carry out these vital functions.

Strengthening Academic Programs

Academic programs must keep pace with the demands of the institution's constituencies and the demands of the workforce. Additionally, institutions must perform ongoing internal analyses and evaluation of their curricula to produce students that have the skills consistent with those required by the demands of the workplace. Adequate financial resources are needed for these activities.

Advancing Research Capabilities

The ability of an institution to generate research aids in attracting and retaining highly qualified faculty and staff, as well as enabling faculty to remain on the cutting edge of their disciplines. It also enhances the institution's ability generate additional revenue, recruit top notch students and strengthens the institution's prestige. The federal government should help strengthen the research capabilities of HBCUs by providing research opportunities and by enhancing their capacity to attract research dollars.

Improving Technology

Technology is never inert. It is a dynamic force that constantly produces change. The cost of technology is very high. Assistance is needed not only to help HBCUs secure the most up-to-date technology available but also to enhance their infrastructure to accommodate the use of the technology of today and into the future.

Supporting Capital Improvements

Capital improvements are usually costly undertakings. HBCUs continue to need improvements and upgrades to their physical plants, as well as new structures, in order for them to remain competitive and attractive. The federal government could and should play a significant role in supporting capital improvements at HBCUs.

HOW HBCUs CAN FURTHER STRENGTHEN THE NATION

The board believes that HBCUs can further assist the nation in developing its full human potential, by expanding support, enabling them to achieve the following:

Develop Greater K-16 Linkages

Expand partnerships to enhance successful student progress from kindergarten to the baccalaureate level, with particular emphasis on the articulation and transfer of community college students to HBCUs.

Increase Participation in School Improvement and Enhanced Teacher Education Initiatives—Especially in Math and Science

The secretary of education should make special efforts to involve HBCUs in the *No Child Left Behind Act* and other efforts targeted to enhance school and teacher effectiveness. A research center involving the HBCU community should be established to investigate and analyze the issues impacting the education of low income and otherwise disadvantaged minority students who participate in the Head Start, Title I and Pell Grant programs.

Improve Minority Doctoral Productivity

Increase funding for the establishment of more doctoral programs at eligible HBCUs and reduce the financial barriers for minority doctoral study. There is a critical need for increasing doctoral productivity, especially in math and science. Increased funding for targeted scholarship and fellowship assistance for minority students interested in pursuing doctoral degrees should be made available. Because the need in this area is so great, the board intends to devote more attention to this area in future reports.

Increase Participation in International Education Programs and Initiatives — Including Foreign Language Education

Recent events amplify the critical need to include and cultivate more people of color to participate in the nation's global outreach diplomacy and national security efforts. To date, current efforts have proven inadequate to generate significant numbers of prepared graduates. Additional strategies should be employed and resources provided to strengthen and expand the capacity of HBCUs to participate more fully in this arena. Systematic and focused efforts to enhance the capacities of these institutions and to increase the numbers of students with vast knowledge about the world—its geographic regions, cultures, and languages. In addition, the board reiterates its recommendation to (1) establish an HBCU scholarship or fellowship program to encourage minority students at HBCUs to pursue careers in intelligence and related fields and (2) create at least three HBCU Foreign Language Centers to provide instruction in the less commonly taught languages. The nation's HBCUs can play a crucial role in advancing diplomatic and security efforts that are critical to America's continued safety and prosperity.

Strengthen Participation in Homeland Security Initiatives

HBCUs are well poised to participate in America's homeland security efforts. Hence, the board strongly endorses the inclusion of a role for HBCUs in ensuring the security of the nation and protecting Americans from terrorist attacks. Specifically, HBCU expertise should be utilized to participate in areas where they have demonstrated proficiencies. Such areas include, (1) conducting research related to bioterrorism and food protection; (2) developing and participating in public health response strategies that utilize medical and dental expertise, as well as, nursing and allied health programs; and (3) utilizing hospital facilities and knowledge of the minority communities and their capabilities to develop training programs to produce private and public sector security, including security for airports and other transportation hubs. Many federal agencies could benefit by increasing their utilization of HBCUs to meet their specific homeland security research, development, management goals and objectives.

Assist in Closing the Minority Health Care Disparity Gap

In contrast to significant societal improvements in overall health and life expectancy, for African Americans and other racial and ethnic minorities, stark disparities persist. This is particularly the case with respect to illnesses and death rates due to cancer, diabetes, HIV and AIDS, strokes and infant mortality. HBCU-affiliated health care providers are particularly well positioned to offer services to improve the overall health status of these populations because they are typically better informed about the health attitudes and culture in these communities. Moreover, federal agencies, such as the Office of Homeland Security and the Department of Health and Human Services, can leverage their resources by partnering with HBCUs to facilitate the development of research strategies, as well as the implementation and expansion of prevention, immunization and other wellness programs.

Confronting the Gender Gap at the Postsecondary Level

For the past four decades, women have comprised an increasingly larger proportion of enrollments in HBCUs than men. According to the National Center for Education Statistics, in 2001, women comprised 61 percent of HBCU enrollment. While the college-going rate for African American women should certainly continue to be encouraged, the reduction in the percentage of African American men pursuing baccalaureate degrees is cause for concern. While the causes for this phenomenon are many—including higher high school dropout rates for males, peer pressure, which lowers academic expectations, and fewer college placement courses available in minority elementary and high schools—the fact remains, that a significant portion of the nation’s human potential is being underutilized and neglected. African American males remain a significant part of America’s human potential for the future. As such, HBCUs are critically positioned to help address the growing disparity in attendance rates. Special efforts should be undertaken, by federal agencies and departments, to assist HBCUs in devising strategies and solutions to increase the college-going rates of African American males.

CAPACITY-BUILDING AND PRIVATE SECTOR INITIATIVES

Two key elements of Executive Order (EO) 13256 are the requirement of federal agencies to identify capacity-building activities for HBCUs and for the development of a private sector strategy for assisting HBCUs. The EO states, “Each executive department and agency identified by the Secretary shall develop an annual plan for, and shall document the agency’s effort in, increasing the capacity of historically black colleges and universities to participate in Federal programs” (Section 6). The EO also states, “The Board, in consultation with the Department of Education and other executive departments and agencies, shall develop a Private Sector Strategy to assist historically black colleges and universities in: (1) increasing voluntary private-sector contributions to support the enhancement of endowments and the overall financial stability of such institutions; (2) improving and enhancing the quality and number of private-sector partnerships focused on academic program development, student achievement and faculty development, cooperative research and development projects, and faculty exchanges; and (3) improving information management, and facilities, and strengthening academic course offerings” (Section 9).

The board strongly supports these two provisions and believes, when fully implemented, they will significantly strengthen support for HBCUs. The board is encouraged by the initial private sector reaction to its efforts to establish its private sector strategy. Several key partnerships have already been initiated, including:

- **Business School Deans Summit**

Designed to provide support for business schools at HBCUs through strengthening business accreditation, faculty exchanges, and increasing private sector resources flowing to schools of business;

- **Directors of Career Services or Vice Presidents and Academic Affairs Team Partnerships**

Designed to assist career services departments, at HBCUs, to increase program capacity through expanded private sector internships, co-ops, faculty exchanges, and collaboration with private sector corporations;

- **HBCU Presidential Asset and Financial Management Institute**

Designed to provide presidents a substantive and interactive educational program to enhance their ability to more effectively oversee the financial management of their institutions. It brings together senior private sector corporate leadership and HBCU presidential leadership to accomplish its objective;

- **Entrepreneurship Institute**

Designed to bring top private sector entrepreneurs and HBCU presidents together to share leadership knowledge and strengthen the extent to which the tools and skills of entrepreneurship can enhance HBCUs; and

- **DVD National Communications Project**

Designed to produce a national HBCU DVD that would increase national awareness of the value and successes of HBCUs to the private sector. Such a tool would generate increased interest in partnerships, funding and other resources.

The board commends those private sector companies that are participating in the above listed projects and strongly encourages others to come forward. The board also strongly recommends that special attention be given to the implementation of Sections 6 (the development of annual federal agency plans) and 9 (the Private Sector Strategy to support endowments, private sector partnerships and more) of Executive Order 13256.

THE IMPORTANCE OF ACCOUNTABILITY

In the previous three president's advisory board reports (1996, 1999, and 2001-02), numerous recommendations were made (a full listing is contained in Appendix F). Some of those recommendations have been addressed. However, for the most part, the recommendations still await serious consideration. As previously stated in this report, the board affirms its support for prior recommendations and adopts them as a part of this report.

The board also notes, with concern, what seems to be an emerging trend. In FY 2002, two (2) agencies—the Department of Defense and the Small Business Administration—neglected to submit any data concerning the level of funding they awarded to HBCUs. The remaining 28 agencies and departments submitted annual performance reports as called for in Executive Order 13256. *In FY 2003 the degree of agency and department compliance with EO 13256 dropped dramatically. Only 13 of 30 agencies and departments submitted the required annual plans for assisting HBCUs called for in Executive Order 13256. In that same reporting cycle, only 12 of 30 agencies and departments submitted the required annual performance reports indicating their funding support for HBCUs. In FY 2004, the picture remains essentially the same. Only 14 of 31 agencies and departments have submitted annual plans as of July 2004.* **Given that trend, it will be virtually impossible for the board to perform its required responsibility for producing an annual report to the president indicating the level of federal support for the nation's HBCUs, as called for in Executive Order 13256.**

The board commends the efforts of its chairman, Louis W. Sullivan, for undertaking special efforts to improve agency and department reporting by personally meeting with several agency and department heads, to impress upon them the importance of complying with the Executive Order. However, given the magnitude of the problem and the significance of the consequences of not reporting, the board feels that stronger measures must be undertaken to hold agencies and departments accountable for implementing Executive Order 13256.

In addition, the board notes a structural timeline problem in the Executive Order itself, which greatly reduces its potential effectiveness. Section 4, of the Executive Order, calls for the annual plans developed by agencies and departments to “be clearly reflected in the department's or agency's annual budget submission to the Office of Management and Budget.” However, annual plans are not requested prior to OMB budget submission. Consequently, those annual plans are never in the budget submission process.

Just as President Bush's signature *No Child Left Behind* legislation rests upon holding states, school districts and individual schools accountable for improving student performance, *the board believes that executive agencies and departments must be held accountable for implementing Executive Order 13256.* If the Executive Order is not strenuously implemented, it remains mere words on paper and not the dynamic vehicle for supporting the nation's HBCUs it was originally intended to be. For that reason, the board has chosen to focus its specific recommendations on strengthening the implementation of Executive Order 13256.

PRESIDENT’S ADVISORY BOARD RECOMMENDATIONS

RECOMMENDATION 1

That the president expeditiously calls an *Interagency Summit* of all covered agencies and departments for the purpose of showing his personal commitment to strengthening the implementation of Executive Order 13256;

RECOMMENDATION 2

That *previous board recommendations be implemented*, as articulated in board reports of 1996, 1999, and 2001-02;

RECOMMENDATION 3

That agencies and departments’ annual *reporting be regularized and made timely*;

RECOMMENDATION 4

That *improved coordination* between covered agencies and departments and the Office of Management and Budget be achieved such that annual plans for assisting HBCUs are, in fact reflected in the budget process;

RECOMMENDATION 5

That a *uniform definition of “capacity-building”* efforts be established and shared with all covered agencies and departments;

RECOMMENDATION 6

That the White House Initiative’s Office *identify and share best practices* for providing support to HBCUs with all covered agencies and departments; and

RECOMMENDATION 7

That the White House Initiative Office establish a process to annually report on the *status of the implementation of recommendations* from the President’s Advisory Board on HBCUs.

APPENDIX A

TABLE OF ABBREVIATIONS and FEDERAL AGENCY ACRONYMS

| FEDERAL AGENCY | ABBREVIATION |
|---|---------------------|
| U.S. Dept. of Agriculture | USDA |
| U.S. Dept. of Commerce | DOC |
| U.S. Dept. of Defense | DOD |
| U.S. Dept. of Education | ED |
| U.S. Dept. of Energy | DOE |
| U.S. Dept. of Health and Human Services | HHS |
| U.S. Dept. of Housing and Urban Development | HUD |
| U.S. Dept. of the Interior | DOI |
| U.S. Dept. of Justice | DOJ |
| U.S. Dept. of Labor | DOL |
| U.S. Dept. of State | STATE |
| U.S. Dept. of Transportation | DOT |
| U.S. Dept. of the Treasury | TREASURY |
| U.S. Dept. of Veterans Affairs | VA |
| U.S. Agency for International Development | USAID |
| U.S. Information Agency | USIA |
| U.S. Nuclear Regulatory Comm. | NRC |
| U.S. Small Business Admin. | SBA |
| Appalachian Regional Commission | ARC |
| Central Intelligence Agency | CIA |
| Corporation for National Service | CNS |
| Environmental Protection Agency | EPA |
| Equal Employment Opportunity Comm. | EEOC |
| International Broadcasting Bureau | IBB |
| National Aeronautics and Space Admin. | NASA |
| National Credit Union Admin. | NCAU |
| National Endowment for the Arts | NEA |
| National Endowment for the Humanities | NEH |
| National Science Foundation | NSF |
| Office of Personnel Management | OPM |
| Social Security Administration | SSA |

APPENDIX B

FEDERAL HBCU FUNDING BY AGENCY ACTUAL AND INFLATION-ADJUSTED (A)

| FEDERAL AGENCY | 1993 | 1994 | | 1995 | |
|-------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | Base Year | Actual | CPI-Adjusted | Actual | CPI-Adjusted |
| U.S. Dept. of Education | \$ 659,693,598 | \$ 651,531,187 | \$ 634,526,223 | \$ 680,845,677 | \$ 643,943,841 |
| U.S. Dept. of Health & Human Serv. | 123,508,357 | 115,288,855 | 112,279,816 | 150,886,433 | 142,708,388 |
| U.S. Dept. of Agriculture | 87,102,436 | 92,947,467 | 90,521,538 | 94,265,537 | 89,156,345 |
| National Aeronautics & Space Admin. | 28,991,919 | 37,272,350 | 36,299,542 | 56,357,000 | 53,302,451 |
| U.S. Dept. of Defense | 46,421,578 | 51,914,335 | 50,559,371 | 76,123,634 | 71,997,733 |
| National Science Foundation | 22,272,784 | 29,179,999 | 28,418,401 | 34,250,099 | 32,393,744 |
| U.S. Dept. of Veterans Affairs | 3,461,547 | 3,525,370 | 3,433,358 | 13,748,362 | 13,003,201 |
| U.S. Dept. of Energy | 33,792,714 | 53,000,000 | 51,616,700 | 59,080,809 | 55,878,629 |
| Agency for International Dev. | 23,644,804 | 28,000,000 | 27,269,200 | 26,500,000 | 25,063,700 |
| U.S. Dept. of Labor | 3,587,439 | 4,664,136 | 4,542,402 | 5,816,067 | 5,500,836 |
| U.S. Dept. of HUD | 7,322,737 | 7,423,854 | 7,230,091 | 8,283,280 | 7,834,326 |
| U.S. Dept. of Transportation | 5,718,070 | 7,805,305 | 7,601,587 | 7,758,853 | 7,338,323 |
| U.S. Dept. of the Interior | 8,807,500 | 13,045,097 | 12,704,620 | 2,493,286 | 2,358,150 |
| U.S. Small Business Admin. | 1,836,263 | 1,962,629 | 1,911,404 | 2,183,551 | 2,065,203 |
| U.S. Dept. of Commerce | 663,176 | 1,811,417 | 1,764,139 | 8,472,629 | 8,013,413 |
| U.S. Dept. of Justice | 302,277 | 788,279 | 767,705 | 592,578 | 560,460 |
| Social Security Administration | - | - | - | 2,023,053 | 1,913,404 |
| Corporation for National Service | - | 730,397 | 711,334 | 482,725 | 456,561 |
| U.S. Dept. of the Treasury | 2,250,966 | 1,903,412 | 1,853,733 | 2,004,895 | 1,896,230 |
| U.S. Dept. of State | 1,530,265 | 1,045,761 | 1,018,467 | 772,770 | 730,886 |
| International Broadcasting Bureau | - | - | - | - | - |
| Nat'l Endowment for the Humanities | 594,628 | 1,406,444 | 1,369,736 | 2,115,658 | 2,000,989 |
| U.S. Nuclear Regulatory Comm. | 200,000 | 304,000 | 296,066 | 200,000 | 189,160 |
| National Endowment for the Arts | 10,000 | 16,250 | 15,826 | 19,970 | 18,888 |
| National Credit Union Admin. | - | - | - | - | - |
| Environmental Protection Agency | 4,355,414 | 14,380,994 | 14,005,650 | 8,128,095 | 7,687,552 |
| Central Intelligence Agency | 1,002,879 | 975,290 | 949,835 | 5,801,197 | 5,486,772 |
| Office of Personnel Management | - | - | - | - | - |
| Appalachian Regional Commission | - | - | - | - | - |
| U.S. Information Agency | 869,369 | 1,343,437 | 1,308,373 | 983,991 | 930,659 |
| Equal Employment Opport. Comm. | - | - | - | 3,108 | 2,940 |
| GRAND TOTAL | <u>\$1,067,940,720</u> | <u>\$1,122,266,265</u> | <u>\$1,092,975,115</u> | <u>\$1,250,193,257</u> | <u>\$1,182,432,782</u> |

FEDERAL HBCU FUNDING BY AGENCY ACTUAL AND INFLATION-ADJUSTED (A)

| FEDERAL AGENCY | 1996 | | 1997 | | 1998 | |
|-------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | Actual | CPI Adjusted | Actual | CPI-Adjusted | Actual | CPI-Adjusted |
| U.S. Dept. of Education | \$ 644,922,937 | \$ 591,071,872 | \$ 685,666,497 | \$ 612,368,748 | \$ 741,706,495 | \$ 650,921,620 |
| U.S. Dept. of Health & Human Serv. | 152,121,712 | 139,419,549 | 169,058,741 | 150,986,362 | 150,055,153 | 131,688,402 |
| U.S. Dept. of Agriculture | 84,962,148 | 77,867,809 | 95,740,881 | 85,506,181 | 96,269,008 | 84,485,681 |
| National Aeronautics & Space Admin. | 42,852,781 | 39,274,574 | 61,398,687 | 54,835,167 | 56,431,494 | 49,524,279 |
| U.S. Dept. of Defense | 66,184,354 | 60,657,960 | 56,209,835 | 50,201,004 | 50,902,129 | 44,671,708 |
| National Science Foundation | 28,948,069 | 26,530,905 | 32,472,748 | 29,001,411 | 44,933,856 | 39,433,952 |
| U.S. Dept. of Veterans Affairs | 39,521,777 | 36,221,709 | 35,662,102 | 31,849,823 | 33,189,314 | 29,126,942 |
| U.S. Dept. of Energy | 36,775,036 | 33,704,320 | 31,345,979 | 27,995,094 | 23,719,605 | 20,816,325 |
| Agency for International Dev. | 13,388,100 | 12,270,194 | 10,712,171 | 9,567,040 | 17,298,881 | 15,181,498 |
| U.S. Dept. of Labor | 2,092,191 | 1,917,493 | 5,132,727 | 4,584,038 | 14,199,649 | 12,461,612 |
| U.S. Dept. of HUD | 7,197,857 | 6,596,836 | 6,800,000 | 6,073,080 | 9,937,218 | 8,720,903 |
| U.S. Dept. of Transportation | 8,335,907 | 7,639,859 | 10,092,736 | 9,013,823 | 8,565,315 | 7,516,920 |
| U.S. Dept. of the Interior | 6,623,419 | 6,070,364 | 2,976,896 | 2,658,666 | 8,045,317 | 7,060,570 |
| U.S. Small Business Admin. | 2,789,666 | 2,556,729 | 2,694,103 | 2,406,103 | 2,894,797 | 2,540,474 |
| U.S. Dept. of Commerce | 2,914,391 | 2,671,039 | 2,808,861 | 2,508,594 | 2,852,042 | 2,502,952 |
| U.S. Dept. of Justice | 681,448 | 624,547 | 4,373,933 | 3,906,360 | 2,661,941 | 2,336,119 |
| Social Security Administration | 2,109,593 | 1,933,442 | 2,237,385 | 1,998,209 | 2,240,210 | 1,966,008 |
| Corporation for National Service | 609,724 | 558,812 | - | - | 2,115,977 | 1,856,981 |
| U.S. Dept. of the Treasury | 1,590,886 | 1,458,047 | 1,720,185 | 1,536,297 | 980,647 | 860,616 |
| U.S. Dept. of State | 725,520 | 664,939 | 773,660 | 690,956 | 814,534 | 714,835 |
| International Broadcasting Bureau | - | - | - | - | - | - |
| Nat'l Endowment for the Humanities | 330,148 | 302,581 | 739,462 | 660,414 | 269,999 | 236,951 |
| U.S. Nuclear Regulatory Comm. | 75,000 | 68,738 | 261,470 | 233,519 | 227,862 | 199,972 |
| National Endowment for the Arts | 115,000 | 105,398 | 55,000 | 49,121 | 110,000 | 96,536 |
| National Credit Union Admin. | - | - | 7,500 | 6,698 | 5,000 | 4,388 |
| Environmental Protection Agency | 8,505,310 | 7,795,117 | 9,082,959 | 8,111,991 | - | - |
| Central Intelligence Agency | 1,319,338 | 1,209,173 | 1,346,000 | 1,202,113 | - | - |
| Office of Personnel Management | 143,646 | 131,652 | 270,967 | 242,001 | - | - |
| Appalachian Regional Commission | 69,742 | 63,919 | 9,975 | 8,909 | - | - |
| U.S. Information Agency | 1,414,961 | 1,296,812 | 1,962,033 | 1,752,292 | 2,080,591 | 1,825,927 |
| Equal Employment Opport. Comm. | - | - | - | - | - | - |
| GRAND TOTAL | <u>\$1,157,320,661</u> | <u>\$1,060,684,386</u> | <u>\$1,231,613,493</u> | <u>\$1,099,954,011</u> | <u>\$1,272,507,034</u> | <u>\$1,116,752,173</u> |

FEDERAL HBCU FUNDING BY AGENCY ACTUAL AND INFLATION-ADJUSTED (A)

| FEDERAL AGENCY | 1999 | | 2000 | | 2001 | |
|-------------------------------------|----------------|----------------|----------------|----------------|-------------|--------------|
| | Actual | CPI Adjusted | Actual | CPI-Adjusted | Actual | CPI-Adjusted |
| U.S. Dept. of Education | \$ 765,358,618 | \$ 654,917,369 | \$ 954,673,541 | \$ 784,646,183 | 951,507,624 | 755,116,450 |
| U.S. Dept. of Health & Human Serv. | 183,976,806 | 157,428,953 | 170,995,233 | 140,540,982 | 226,233,720 | 179,539,080 |
| U.S. Dept. of Agriculture | 100,224,201 | 85,761,849 | 117,000,783 | 96,162,944 | 114,739,919 | 91,057,600 |
| National Aeronautics & Space Admin. | 60,887,990 | 52,101,853 | 57,484,000 | 47,246,100 | 61,147,533 | 48,526,682 |
| U.S. Dept. of Defense | 57,364,782 | 49,087,044 | 60,145,918 | 49,433,930 | 46,567,176 | 36,955,711 |
| National Science Foundation | 35,262,000 | 30,173,693 | 35,974,230 | 29,567,220 | 47,355,000 | 37,580,928 |
| U.S. Dept. of Veterans Affairs | 35,600,776 | 30,463,584 | 34,372,182 | 28,250,496 | 37,078,573 | 29,425,556 |
| U.S. Dept. of Energy | 20,236,324 | 17,316,222 | 17,086,172 | 14,043,125 | 13,534,241 | 10,740,774 |
| Agency for International Dev. | 11,683,977 | 9,997,979 | 14,324,516 | 11,773,320 | 13,190,834 | 10,468,246 |
| U.S. Dept. of Labor | 16,487,079 | 14,107,994 | 10,337,448 | 8,496,349 | 10,411,794 | 8,262,800 |
| U.S. Dept. of HUD | 14,230,217 | 12,176,797 | 17,567,408 | 14,438,653 | 12,511,246 | 9,928,925 |
| U.S. Dept. of Transportation | 11,415,928 | 9,768,610 | 10,343,232 | 8,501,102 | 19,480,288 | 15,459,557 |
| U.S. Dept. of the Interior | 10,120,376 | 8,660,006 | 15,509,941 | 12,747,621 | 10,693,433 | 8,486,308 |
| U.S. Small Business Admin. | 3,051,449 | 2,611,125 | 2,984,942 | 2,453,324 | 3,190,812 | 2,532,228 |
| U.S. Dept. of Commerce | 2,515,868 | 2,152,828 | 6,069,084 | 4,988,180 | 16,826,233 | 13,353,299 |
| U.S. Dept. of Justice | 4,537,457 | 3,882,702 | 3,010,388 | 2,474,238 | 1,366,833 | 1,084,719 |
| Social Security Administration | 1,881,435 | 1,609,944 | 2,264,002 | 1,860,783 | 2,670,561 | 2,119,357 |
| Corporation for National Service | 1,704,931 | 1,458,909 | 1,127,351 | 926,570 | 2,483,509 | 1,970,913 |
| U.S. Dept. of the Treasury | 1,162,835 | 995,038 | 1,033,792 | 849,674 | 1,232,509 | 978,119 |
| U.S. Dept. of State | 4,334,819 | 3,709,305 | - | - | 5,441,370 | 4,318,271 |
| International Broadcasting Bureau | - | - | - | - | - | - |
| Nat'l Endowment for the Humanities | 433,364 | 370,830 | 736,690 | 605,486 | 1,202,916 | 954,634 |
| U.S. Nuclear Regulatory Comm. | 250,000 | 213,925 | 178,764 | 146,926 | 179,354 | 142,335 |
| National Endowment for the Arts | 12,000 | 10,268 | - | - | - | - |
| National Credit Union Admin. | 12,500 | 10,696 | 2,500 | 2,055 | 5,000 | 3,968 |
| Environmental Protection Agency | - | - | 6,741,180 | 5,540,576 | 6,511,158 | 5,167,255 |
| Central Intelligence Agency | - | - | - | - | - | - |
| Office of Personnel Management | - | - | - | - | 189,798 | 150,624 |
| Appalachian Regional Commission | - | - | - | - | 86,729 | 68,828 |
| U.S. Information Agency | 1,951,359 | 1,669,778 | - | - | - | - |
| Equal Employment Opport. Comm. | - | - | - | - | - | - |

GRAND TOTAL

1,344,697,091 1,150,657,301 1,539,963,297 1,265,695,834 1,605,838,163 1,274,393,166

FEDERAL HBCU FUNDING BY AGENCY ACTUAL AND INFLATION ADJUSTED (A)

| FEDERAL AGENCY | 2002 | |
|-------------------------------------|------------------------|-------------------------|
| | Actual | CPI Adjusted |
| U.S. Dept. of Education | \$1,067,305,257 | \$ 830,043,298 |
| U.S. Dept. of Health & Human Serv. | 260,703,396 | 202,749,031 |
| U.S. Dept. of Agriculture | 111,600,907 | 86,792,025 |
| National Aeronautics & Space Admin. | 64,610,339 | 50,247,461 |
| U.S. Dept. of Defense | B | B |
| National Science Foundation | 54,300,000 | 42,229,110 |
| U.S. Dept. of Veterans Affairs | 42,333,006 | 32,922,379 |
| U.S. Dept. of Energy | 12,223,004 | 9,505,830 |
| Agency for International Dev. | 19,205,868 | 14,936,404 |
| U.S. Dept. of Labor | 5,934,927 | 4,615,593 |
| U.S. Dept. of HUD | 13,421,369 | 10,437,799 |
| U.S. Dept. of Transportation | 21,186,379 | 16,476,647 |
| U.S. Dept. of the Interior | 4,432,863 | 3,447,438 |
| U.S. Small Business Admin. | B | B |
| U.S. Dept. of Commerce | 12,170,216 | 9,464,777 |
| U.S. Dept. of Justice | 1,308,084 | 1,017,297 |
| Social Security Administration | 2,172,530 | 1,689,577 |
| Corporation for National Service | 2,283,700 | 1,776,033 |
| U.S. Dept. of the Treasury | 1,224,877 | 952,587 |
| U.S. Dept. of State | 4,829,857 | 3,756,180 |
| International Broadcasting Bureau | 55,600 | 43,240 |
| Nat'l Endowment for the Humanities | 1,219,396 | 948,324 |
| U.S. Nuclear Regulatory Comm. | 283,135 | 220,194 |
| National Endowment for the Arts | 160,000 | 124,432 |
| National Credit Union Admin. | 10,000 | 7,777 |
| Environmental Protection Agency | 3,758,052 | 2,922,637 |
| Central Intelligence Agency | - | - |
| Office of Personnel Management | 82,044 | 63,806 |
| Appalachian Regional Commission | 15,000 | 11,666 |
| U.S. Information Agency | - | - |
| Equal Employment Opport. Comm. | 143,595 | 111,674 |
| GRAND TOTAL | <u>\$1,706,973,401</u> | <u>\$ 1,327,513,214</u> |

Consumer Price Index (CPI) Scale:

| Year | Annual | Cumulative |
|------|--------|------------|
| 1994 | 2.61% | 2.61% |
| 1995 | 2.81% | 5.42% |
| 1996 | 2.93% | 8.35% |
| 1997 | 2.34% | 10.69% |
| 1998 | 1.55% | 12.24% |
| 1999 | 2.19% | 14.43% |
| 2000 | 3.38% | 17.81% |
| 2001 | 2.83% | 20.64% |
| 2002 | 1.59% | 22.23% |

Notes- (A)

Inflation adjusted funding is based on the annual Consumer Price Index as reported by the U.S. Bureau of Labor Statistics.

Notes- (B)

These agencies did not report any data for FY 2002.

APPENDIX C

COMPARISON OF HBCU FUNDING TO TOTAL IHE FUNDING

1993 THROUGH 2002

| <u>Year</u> | <u>HBCU Funding</u> | <u>IHE Funding</u> | <u>Percent Funding to HBCUs</u> |
|-------------|---------------------------------|----------------------------------|---|
| 1993 | \$ 1,067,940,720 | \$ 23,204,032,233 | 4.60% |
| 1994 | 1,122,266,265 | 22,655,052,353 | 4.95% |
| 1995 | 1,250,193,257 | 24,296,839,632 | 5.15% |
| 1996 | 1,157,320,661 | 26,534,745,099 | 4.36% |
| 1997 | 1,231,613,493 | 27,715,774,979 | 4.44% |
| 1998 | 1,272,507,034 | 28,596,838,956 | 4.45% |
| 1999 | 1,344,697,091 | 32,406,669,831 | 4.15% |
| 2000 | 1,539,963,297 | 33,406,257,865 | 4.61% |
| 2001 | 1,605,838,163 | 37,630,884,671 | 4.27% |
| 2002 | <u>1,706,973,401</u> | <u>41,590,068,897</u> | <u>4.10%</u> |
| | <u>\$ 13,299,313,382</u> | <u>\$ 298,037,164,516</u> | <u>4.46%</u> |

APPENDIX D

Funding History of Traditionally White Institutions and Historically Black Colleges and Universities, Land-Grant Awards by Institutions, 1997-2001

| | 1997 FEDERAL AWARD AMOUNT | CERTIFIED AMOUNT MATCHED ¹ | 1998 FEDERAL AWARD AMOUNT | CERTIFIED AMOUNT MATCHED |
|--|------------------------------------|---|------------------------------------|--------------------------------|
| Alabama A&M University | \$2,818,710 | | \$2,818,845 | |
| Tuskegee University | 2,799,543 | | 2,803,676 | |
| Auburn University | 9,986,693 | 8,571,981 | 10,067,186 | 9,258,141 |
| University of Arkansas, Fayetteville (TWI) | 8,498,958 | 7,273,623 | 8,596,037 | 7,286,393 |
| University of Arkansas at Pine Bluff | 2,506,982 | | 2,507,092 | |
| Delaware State University | 940,069 | | 940,115 | |
| University of Delaware (TWD) | 2,264,637 | 1,764,181 | 2,287,273 | 1,836,719 |
| Florida A&M University | 2,185,398 | | 2,185,496 | |
| University of Florida (TWD) | 6,710,679 | 5,857,751 | 6,816,732 | 5,326,019 |
| Fort Valley State University | 3,256,927 | | 3,257,079 | |
| University of Georgia (TWD) | 11,423,730 | 9,678,972 | 11,547,123 | 9,679,414 |
| Kentucky State University | 3,910,551 | | 3,910,725 | |
| University of Kentucky (TWD) | 12,312,388 | 10,940,740 | 12,368,765 | 10,940,916 |
| Louisiana State University (TWD) | 7,747,050 | 6,659,744 | 7,832,868 | 6,685,007 |
| Southern U and A&M College State | 2,290,741 | | 2,290,849 | |
| Univ. of MD, College Park (TWI) | 5,129,077 | 4,301,012 | 5,153,191 | 3,936,323 |
| University of Maryland Eastern Shore | 1,969,456 | | 1,720,758 | |
| Alcorn State University | 2,830,499 | | 2,830,636 | |
| Mississippi State U (TWD) | 10,179,231 | 8,752,777 | 10,262,618 | 8,752,934 |
| Lincoln University | 3,817,937 | | 3,818,104 | |
| University of Missouri System | 11,618,477 | 10,420,277 | 11,751,272 | 10,448,640 |
| North Carolina A&T State University | 4,772,829 | | 4,773,047 | |
| North Carolina State University (TWD) | 16,235,580 | 14,391,423 | 16,331,956 | 14,393,238 |
| Langston University | 2,408,934 | | 2,409,045 | |
| Oklahoma State University (TWD) | 7,538,635 | 6,455,028 | 7,666,410 | 6,487,921 |

¹ Certified Amount Matched and Required Match Amount are identical except where noted

| | 1997 FEDERAL AWARD AMOUNT | CERTIFIED AMOUNT MATCHED ¹ | 1998 FEDERAL AWARD AMOUNT | CERTIFIED AMOUNT MATCHED |
|--|------------------------------------|---|------------------------------------|--------------------------------|
| South Carolina State University | 2,447,385 | | 2,447,502 | |
| Clemson University (TWI) | 8,297,448 | 7,185,755 | 8,312,890 | 6,681,324 |
| Tennessee State University | 3,620,314 | | 3,620,479 | |
| University of Tennessee (TWI) | 11,870,220 | 11,477,513 | 11,930,042 | 11,477,687 |
| Prairie View A&M University | 4,844,362 | | 4,844,580 | |
| Texas A&M Univ. (TWI) | 16,426,089 | 14,454,985 | 16,663,522 | 14,441,805 |
| Virginia Polytechnic Inst. & State (TWI) | 10,150,090 | 9,307,195 | 10,217,218 | 9,001,679 |
| Virginia State University | 3,083,755 | | 3,083,898 | |
| West Virginia State College ² | | | | |
| West Virginia Univ. (TWI) | 6,201,997 | 6,000,666 | 6,208,568 | 5,442,836 |
| TOTAL | 213,095,371 | 143,493,623 | 214,275,597 | 142,076,996 |

| | 1999 FEDERAL AWARD AMOUNT | CERTIFIED AMOUNT MATCHED | 2000 FEDERAL AWARD AMOUNT | CERTIFIED MATCH AMOUNT | 2001 FEDERAL AWARD AMOUNT | CERTIFIED MATCH AMOUNT |
|--|------------------------------------|--------------------------------|------------------------------------|------------------------------|------------------------------------|------------------------------|
| Alabama A&M University | \$2,948,132 | | \$2,948,158 | \$884,447 | \$3,105,172 | \$1,397,328 |
| Tuskegee University | 2,928,963 | | 2,928,988 | 878,696 ³ | 3,086,004 | 1,388,702 |
| Auburn University | 10,820,660 | 4,490,513 | 11,177,113 | 11,177,113 | 11,141,430 | 11,141,430 |
| University of Arkansas, Fayetteville (TWI) | 9,319,832 | 3,882,905 | 9,624,145 | 9,624,145 | 9,581,920 | 7,725,778 |
| University of Arkansas at Pine Bluff | 2,621,376 | | 2,621,397 | 786,420 | 2,760,192 | 1,242,087 |
| Delaware State University | 981,221 | | 981,229 | 294,369 | 1,031,145 | 464,015 |
| University of Delaware (TWI) | 2,498,509 | 1,308,073 | 2,467,161 | 2,467,161 | 2,479,142 | 2,651,172 |
| Florida A&M University | 2,319,368 | | 2,319,387 | 695,816 | 2,482,041 | 1,116,919 |
| University of Florida (TWI) | 8,104,359 | 3,390,804 | 8,005,577 | 8,005,577 | 8,002,518 | 6,836,160 |
| Fort Valley State University | 3,428,829 | | 3,428,858 | 1,028,657 ³ | 3,637,493 | 1,636,872 |

² West Virginia State College was not a participant until FY 2002

³ Waiver approved for fiscal year matching requirement.

| | 1999 FEDERAL AWARD AMOUNT | CERTIFIED AMOUNT MATCHED | 2000 FEDERAL AWARD AMOUNT | CERTIFIED MATCH AMOUNT | 2001 FEDERAL AWARD AMOUNT | CERTIFIED MATCH AMOUNT |
|--|------------------------------------|--------------------------------|------------------------------------|------------------------------|------------------------------------|------------------------------|
| University of Georgia (TWI) | 13,305,908 | 5,364,604 | 13,160,728 | 13,160,728 | 13,127,404 | 10,783,568 |
| Kentucky State University | 4,128,208 | | 4,128,242 | 1,238,473 | 4,392,460 | 1,976,607 |
| University of Kentucky (TWI) | 14,249,971 | 5,231,800 | 14,199,044 | 14,199,044 | 13,486,500 | 13,486,500 |
| Louisiana State University (TWI) | 8,752,622 | 3,662,155 | 8,875,026 | 8,875,026 | 8,799,086 | 7,265,930 |
| Southern U and A&M College State | 2,397,418 | | 2,397,438 | 719,232 | 2,526,867 | 1,137,090 |
| Univ. of MD, College Park (TWI) | 5,907,025 | 2,602,298 | 5,658,340 | 5,658,340 | 5,904,596 | 5,262,198 |
| University of Maryland Eastern Shore | 1,805,814 | | 1,805,831 | 541,749 ^e | 1,909,144 | 859,115 |
| Alcorn State University | 2,949,934 | | 2,949,259 | 884,778 | 3,093,269 | 1,391,971 |
| Mississippi State U (TWI) | 11,396,043 | 4,532,875 | 11,308,792 | 11,308,792 | 11,305,628 | 9,029,970 |
| Lincoln University | 4,033,626 | | 4,033,657 | 609,467 ^d | 4,295,505 | 1,932,977 |
| University of Missouri System | 13,146,948 | 4,995,833 | 13,136,747 | 13,136,747 | 13,080,360 | 10,065,032 |
| North Carolina A&T State University | 5,003,308 | | 5,003,348 | 1,501,005 | 5,283,035 | 2,377,366 |
| North Carolina State University (TWI) | 18,442,954 | 6,943,458 | 18,491,624 | 18,491,624 | 18,566,983 | 14,094,456 |
| Langston University | 2,534,417 | | 2,534,438 | 760,332 | 2,686,734 | 1,209,031 |
| Oklahoma State University (TWI) | 8,597,464 | 3,358,154 | 8,566,529 | 8,566,529 | 8,598,807 | 6,783,958 |
| South Carolina State University | 2,568,382 | | 2,568,404 | 770,521 | 2,715,225 | 1,221,852 |
| Clemson University (TWI) | 9,377,914 | 3,799,975 | 9,338,552 | 9,338,552 | 9,327,609 | 9,327,609 |
| Tennessee State University | 3,798,003 | | 3,798,034 | 1,139,411 | 4,013,666 | 1,806,150 |
| University of Tennessee (TWI) | 13,884,550 | 5,077,779 | 14,136,240 | 14,136,240 | 13,636,204 | 10,113,196 |
| Prairie View A&M University | 5,130,987 | | 5,131,028 | 1,539,309 | 5,479,003 | 2,465,551 |
| Texas A&M Univ. (TWI) | 19,317,378 | 7,102,386 | 19,291,379 | 19,291,379 | 19,350,002 | 14,125,616 |
| Virginia Polytechnic Inst. & State (TWI) | 11,692,191 | | 11,751,358 | 11,751,358 | 11,715,118 | 9,160,916 |
| Virginia State University | 3,238,721 | | 3,238,748 | 971,625 | 3,426,807 | 1,542,063 |
| West Virginia State College | | | 1,975,000 | | 1,970,655 | |
| West Virginia Univ. (TWI) | 6,634,509 | 2,950,360 | 6,667,991 | 6,667,991 | 6,825,272 | 5,944,032 |
| TOTAL | 238,264,844 | 73,222,952 | 240,647,790 | 201,100,653 | 242,822,997 | 178,963,217 |

⁴ Required Matched Amount equals \$1,210,097.

Data compiled by the Cooperative State Research, Education, and Extension Service (CSREES), U.S. Department of Agriculture, 2002.
Blank spaces are included because 1890 HBCUs were not required to match until Fiscal Year 2000.

Federal Register

Vol. 67, No. 31

Thursday, February 14, 2002

Presidential Documents

Title 3—

Executive Order 13256 of February 12, 2002

The President

President's Board of Advisors on Historically Black Colleges and Universities

By the authority vested in me as President by the Constitution and the laws of the United States of America, in order to advance the development of the Nation's full human potential and to advance equal opportunity in higher education, to strengthen the capacity of historically black colleges and universities to provide the highest quality education, and to increase opportunities for these institutions to participate in and benefit from Federal programs, as do other colleges and universities, it is hereby ordered as follows:

Section 1. There is established, in the Office of the Secretary of Education, a Presidential advisory committee entitled the "President's Board of Advisors on Historically Black Colleges and Universities" (Board). The Board shall prepare and issue an annual report to the President on the results of the participation of historically black colleges and universities in Federal programs. The Board also shall provide advice to the President and to the Secretary of Education (Secretary) regarding the needs of historically black colleges and universities in the areas of infrastructure, academic programs, and faculty and institutional development. In the annual report to the President, the Board shall make recommendations on how to increase the private sector role, including the role of private foundations, in strengthening historically black colleges and universities. Particular emphasis should also be given in the report to enhancing institutional planning and development, strengthening fiscal stability and financial management, and improving institutional infrastructure, including the use of technology, to ensure the long-term viability and enhancement of these institutions.

Sec. 2. The Board shall be appointed by the President. The Board membership shall include sitting presidents of historically black colleges and universities, representatives of other higher education institutions, business and financial leaders, representatives of private foundations, and secondary school administrators. The President shall designate a Chair or Co-Chairs from among the members.

Sec. 3. The White House Initiative on Historically Black Colleges and Universities (Initiative), located in the Office of the Secretary of Education, shall: (1) provide staff, resources, and assistance to the Board; (2) assist the Secretary in performing the liaison function between the executive branch and historically black colleges and universities; and (3) serve the Secretary in carrying out the responsibilities described in section 6 of this order.

Sec. 4. To carry out this order, each executive department and agency identified by the Secretary may, consistent with applicable law and regulations, enter into appropriate grants, contracts, or cooperative agreements with historically black colleges and universities. The head of each department or agency so identified shall establish an annual plan that will establish clear goals for how the department or agency intends to increase the capacity of historically black colleges and universities to compete effectively for grants, contracts, or cooperative agreements and to encourage historically black colleges and universities to participate in Federal programs. The department's or agency's annual goal should be clearly reflected in the department's or agency's annual budget submission to the Office of Management and

Budget. To facilitate the attainment of these goals, the head of each department or agency identified by the Secretary shall provide, as appropriate, technical assistance and information to historically black colleges and universities regarding the program activities of the department or agency and the preparation of applications or proposals for grants, contracts, or cooperative agreements.

Sec. 5. Each executive department and agency identified by the Secretary shall appoint a senior official, who is a full-time officer of the Federal Government, to report directly to the department or agency head with respect to department or agency activity under this order, and to serve as liaison to the Board and to the Initiative. To the extent permitted by law and regulations, each executive department and agency identified by the Secretary shall provide appropriate information requested by the Board and staff pursuant to the order.

Sec. 6. Each executive department and agency identified by the Secretary shall develop an annual plan for, and shall document the agency's effort in, increasing the capacity of historically black colleges and universities to participate in Federal programs. Each department's and agency's plan shall describe new or existing department and agency programs and measurable objectives for proposed department and agency actions, in connection with those programs, to achieve the purposes of this order. These plans shall be submitted at such time and in such form as the Secretary shall require. In consultation with the participating departments and agencies, the Secretary shall review the plans and develop, with the advice of the Board, an integrated Annual Federal Plan for Assistance to Historically Black Colleges and Universities for submission to the President. The Secretary shall provide the president of each historically black college and university with a copy of, and an opportunity to comment on, the proposed Annual Federal Plan prior to its submission to the President. Each participating department and agency shall submit to the Secretary an Annual Performance Report that shall measure each department's and agency's performance against the objectives set forth in the department's or agency's annual plan. The Secretary shall be responsible for monitoring compliance with the Annual Federal Plan after it is approved by the President.

Sec. 7. In developing its annual plan, each executive department and agency identified by the Secretary shall emphasize programs and activities that develop the capacity of historically black colleges and universities to contribute to the development of human capital and to strengthen America's economic and technological base through: (1) infrastructure development and acquisitions for instruction and research; (2) student and faculty doctoral fellowships and faculty development; (3) domestic and international faculty and student exchanges and study-abroad opportunities; (4) undergraduate and graduate student internships; and (5) summer, part-time, and permanent employment opportunities.

Sec. 8. Each year, the Board shall report to the President on the progress achieved in enhancing the capacity of historically black colleges and universities to serve their students, including findings and recommendations for individual departments and agencies in connection with their Annual Performance Reports, as described in section 6 of this order.

Sec. 9. The Board, in consultation with the Department of Education and other executive departments and agencies, shall develop a Private Sector Strategy to assist historically black colleges and universities in: (1) increasing voluntary private-sector contributions to support the enhancement of endowments and the overall financial stability of such institutions; (2) improving and enhancing the quality and number of private-sector partnerships focused on academic program development, student achievement and faculty development, cooperative research and development projects, and faculty exchanges; and (3) improving information management, and facilities, and strengthening academic course offerings.

Sec. 10. (a) The provisions in this Executive Order shall be implemented to the fullest extent permitted by law.

(b) The Department of Education shall provide funding and administrative support for the Board and the Initiative.

(c) Members of the Board shall serve without compensation, but shall be reimbursed for all travel expenses, including per diem in lieu of subsistence, as authorized by law;

(d) Insofar as the Federal Advisory Committee Act, as amended, may apply to the Board, any functions of the President under that Act, except for those in section 6 of that Act, shall be performed by the Department of Education, in accordance with the guidelines that have been issued by the Administrator of General Services.

Sec. 11. Executive Order 12876 of November 1, 1993, as amended, is hereby revoked.



THE WHITE HOUSE,
February 12, 2002.

APPENDIX F

Historically Black Colleges and Universities

Listing of the 105 Four- and Two-Year Public and Private Institutions

| <u>FOUR-YEAR PUBLIC INSTITUTIONS (41)</u> | <u>STATE</u> |
|--|----------------------|
| Alabama A&M University | Alabama |
| Alabama State University | Alabama |
| University of Arkansas at Pine Bluff | Arkansas |
| University of the District of Columbia | District of Columbia |
| Delaware State University | Delaware |
| Florida A&M University | Florida |
| Albany State University | Georgia |
| Fort Valley State University | Georgia |
| Savannah State University | Georgia |
| Kentucky State University | Kentucky |
| Grambling State University | Louisiana |
| Southern University A&M College | Louisiana |
| Southern University at New Orleans | Louisiana |
| Bowie State University | Maryland |
| Coppin State University | Maryland |
| Morgan State University | Maryland |
| University of Maryland Eastern Shore | Maryland |
| Alcorn State University | Mississippi |
| Jackson State University | Mississippi |
| Mississippi Valley State University | Mississippi |
| Harris-Stowe State College | Missouri |
| Lincoln University | Missouri |
| Elizabeth City State University | North Carolina |
| Fayetteville State University | North Carolina |
| North Carolina A&T State University | North Carolina |
| North Carolina Central University | North Carolina |
| Winston-Salem State University | North Carolina |
| Central State University | Ohio |
| Langston University | Oklahoma |
| Cheyney University | Pennsylvania |
| Lincoln University | Pennsylvania |
| South Carolina State University | South Carolina |
| Tennessee State University | Tennessee |
| Prairie View A&M University | Texas |
| Texas Southern University | Texas |
| Norfolk State University | Virginia |
| Virginia State University | Virginia |
| Virginia University of Lynchburg | Virginia |
| Bluefield State College | West Virginia |
| West Virginia State University | West Virginia |
| University of the Virgin Islands | U.S. Virgin Islands |

FOUR-YEAR PRIVATE INSTITUTIONS (49)

| | |
|--|----------------------|
| Miles College | Alabama |
| Oakwood College | Alabama |
| Selma University | Alabama |
| Stillman College | Alabama |
| Talladega College | Alabama |
| Tuskegee University | Alabama |
| Arkansas Baptist College | Arkansas |
| Philander Smith College | Arkansas |
| Howard University | District of Columbia |
| Bethune-Cookman College | Florida |
| Edward Waters College | Florida |
| Florida Memorial University | Florida |
| Clark Atlanta University | Georgia |
| Interdenominational Theological Center | Georgia |
| Morehouse College | Georgia |
| Morehouse School of Medicine | Georgia |
| Morris Brown College | Georgia |
| Paine College | Georgia |
| Spelman College | Georgia |
| Dillard University | Louisiana |
| Xavier University of Louisiana | Louisiana |
| Rust College | Mississippi |
| Tougaloo College | Mississippi |
| Barber-Scotia College | North Carolina |
| Bennett College | North Carolina |
| Johnson C. Smith University | North Carolina |
| Livingstone College | North Carolina |
| Shaw University | North Carolina |
| St. Augustine's College | North Carolina |
| Wilberforce University | Ohio |
| Allen University | South Carolina |
| Benedict College | South Carolina |
| Clafin University | South Carolina |
| Morris College | South Carolina |
| Voorhees College | South Carolina |
| Fisk University | Tennessee |
| Knoxville College | Tennessee |
| Lane College | Tennessee |
| Lemoyne-Owen College | Tennessee |
| Meharry Medical College | Tennessee |
| Huston-Tillotson College | Texas |
| Jarvis Christian College | Texas |
| Paul Quinn College | Texas |
| Southwestern Christian College | Texas |
| Texas College | Texas |
| Wiley College | Texas |
| Hampton University | Virginia |
| Saint Paul's College | Virginia |
| Virginia Union University | Virginia |

TWO-YEAR PUBLIC INSTITUTIONS (11)

Bishop State Community College
C.A. Fredd Campus of Shelton State Comm. College
Gadsden State Comm. College, Valley Street
J.F. Drake State Technical College
Lawson State Community College
Trenholm State Technical College
Southern University at Shreveport
Coahoma Community College
Hinds Community College, Utica
Denmark Technical College
St. Philip's College

STATE

Alabama
Alabama
Alabama
Alabama
Alabama
Alabama
Louisiana
Mississippi
Mississippi
South Carolina
Texas

TWO-YEAR PRIVATE INSTITUTIONS (4)

Concordia College
Shorter College
Lewis College of Business
Clinton Junior College

STATE

Alabama
Arkansas
Michigan
South Carolina

APPENDIX G

Recommendations From 2001-02 Annual Report

U.S. Agency for International Development (USAID)

- Funding for a revised Tertiary Education Linkages Program (TELP) should be continued to allow the HBCUs and other U.S.-based institutions of higher education to continue to assist the South Africa Department of Education and the vice chancellors of the Historically Disadvantaged Institutions (HDIs) as they define the structure and mission of these institutions and plan for their academic enhancement in a 21st-century South Africa. We recommend an appropriation for this endeavor of \$7.5 million annually.
- USAID should devise a strategic comprehensive engagement plan for the HBCUs and individual third world and developing nations in Africa, the Caribbean, and Central and South America. This plan should initially identify 15 HBCUs to engage in education, cultural and business development relationships with government and business and educational institutions in specific countries.
- USAID should initiate a new multilateral cooperative venture with the HBCU Small Business Development Centers, the Small Business Administration and the Commerce Department's Economic Development Administration and its Minority Business Development Agency. This effort should be undertaken in cooperation with select U.S. corporations and businesses with South African commercial interests and the Historically Disadvantaged Institutions in South Africa and black and Indian South African small businesses to assist South African small and disadvantaged businesses to develop the marketing and management skills, product development capacity and technological capacity to participate in the international business arena.

U.S. Department of Agriculture (USDA)

- Establish a five-year enhancement plan for the 1890 Land Grant Institutions focused on: (1) increasing the number of HBCU graduates in agriculture-related majors and those entering veterinary medicine; (2) starting and strengthening academic programs identified by the presidents of the 1890 institutions; (3) and establishing an instrumentation and infrastructure improvement program to complement the academic program enhancement initiative in the item below.
- Create an academic and outreach cooperative program focused on dual enrollment and resource sharing among public and private HBCUs.
- Create an outreach and technical assistance program between HBCUs and the Association of Black Farmers designed to assist black farmers in preparing loan applications, facilitating communication among black farmers and USDA offices, managing crop production and helping these farmers more efficiently administer their farms.

Central Intelligence Agency (CIA)

- Establish an HBCU scholarship or fellowship program to encourage minority students at HBCUs to pursue careers in intelligence and intelligence-related fields, by providing undergraduate scholarships and law school fellowships.
- Create at least three HBCU Foreign Language Centers to provide instruction in less commonly taught languages, including Arabic, Farsi and Chinese.
- Provide financial aid awards that would cover four years of tuition, room and board, mandatory fees, housing, travel stipends and a year-round salary or stipend.
- Require students to work for the CIA after graduation. (Based on educational experience).

U.S. Department of Commerce

- Legislation has been introduced in Congress that would provide federal matching funds for wiring and infrastructure modifications, the acquisition of instrumentation, software, and faculty training and student instruction. The NTIA Digital Network Technology Program Act, S.414 and H.R. 1034, would authorize grants of up to \$2.5 million to eligible HBCUs and other minority institutions to bridge the digital divide. The President's Board of Advisors urges the president to support enactment of S. 414 and H.R. 1034 before the 107th Congress adjourns.
- The Department's National Oceanographic and Atmospheric Administration (NOAA) should expand its existing program supporting a small consortium of HBCUs by doubling the number of participating institutions and doubling current funding to the expanded consortium or consortia. This program is focused on strengthening academic programs in marine science, oceanography and meteorology, including scholarships for students. Increased funding to allow for acquisition of instrumentation would enhance this program. The expanded program should engage a private-sector partner in developing and implementing an academic program to prepare students for careers in meteorology. The new minority meteorology development program would produce a new cadre of minority meteorologists.
- The Department's Economic Development Administration, the Minority Business Development Agency and its International Trade Administration should jointly develop (with the Small Business Administration and with a private-sector partner) two programs to strengthen international business development instruction at HBCUs, and to provide business development services to minority, women-owned and other community-based and small businesses in urban and rural America. In addition, the Commerce Department should also develop, with a private-sector business partner, a hospitality management business development and internship program.
- The Department's Bureau of the Census should establish a series of HBCU data resource centers on HBCU campuses to serve as resource and research centers on important data and policy issues affecting African Americans. At least five centers should be developed, focusing on civil and human rights, health care delivery, housing and urban development, education and minorities, and minorities and the criminal justice system. Student research scholarships and visiting faculty fellowships would be part of a comprehensive program.

U.S. Department of Defense (DOD)

- The Department of Defense should continue and enhance the HBCU Minority Institutions (HBCUMI) Technical Assistance Program (TAP) by increasing funding for the program to \$3 million annually. Additional funding would allow HBCUMI TAP to increase the number of informational workshops or institutes in the following areas: finding federal funding, accessing donated property or establishing and maintaining offices of sponsored programs, and writing effective proposals for grants.
- Establish a new HBCU Defense Technology Capacity-Building Initiative. This initiative would build on the existing relationships between the services (Army, Navy, Marine Corps, Coast Guard⁵ and Air Force) and several HBCUs by adding at least five additional HBCUs based on their capacity to currently meet, or over time (5-10 years), to develop the capacity to meet a defined DOD research and development or procurement need. Each HBCU would receive a defined annual award from a dedicated appropriation to develop the capacity of that institution to fulfill the Defense Department's procurement requirements in specific areas. Funding for the existing relationships should be continued, but enhanced. The cost of this new initiative would be \$3-\$5 million per new institution per year or approximately \$25 million annually.
- The HBCUs' role in general DOD educational procurement should be enhanced by: (1) increasing funding for the existing HBCUMI Initiative, and (2) specifically implementing an HBCUMI focus in the Defense Experimental Program to Stimulate Competitive Research (DEPSCoR).

U.S. Department of Education

- Establish five centers of excellence for minority teaching on HBCU campuses among consortia of institutions or individual institutions, or consortia made up of HBCUs and other institutions and led by HBCUs that would focus on increasing the numbers of minority teachers and improving instruction for minority and low-income students. Each center should receive \$1 million annually.
- Create an HBCU-based Regional Education Laboratory through the Institute of Education Sciences (IES), which would focus on the education of minority and low-income students from Head Start through graduate and professional education, and the continuous evaluation of federal programs affecting such education.
- Expand HBCU and minority student participation in Title VI, International Education programs through affirmative outreach and technical assistance efforts for both overseas and domestic programs, and international business programs; and provide increased funding requests for the Institute for International Public Policy (IIPP). Additional funds would be used for providing IIPP fellows with undergraduate scholarships during their final two years of undergraduate study, increasing summer institute stipends and the number of student participants or fellows, and fully implementing the institutional capacity-building aspects of the program.

⁵ Now under the Department of Homeland Security

U.S. Department of Energy

The following programs should be established independently or in collaboration with NSF, EPA, NASA and DOD:

- Establish a program that provides: (1) academic support and instrumentation acquisition at 5-10 smaller HBCUs with strong science and mathematics instructional programs; (2) financial support for faculty development and exchanges with the Energy regional laboratories, including summer and academic year placements; and (3) student undergraduate scholarships and fellowships for graduate study and summer internships.
- Establish HBCU centers on energy and environmental sciences that would address biodiversity in the environment from a cross-disciplinary perspective, including undergraduate and graduate disciplines in social and behavioral sciences, health sciences and toxicology and urban remediation, as well as the core work in biology, physics, engineering and chemistry.

U.S. Environmental Protection Agency (EPA)

The following programs should be established independently or in collaboration with NSF, DOE, NASA and DOD:

- Establish scholarships for students at HBCUs to pursue environmental sciences careers, particularly science majors allied to environmental remediation.
- Establish and fund targeted grants to HBCUs for college and university scientists and faculty to work with African American communities on environmental justice projects and activities.
- Establish various faculty development programs, including: an EPA administrators program to provide a one-year exchange between HBCU faculty and EPA personnel; and a faculty development program in which instructors receive training to strengthen curricula in environmental sciences, policy, management and other cross-disciplinary fields.

U.S. Department of Health and Human Services (HHS)

- The Department should inaugurate a grant program (\$1 million per HBCU) for HBCU nursing programs to strengthen their capacity to recruit, educate and graduate more registered nurses and licensed practical nurses to help reduce current nursing shortages. This initiative might be undertaken in collaboration with HBCU medical schools and private-sector partners.
- A second allied health initiative should focus grants on the enhancement of those HBCUs with prominent allied health programs, i.e., master's degree program in public health at Florida A&M University, Jackson State University and Morgan State University.
- There is a growing shortage of trained and certified pharmacists to serve the burgeoning pharmacy industry in America to respond to the growth among the major pharmacy chains and the increased presence of pharmacies in hospitals, major food stores and multipurpose stores like Wal-Mart, Target and K-Mart. HHS should collaborate with the

pharmaceutical industry and the major retail outlets and drug stores, e.g., CVS, Walgreen's, Eckerd, etc., to develop a public-private partnership with HBCU pharmacy schools to provide funding for both institutional expansion and student scholarships. Annual HHS awards of at least \$1 million to the pharmacy schools at Florida A&M University, Hampton University, Howard University, Texas Southern University and Xavier University should support institutional expansion.

- The administration and NIH should commit to reaching a goal of at least \$1 billion per year for programs that support HBCUs. Included among the Department's potential programmatic thrusts could be: (1) a Head Start administrators and preschool instructors development program at select HBCUs with strong teacher education programs (Administration on Children and Families); (2) establish an Eldercare Administrators and Caregivers Academy and an Aging Americans Research Institute on at least five HBCU campuses; (3) develop a private-sector partnership with the Centers for Medicare and Medicaid Services (CMS, formerly known as the Health Care Financing Administration), Blue Cross-Blue Shield (Care First) and several HBCUs to conduct systems research on simplifying and monitoring medical care costs; (4) develop a second private-sector partnership focused on producing minority doctors, dentists, pharmacists, etc., and other minority health care providers (e.g. nurses) that would pair HBCU medical-dental-pharmacy schools and allied health schools with HHS's Health Resources and Services Administration (HRSA) and the Office of Minority Health, etc., and major pharmaceutical, hospital and health care providers (Kaiser Permanente, Humana, etc.).

U.S. Department of Housing and Urban Development (HUD)

- Expand the current HBCU Community Development Program to allow for campus-based construction projects, which would serve the institution and the surrounding community. These projects would include the construction of academic, athletic, cultural, and multi-purpose facilities where low-income and subsidized housing residents would use the facilities.
- Create a tripartite partnership between HBCUs, local governments and private-sector developers engaged in Empowerment Zones and Enterprise Communities programs to allow HBCU students and faculty to assist community groups with planning and community preservation.

U.S. Department of the Interior

- Support enactment of a modified version of H.R 1606 to establish an HBCU Historic Preservation Program to fund 15-20 institutions annually based on the need and risk status of the historic project (defined in terms of threat to preservation), as the pre-eminent factors in awarding HBCU historic preservation grants. All 105 HBCUs would be funded on a rotating basis until all projects, on each campus, have been restored and preserved. An external assessment would determine rank order (projects most in need of attention) and anticipated cost. The secretary of the interior should waive the matching requirement for historic preservation grants for any HBCU that has an endowment valued less than \$50 million.

U.S. Department of Justice

- Provide annual funding of \$2 million for five years, to establish the A. Leon Higginbotham Chairs of Excellence in Jurisprudence at HBCU law schools, including: the Howard University School of Law, the David A. Clarke School of Law (University of the District of Columbia), the North Carolina Central University School of Law, the Southern University School of Law and the Thurgood Marshall School of Law (Texas Southern University). Florida A&M University's School of Law and Miles College of Law would be added to the grantees when they become fully accredited (AALS/ABA) or candidates for accreditation, or admit their first students (when appropriate). Funds would support endowment of a chair and faculty salary for distinguished visiting professors at each law school.
- Establish a research and policy analysis center on an HBCU campus to gather data and conduct research regarding the detention, arrest, conviction and incarceration of minorities for crimes in the United States as compared to the overall population. The treatment of minorities with respect to parole and probation, including the revocation of parole, should also be researched.
- Funds from the Bureau of Justice Assistance should be provided to HBCUs to: (1) strengthen criminal justice academic programs; (2) explore violence in African American families and communities; and (3) assist communities and local law enforcement entities to develop and implement police-community relations programs and community policing initiatives.

U.S. Department of Labor (DOL)

- The Department of Labor's primary mission involves regulation of industry and the provision of employment-related services primarily through state and local governments. *The Personal Responsibility and Work Opportunity Reconciliation Act of 1996*⁶ (PRWORA) (welfare reform statute) provided a unique opportunity for the Department to initiate relationships with nongovernmental entities, including HBCUs. The dramatic increase in DOL funding for HBCUs in recent years is largely attributable to their participation in welfare reform-related activities. Should the Congress reauthorize the above act expeditiously, and the secretary continue activities with nongovernmental entities, we would recommend that current funding levels for HBCUs continue.
- The Labor Department should establish, under the reauthorized welfare reform statute, a discretionary grant program to fund Single Parent Support System programs modeled on the successful programs at St. Paul's and Voorhees Colleges. These programs support single mothers and fathers seeking to learn competitive skills for the 21st-century workforce by earning a baccalaureate degree.

National Aeronautics and Space Administration (NASA)

- NASA should increase funding, to at least \$100 million in FY 2003, for the HBCU Minority University Research and Education Program (MUREP)/University Research

⁶ 42 U.S.C. §601 et seq.

Centers (URCs), and maintain these projects as identifiable programs within the new Education Mission at NASA. Specific language should be included in the NASA reauthorization bill to achieve this objective and to provide “prior experience” points (in any competitive process) for currently funded URCs to ensure that quality HBCUMI research centers are maintained and expanded. At least five new HBCUMI University Research Centers should be funded.

- Additionally, NASA should expand its support of HBCU programs that sustain aerospace or aeronautical engineering and aerospace-related academic programs. Special attention should be given to enhancing the new programs at Hampton University, as well as the programs at Tuskegee University and Florida Memorial College, and to resuscitating the aerospace program at the University of the District of Columbia.

National Endowments for the Arts and Humanities (NEA and NEH)

- Institutional funding should be increased to strengthen the curriculum, collections, and archives at HBCUs.
- The number of projects funded at the HBCUs should be increased each year until the funded HBCU projects equals a goal of 10 percent of all college and university-funded projects. Technical assistance to HBCUs should be made available to increase the competitiveness of their proposals so that this goal is achieved.

National Science Foundation (NSF)

- NSF’s record of supporting programs at the HBCUs and other minority-serving institutions is not positive. NSF desperately needs a dedicated HBCU capacity-building program focused on: (1) strengthening science, mathematics, engineering and computer or information science instruction programs; (2) creating partnerships with secondary schools to encourage minority student enrollment, academic success in middle and high school and quality instruction; (3) enhancing minority teacher instruction in the sciences and mathematics; (4) providing science and computer science instrumentation for HBCUs and other minority-serving institutions; and (5) ensuring the participation of HBCU and other minority scientists in the peer review process for all HBCU grant programs. The board believes that the minority scientists’ gap should be closed during the next decade.
- Certain programs, including the Alliances for Minority Participation, HBCU Undergraduate Program, Centers for Research Excellence in Science and Technology, and the Alliance for Graduate Education Program, all would benefit from sustained funding increases to a total funding commitment of \$270 million per year.
- A specific HBCUMI capacity-building program should also be included in the pending NSF reauthorization legislation (H.R. 4664, the Investing in America’s Future Act) with sufficient funding to meet the extensive needs of all of the HBCUs and minority-serving institutions.
- In addition, NSF should establish a five-year plan with regard to enhancement activities for HBCUs.

Office of Personnel Management (OPM)

- The board recommends that the Office of Personnel Management (OPM) coordinate and administer a federal agency-wide academic year and summer intern program for HBCU students. Initially, each agency should employ at least five students from each HBCU during the summer and at least one from each HBCU annually. The students, to be eligible and selected, must have a 2.75 cumulative GPA or better following their junior year of academic study. Those students who participate in the academic year internships would receive a full scholarship during their senior year of study, a preference for full-time federal employment after graduation, and student loan forgiveness based upon their years of service with the federal government.
- Each federal department and agency covered by Executive Order 13256 would voluntarily participate by providing temporary employment (salary and benefits) for participating students. Release time would also be provided so that students could be engaged in seminars and informational activities/independent study.

U.S. Department of State

- The State Department should establish annual targets for the identification and preparation of qualified minorities and their admission into the U.S. Foreign Service. This admissions program should include a major role for HBCUs and other minority institutions, including student scholarships, faculty and institutional support grants to enhance international affairs and foreign language study curricula at select institutions and technical assistance and test preparation courses to assist students to qualify for opportunities with the Foreign Service. This program would also provide student internships both in Washington, D.C., and abroad. The board recommends 7-10 grants at \$500,000 each for the enhancement of international program development.
- The State Department should increase its cooperative efforts with the Department of Education, especially as it relates to the Institute for International Public Policy (IIPP) program, specifically providing post baccalaureate Washington internships for IIPP fellows, as well as work-abroad and study-abroad opportunities for fellows.
- The State Department should define a clear HBCU role in its new Africa Education Initiative announced by President Bush and Secretary Powell on June 19, 2002.

U.S. Department of Transportation

- The Department should establish partnerships with HBCUs as part of its agency-wide university research programs.
- The Federal Aviation Administration should establish partnerships between HBCUs and private contractors charged with training new federal airline security personnel.
- The Department should establish funding for programs that will support the development of curricula at HBCUs for transportation, urban planning and related areas of study.

U.S. Department of the Treasury

- The Department should initiate a triangular partnership with the country's major lending institutions and those HBCUs with strong international programs and master degree programs in business administration or business administration and finance to: (1) provide scholarships for capable undergraduate students and fellowships for qualified graduate students and (2) provide technical assistance and visiting faculty to strengthen international finance, business administration and international monetary practices courses.
- The Department and the private sector partners should sponsor domestic and international internships for undergraduate and graduate students at the Department, the World Bank, the International Monetary Fund and the overseas offices of private sector lending and international finance entities.
- Faculty development opportunities, including summer externships, should be made available to HBCU faculty.

C. Improvement Goals in FY 2004 for All Departments and Agencies

The board has carefully reviewed the selection progress, by each of the agencies over the past six fiscal years, in providing funding to HBCUs. The board has also assessed that progress in light of the particular department or agency's engagement with other institutions of higher education (IHEs). Finally, we have reviewed each agency's mission in relation to the broad range of institutional missions, quality programs, faculty skills and abilities, institutional experience in research and technology exemplified at the 105 HBCUs. The goals we recommend for each agency reflects this integrated assessment of need, capacity and opportunity. The confluence of these three provides a challenge for change and for the establishment of new benchmarks for partnership and success between HBCUs, the federal departments and agencies, and the private sector. These improvement goals represent the federal commitment to enhancing the HBCUs. The board believes each agency should strive to improve funding for HBCUs that is consistent with the capacity-building focus of the president's executive order and the board's mission.

The board acknowledges that inconsistent reporting on designated agency and department progress in the implementation of federal agency plans under the HBCU executive order has been part of the problem in assuring progress in securing increased federal funding for the HBCUs. The board intends to publish its report each year and to report on each designated agency. Agencies that fail to submit a plan to the White House Initiative staff or to report on their awards to HBCUs will be reported as -0- or as "NR" (Not Reporting). The board will also carefully review data submitted in compliance with the Executive Order 13256.

D. Federal Agency Plans

Executive Order 13256 requires each designated agency and department to appoint a senior official to lead that organization's HBCU effort (Section 5), and to provide "...an

annual plan for, and document the agency's effort in, increasing the capacity of historically black colleges and universities to participate in Federal programs." (Section 6) The board expects each designated agency to identify its FY 2004 improvement goal and to outline its FY 2004 plan for achieving that goal by the conclusion of the current calendar year (Dec. 31, 2002). Each agency annual plan should describe how it anticipates achieving its improvement goal. This estimation should be identical to the HBCU amount included in its submission to OMB as part of its FY 2004 agency budget request.

Agency plans need not be lengthy; in fact, brevity is encouraged. The plan should identify the agency's improvement goal, its plan or strategy for achieving that goal (existing program funding levels or proposed funding levels for new programs) and the recent efforts of the agency to achieve its previous HBCU funding objectives.

HBCU ENHANCEMENT: THE CASE FOR ENHANCEMENT AND CAPACITY-BUILDING

For the first time, Executive Order 13256 focuses the federal effort in support of the nation's Historically Black Colleges and Universities on strengthening the capacity of HBCUs to fulfill their academic mission, to help achieve the federal equal educational opportunity goal and to help these institutions assist affected departments and agencies in meeting their statutory objectives. This crucial emphasis is critical, not only regarding the long-term strategic growth and development of these institutions but also extremely important for marrying the needs of the nation with the academic mission and purposes of these institutions. It is at the vortex, or the intersection, of these needs and those purposes that mutual benefit will be derived from the enhancement of HBCUs.

The President's Board of Advisors on Historically Black Colleges and Universities has monitored carefully the progress of HBCUs since the enactment of the *Historically Black College and University Act (Higher Education Amendments of 1986)*,⁷ and notes, with interest, the important role that significant federal dollars can have on these institutions when those funds are concentrated on institutional development and capacity-building. While these institutions, like their majority counterparts, do benefit from successfully operating programs, almost all of the HBCUs can meaningfully benefit from institutional capacity building, i.e. infrastructure and instrumentation and faculty development.

The board believes that agencies and departments required to comply with Sections 6 and 7 of the executive order now must creatively seek out ways to implement initiatives that focus on capacity-building, in addition to providing funds for programs. Such capacity-building plans are not always a part of the agency's operating plan or authorized programs. In that context, it is increasingly important for the president to support the creation of this type of program to assure the realization of the goals of the executive order. We urge the president to review the current legislative landscape with a view toward supporting legislation that creates capacity-building

⁷ 42 U.S.C. §601 et seq.

initiatives, especially in those departments and agencies that do not have dedicated HBCU programs that enhance the capacity of HBCUs.

A. Special Focus: Departments and Agencies

The NTIA Digital Technology Program Act, S. 414 and H.R. 1034, would create, in the U.S. Department of Commerce, a program to fund the acquisition of technology-related infrastructure and instrumentation for HBCUs and other minority-serving institutions. In addition, funds could be used to assist faculty to acquire the skills to better use technology in the instructional process and to teach students to use such technology in their career fields, especially for the preparation of elementary and secondary school classroom teachers. The need for this program was documented in a Commerce Department-funded study by the National Association for Equal Opportunity in Higher Education (NAFEO), *Historically Black Colleges and Universities, An Assessment of Networking and Connectivity*,⁸ in October 2000. The board also supports including the Technology Services Center and the HBCU Virtual University concept in S. 414 and H.R. 1034. We urge the president to support a five-year authorization of \$325 million for these purposes.

The National Aeronautics and Space Administration (NASA) is currently being restructured. Congress also is considering reauthorization of NASA. Administrator Michael Griffin has expressed the desire to include education as a mission within NASA and to continue funding for current HBCU-focused programs. The board strongly supports both goals; however, the board strongly urges that the current Minority University Research and Education Program (MUREP), including the University Research Centers (URCs), be preserved intact as HBCU-dedicated programs within the new education mission. In addition, funding increases for both programs should be included in the FY 2004 budget request to the president. Funding for new minority URCs should not occur at the expense of continuation funding for existing quality HBCU and MI URCs.

The National Science Foundation (NSF) should improve its funding for science education and research programs at HBCUs and other minority-serving institutions.⁹ For example, in FY 2001, NSF awarded HBCUs less than 1.5 percent of the total funding it provided to institutions of higher education. Documentation of this is provided in Appendix C. The reauthorization of NSF presents a unique opportunity to improve on this record of deficit utilization of

⁸ See *Historically Black Colleges and Universities, An Assessment of Networking and Connectivity*. U.S. Department of Commerce (NTIA), Henry Ponder, Mildred Freeman, and Stephanie Myers, (Oct. 2000). See also *Funding the 'Infostructure' A Guide to Financing Technology Infrastructure in Higher Education*, Lumina Foundation for Education, New Agenda Series, 2001.

⁹ See National Science Foundation Funding Chart at appendix B. See also "HBCUs: An Educational System at the Crossroads," *Black Issues in Higher Education*, Bernard Turner, Vol. 19, No. 4, (Aug. 29, 2002); and "Correcting the Inequities in Federal Research Funding," *Black Issues in Higher Education*, Anthony Salandy, Vol. 19, No. 7, page 42 (May 23, 2002).

HBCUs and minority-serving institutions. The House of Representatives has taken a major step in H.R. 4664, the Investing in America's Future Act, toward correcting the problem by creating a specific authorization in NSF for aid to minority-serving institutions. Board members believe this legislative initiative can be strengthened. We recommend that the president support modifications in the Senate bill that would specifically strengthen the capacity-building focus of the minority-serving institutions initiative and provide sufficient resources to support Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities, as well as other minority-serving institutions.

B. The Role of HBCUs in Homeland Security

The board strongly supports a defined role for HBCUs in ensuring the public safety of the American people and protecting property and people from terrorist attacks like those perpetrated on Sept. 11, 2001. We believe this role should include, but not be limited to, the following: (1) conducting bioterrorist and food-protection related research; (2) developing and assisting in the implementation of public health response strategies, that utilize the medical and dental skills, hospital facilities and the knowledge of the minority communities of the HBCU medical and dental schools, and nursing and allied health programs; (3) developing at five HBCUs an MBA program for training students to be managers of public and private-sector security and (4) developing and implementing programs for the training of airport and other security personnel.

The president's July 2002 report entitled *National Strategy for Homeland Security*¹⁰ outlines plans for a Department of Homeland Security and calls for the agency to, among other initiatives, "sponsor and establish national priorities for research, development, and testing to develop new vaccines, antidotes, diagnostics, therapies and other technologies against chemical, biological, radiological, or nuclear terrorism; to recognize, identify, and confirm the occurrence of an attack; and to minimize the morbidity and mortality caused by such an attack." Several HBCUs have the ability to contribute, in a meaningful way, to the development of these priorities, particularly those HBCUs with existing academic programs that could support strategy development in various areas (identified below), such as aviation, transportation, and biological or environmental health. Achieving the goals set out in the *National Strategy* will require partnerships between the public and private sectors and institutions of higher education, including HBCUs. Reaching these goals will be a long-term proposition that will require new research, antidotes and security updates as new technologies and new forms of attack are identified or developed. This effort will require a tremendous amount of this country's assets, and HBCUs can and should be part of this solution.

¹⁰ "National Strategy for Homeland Security," Office of Homeland Security, July 16, 2002.

The board recommends that the president encourage the *Critical Infrastructure Protection Board* to consult with HBCUs as it carries out its mission. In particular, one of the board’s tasks is to “coordinate outreach to and consultation with the private sector ... and coordinate outreach to state and local governments, as well as communities and representatives from academia and other relevant elements of society.” To this end, the board should consult with HBCUs as it meets with representatives from academia given the unique perspective HBCUs have on this nation and on its strengths and weaknesses. In addition, the board should consider HBCUs as it looks for institutions with research capabilities.

C. HBCU Historic Preservation

President George H.W. Bush initiated, at the behest of the United Negro College Fund, the first HBCU-focused historic preservation program. Subsequently, Congress enacted legislation to provide historic preservation for HBCUs in Tennessee, South Carolina, Mississippi and Alabama. The current Bush administration should support H.R. 1606 and S. 2613, with some modifications. The board recommends the following modifications or improvements: (1) an independent, current evaluation of the restoration needs and cost of each HBCU historic preservation project; (2) the establishment of criteria for determining the order in which projects should be funded; (3) a modification of the institutional “matching” requirement so that only those HBCUs with an endowment in excess of \$50 million must provide a private-sector match; and (4) an annual authorization of \$60 million to fund prioritized programs based on “risk of deterioration” criteria.

D. Department of Agriculture—Equalization Aid Formula for the 1890 Land-Grant Institutions

Historically, the states and the federal government, through the U.S. Department of Agriculture, have provided differential support to the nation’s traditionally white land-grant institutions (TWIs) provided for in the *1862 Morrill Act* and the HBCU land grants, whose funding was first authorized in the *Second Morrill Act in 1890*. Although equity and a recent law attempt to ensure dollar-for-dollar matching grants by the states in support of the 1862 and 1890 Land Grant Institutions, it is clear that the law and current awards from the Agriculture Department and the states perpetuates the differential treatment of the past. As the chart in Appendix D indicates, both the federal amounts and the state match provide starkly differential amounts to the TWIs and the HBCUs. Even when the “full dollar-for-dollar match,” required by Section 1449 of Subtitle G of the *National Agricultural Research Extension and Teaching Policy Act of 1977* (7 U.S.C. §3222c). is made available, the historic under-funding of the HBCU land-grants will continue. All of the states in the South have failed to provide the full dollar-for-dollar match to date, and none has exceeded the state matching funds to

the 1890 (HBCU) Land Grant Institutions required by the current law.¹¹ It is patently clear that the historic disparate funding of the past will never be overcome without extraordinary steps by each of the states to catch up. The board believes it is critical that a plan be put in place to eliminate the funding differentials.

E. Department of Education

While the U.S. Department of Education has a proud and privileged record of accomplishment with respect to HBCUs, the board believes there is room for improvement. With the onset of the *2004 Higher Education Act* (HEA) reauthorization process, we believe the president and the secretary of education should take several bold steps to improve and diversify funding support for HBCUs, and to enhance minority student participation in the Title IV, Student Assistance programs. Specifically, we have set forth, in this appendix, the board's recommendations for amending Titles II, III, IV, VI and VII of the HEA. In addition to these HEA reauthorization recommendations, the board also recommends the following:

- (1) **ACCREDITATION:** The secretary of education should withhold approval of the recertification of the Southern Association of Colleges and Schools (SACS) until he is satisfied that the association has addressed the issues reflected in the April 17, 2002, letter from the United Negro College Fund President and CEO William H. Gray, III.¹² In addition, the secretary should fund a \$3 million technical assistance program for the HBCUs to assist HBCU presidents and chancellors in improving financial management, private-sector fundraising and the achievement of institutional compliance with regional accreditation and, where appropriate, specialized accreditation standards, and in meeting U.S. Department of Education Title IV oversight and compliance obligations and regulations;
- (2) **INSTITUTIONAL RESEARCH:** The secretary of education should assure the creation of an HBCU Educational Research Center through the Institute of Education Sciences (IES) to conduct state of the art research on elementary, secondary and postsecondary education issues of importance to low-income, minority and other students eligible for participation in the Head Start, Title I (ESEA), and Pell Grant programs;
- (3) **HBCU Laboratory Schools:** The Department should seek specific funding for at least five HBCU Laboratory Schools, on HBCU campuses, to demonstrate best practice teaching techniques for improving learning and academic

¹¹ See Sec. 1449 of Subtitle G of the *National Agricultural Research Extension and Teaching Policy Act of 1977* (7 U.S.C. §3222c), which amends the *Second Morrill Act*. A comparison of funding of traditionally white land-grant institutions and historically black land-grant institutions can be found at Appendix E.

¹² See the April 17, 2002, letter from William H. Gray, III to Hon. Roderick Paige, Secretary of Education, regarding data from the Fiscal and Strategic Technical Assistance Program (FASTAP) with respect to the oversight, application of SACS Criteria, decision-making by the Commission on Colleges, and sanctions imposed by the Southern Association during the period 1995-2000.

performance of Title I-eligible schools and minority, and low-performing students under the *No Child Left Behind Act*, and

- (4) ENDOWMENTS: The Department should request funding for the Endowment Challenge Grant Program. An annual appropriation of \$10 million would enable HBCUs to help fulfill President Bush's mandate to the private sector by securing federal grants to stimulate private sector initiatives.

APPENDIX H

White House Initiative On Historically Black Colleges and Universities

Mission

To strengthen the capacity of Historically Black Colleges and Universities (HBCUs) to provide excellence in education.

The White House Initiative On HBCUs: A Historical Perspective

In 1980, President Jimmy Carter signed Executive Order 12232, which established a federal program "... to overcome the effects of discriminatory treatment and to strengthen and expand the capacity of historically black colleges and universities to provide quality education."¹³

In 1981, President Ronald Reagan, under Executive Order 12320, established the White House Initiative on Historically Black Colleges and Universities, which expanded the previous program and set into motion a government-wide effort to strengthen our nation's HBCUs. In 1989, President George H.W. Bush signed Executive Order 12677. This executive order established a Presidential Advisory Board on Historically Black Colleges and Universities to advise the president and the secretary of education on methods, programs, and strategies to strengthen these valued institutions.

In 1993, President William J. Clinton signed Executive Order 12876. This executive order required that a senior level executive in each agency have oversight in implementing the order, and that the Office of Management and Budget be involved in monitoring implementation of the order.

On Feb. 12, 2002, President George W. Bush signed Executive Order 13256. This executive order transferred the White House Initiative on Historically Black Colleges and Universities to the Office of the Secretary within the U.S. Department of Education. Previously, the White House Initiative was housed in the Department's Office of Postsecondary Education.

HBCUs: A National Resource

HBCUs are a source of accomplishment and great pride for the African American community as well as the entire nation. The *Higher Education Act of 1965*, as amended, defines an HBCU as: "... any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of Black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the secretary of education to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation."¹⁴ HBCUs offer all students, regardless of race, an opportunity to develop their skills and talents. These institutions train

¹³ Executive Order 12232, *Federal Register*, Vol. 45, No. 157, Tuesday, Aug. 12, 1980.

¹⁴ 20 USC 1061 (2), Title III of the *Higher Education Act of 1965*.

young people who go on to serve domestically and internationally in their professions, as entrepreneurs, and in the public and private sectors. In 2001, HBCUs enrolled 13 percent of all African American students in higher education, although they constituted less than 3 percent of America's 4,197 institutions of higher education. In 2001, these institutions matriculated 21 percent of all African American students enrolled in four-year colleges, and in 2001-02, awarded first-professional degrees to about one in six African American men and women, and awarded 22 percent of all baccalaureate degrees earned by African Americans nationwide. HBCUs also awarded more than 10 percent of masters' and doctors' degrees to African Americans in 2001-02.¹⁵

The majority of the 105 HBCUs are located in the Southeastern states, the District of Columbia, and the Virgin Islands. They include 40 public four-year, 11 public two-year, 49 private four-year, and five private two-year institutions. Most are more than 100 years old with Cheyney University of Pennsylvania, founded in 1837, being the oldest of these institutions.

The President's Board of Advisors on HBCUs

The President's Board of Advisors on Historically Black Colleges and Universities advises the president and the secretary of education on strengthening these institutions. The board also: issues an annual report to the president on HBCU participation in federal programs; advises the secretary of education on increasing the federal role in strengthening HBCUs; and reports to the president on how to increase the private sector role in strengthening these institutions.

Federal Agencies

Thirty-four federal agencies participate under Executive Order 13256. These agencies enter into appropriate grants, contracts, or cooperative agreements and other arrangements with HBCUs to increase their ability to participate in federally funded programs. The executive order requires that federal agencies produce an annual federal plan and annual federal report for assistance to HBCUs.

Private Sector Involvement

In addition to active public involvement, the executive order encourages initiatives by the private sector to strengthen HBCUs. The goal of private sector involvement is to increase voluntary private sector contributions to support the enhancement of endowments and the overall financial stability of the institutions; to improve and enhance the quality and number of private-sector partnerships focused on academic program development; and to aid HBCUs by improving information management and facilities and strengthening academic course offerings.

¹⁵ Compiled from the *Digest of Education Statistics 2002*, U.S. Department of Education.