

Fulfilling the Covenant—The Way Forward
2004-05 Annual Report to the President
On the Results of Participation of
Historically Black Colleges and Universities
In Federal Programs

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

U.S. Department of Education
**White House Initiative on Historically Black
Colleges and Universities**

2007

This report was prepared for the U.S. Department of Education under contract No. ED-06-PO-0806 by William A. Blakey and Associates, PLLC. The White House Initiative on Historically Black Colleges and Universities provided technical review of the content and served as the primary point of contact for the award. This annual report is submitted by the President's Board of Advisors on Historically Black Colleges and Universities in support of Presidential Executive Order 13256. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred.

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Letter From The Chairman to the President

September 25, 2007

The Honorable George W. Bush
President
The White House
Washington, DC 20500

Dear Mr. President:

I am writing on behalf of the President's Board of Advisors on Historically Black Colleges and Universities (HBCUs) to express our gratitude for allowing us to serve you and the nation, and to transmit our 2004-05 annual report, *Fulfilling the Covenant—The Way Forward*. This is the third report of the current Board of Advisors that you appointed when you signed Executive Order 13256 on Feb. 12, 2002. In addition to fulfilling the board's mandate by providing 2004-05 data on the performance of the 32 agencies designated by the secretary of education which requires them to submit an annual report, this report also provides a longitudinal view of agency compliance from two other perspectives: a five-year perspective of agency performance from 2001-05, and a longer-term view of the past decade. We have highlighted the performance of three agencies with dedicated HBCU programs during the most recent five-year period.

Fulfilling the Covenant—The Way Forward also includes two special focus issues that we call to your attention. The first describes the federal government's response to the needs of HBCUs in Louisiana and Mississippi after the 2005 Gulf Coast hurricanes, especially Hurricane Katrina. The report makes special note of the critical role played by the U.S. Department of Education. The second issue is a matter of great concern about the differential treatment of the HBCU land grants compared to that of the Traditionally White Institutional (TWI) land grants in 17 states in the South and Southeast. The latter issue, in our view, deserves your attention and a carefully fashioned remedy.

Finally, we have again emphasized the importance of HBCU capacity building and of having dedicated HBCU programs in the designated departments and agencies. Such resources would constitute a meaningful enhancement strategy for providing the institutions, their students, the states and communities in which they are located, and the nation a return on America's investment in this important sector within American higher education.

We applaud your leadership on behalf of the HBCUs, and welcome your support for our recommendations to improve agency accountability and performance during the remainder of your term.

Sincerely,

Louis W. Sullivan, M.D.
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Acknowledgments

The 2004-05 annual report of the President's Board of Advisors on Historically Black Colleges and Universities to the president of the United States was prepared for the board's review and approval by the staff of the White House Initiative on Historically Black Colleges and Universities. The board members have reviewed very carefully department and agency data. They have also looked at the analysis of the data and find it to provide a fair and accurate picture of designated agency progress in meeting the goals of Executive Order 13256. The board appreciates the assistance and cooperation provided by the secretary of education, the staff of the assistant secretary for the Office of Postsecondary Education, and the associate commissioner for postsecondary studies of the National Center for Education Statistics in the Institute of Education Science in support of the board's efforts to provide a timely annual report.

The board is especially grateful for the White House Initiative on HBCUs, and the diligent and dedicated work of the staff. Finally, we take this opportunity to also recognize Earl S. Hayes for his two decades of exceptional service to the White House Initiative on HBCUs and his extraordinary commitment to the nation's HBCUs that spans more than 30 years. The HBCU community owes him a debt of gratitude for the contributions he made in expediting the mission of White House Initiative office.

Executive Summary

The President's Board of Advisors on Historically Black Colleges and Universities (HBCUs), appointed by George W. Bush, has completed its third annual report under presidential Executive Order 13256. The annual report for fiscal years 2004-05, *Fulfilling the Covenant—The Way Forward*, not only details the performance of the 32 designated federal agencies and departments during 2004-05, but also presents a five-year perspective on several of those agencies and departments, including the performance of three model agencies with dedicated HBCU programs. In addition, the annual report offers a longer-range view of agency progress over the decade 1995-2005. The annual report updates the assessment of the progress of the designated agencies and departments toward achieving the 10 percent goal first articulated in the 2001-02 annual report (i.e., the goal of ensuring that the total amount of federal funds awarded to all HBCUs equals 10 percent of the total amount of federal funds awarded to all institutions of higher education, or IHEs).

The board believes that three matters deserve special attention by the president, the secretary of education and the heads of the designated departments and agencies.

1. Annual increases in the amounts of federal dollars awarded to the HBCU community, including the percentage of funds awarded through federal grants, contracts and cooperative agreements, obscure the increasing gap in dollars awarded when compared to the dollars awarded to all institutions of higher education.
2. Increasing the number of dedicated HBCU programs that are focused on capacity building, as defined in Section 6 of Executive Order 13256, is important to realizing the HBCU funding goal in the executive order and to close the gap between HBCUs and IHEs in the funding provided by the designated agencies.
3. Critical steps must be taken both to strengthen agency accountability and enhance their performance, and to improve the White House Initiative on HBCUs, U.S. Department of Education and Office of Management and Budget (OMB) coordination to ensure better monitoring and oversight.

Fulfilling the Covenant—The Way Forward includes two special focus issues in addition to the traditional assessment of agency performance in increasing the amount of federal funds awarded to HBCUs: (1) a description of the federal government's response to the needs of HBCUs in Louisiana and Mississippi in the wake of hurricanes Katrina and Rita; and (2) an assessment of the historical and present disparities in funding provided to the traditionally white and historically black land grant colleges and universities.

The President's Board of Advisors has purposefully limited the number of recommendations in this annual report. The board focused on improving its oversight of designated departments and agencies, as well as the coordination of White House Initiative activities between the U.S. Department of Education and OMB to improve overall agency performance in support of HBCUs. Increasing the number of dedicated HBCU programs focused on capacity building in the designated agencies has been deemed the best route for increasing agency funding awards for these institutions.

Currently, there are 32 departments and agencies designated by the secretary of education for review and assessment of compliance with Executive Order 13256 (See Appendix E). The board believes that this number is too large, and should be reviewed and revised by the secretary based on recommendations from the Board of Advisors. The board has directed the executive director of the WHI to conduct a full review of the current list of agencies and to evaluate their appropriateness and effectiveness.

This review should be accomplished within 90 days and focus on: (1) the agency's mission and function, and its consistency with the general academic missions and purposes of HBCUs; (2) the extent of the agency's procurement budget and the relationship of agency programs and missions to the core academic missions of the HBCUs, or a significant cadre of HBCUs; and (3) the existence of dedicated HBCU programs at the agency, or presence or potential of the agency to assist HBCUs and enhance their capacity building initiatives. The board is persuaded that the effective and efficient oversight of designated agencies by the WHI staff and OMB through the annual budget review process would improve if the number of designated agencies were reduced. This reduction would enable the board to focus more attention on those departments and agencies with the greatest potential to contribute to the enhancement of HBCUs.

The board will also explore several issues:

First, in addition to the WHI staff's review of the currently designated departments and agencies using the factors outlined earlier, the Board will consider the agencies' recent record of productivity in awarding funds to the HBCUs, when making its recommendations to the secretary of education.

Second, agency reporting may be consolidated, where possible, to facilitate reporting by the agency and budgetary review by OMB. For example, while some agencies independently report to the Board of Advisors, their reports have been consolidated in the congressional appropriations process or by law, and may be reviewed in OMB by the same budget personnel.

Third, each designated agency should report all data and information to WHI staff electronically, thereby permitting the board to determine easily which agencies are making progress in increasing HBCU institutional capacity building awards. Moreover, the WHI staff is encouraged to explore the alignment of its current "clusters" to achieve a realignment of agencies with like missions or academic programs relative to HBCUs missions. The WHI staff currently works with five clusters of federal agencies. Each of the participating agencies under this federal program has been assigned to participate under one of the five clusters: Science and Technology, Social and Human Services, Education and Humanities, International, and Business.

Introduction

President George W. Bush signed Executive Order 13256 on Feb. 12, 2002. This was the fifth successive executive order requiring selected executive departments and agencies to increase expenditures—through grants, contracts, cooperative agreements and agency-designed innovative strategies—for the nation’s Historically Black Colleges and Universities (HBCUs). Presidents Jimmy Carter (Executive Order 12232), Ronald Reagan (Executive Order 12320), George H.W. Bush (Executive Order 12677), and William J. Clinton (Executive Order 12876) all signed presidential executive orders¹ encouraging federal departments and agencies to increase their support of HBCUs at a level that would enhance their capacity to benefit from all agency programs and activities.

While modeled on those previous executive orders, Executive Order 13256 provides the strongest framework for achieving the stated goal of increasing funding for America’s HBCUs, and enhancing their capacity to benefit from a more equitable distribution of federal resources when compared with their Traditionally White Institution (TWI) counterparts. Executive Order 13256 incorporates two key features intended to enhance its effectiveness: (1) premised on the concept first included in Executive Order 12677, a strong Board of Advisors with representation from present and former HBCU presidents and chancellors; and (2) a critical new role for the Office of Management and Budget (OMB), designed to encourage and monitor agency and department compliance with the executive order as a part of the agency’s budget submission (Section 4).

Since becoming chairman of the President’s Board of Advisors (board), Dr. Louis W. Sullivan has sought to improve the responsiveness of the 32 designated federal departments and agencies and to increase their commitment to fulfill the order’s funding obligations. He visited with secretaries, deputy secretaries and other key agency and department officials and administrators to acquaint them with the provisions of the executive order and to solicit their cooperation and compliance. Chairman Sullivan’s dedication to HBCUs and to the fulfillment of the goals and objectives of the executive order, has had a positive impact on securing the highest degree of agency cooperation with the White House Initiative on Historically Black Colleges and Universities (WHI) staff requests for agency performance data for 2004-05.

The board’s evaluation of designated department and agency performance is no longer based simply on dollars awarded to HBCUs, but also on the types of programs and activities at HBCUs that those awards support. The executive order’s focus on capacity building should be reflected in each agency’s program performance. Therefore, department and agency programs and activities should be oriented toward developing the capacity of HBCUs to fulfill their missions of providing a quality education and an equal opportunity to students through: (1) programs that enhance the infrastructure required for high-quality instruction and critical research; (2) funding for scholarships for undergraduate students, fellowships for graduate and professional students, and internships and externships that attract first-class students and assist HBCUs to retain those students who may be less well-prepared for academic success in college; (3) doctoral and postdoctoral faculty fellowships and faculty stipends to support the acquisition of terminal degrees, summer professional development opportunities, and *Intergovernmental Personnel Act (IPA)* faculty-exchange programs between HBCUs and the designated agencies that will enhance instruction and key academic program development; (4) academic program development support designed to

strengthen existing programs, create new programs and increase graduates in the physical and natural sciences, technology, engineering and mathematics (STEM) fields of study, and to train teachers in these areas and in less-commonly taught areas and in critical foreign languages; (5) international finance, business and corporate management programs, with emphasis on private-sector partnerships that engage HBCU business schools, the departments of Treasury and Commerce as well as the U.S. Small Business Administration, among others; (6) programs that enhance the connectivity between HBCUs and their surrounding communities by developing leadership skills in financing community development, community service, and housing and community development; and (7) training and professional skill-development programs that will prepare HBCU graduates for 21st-century careers in public safety, homeland security, information technology, health care, and other currently critical fields.

Fulfilling the Covenant—The Way Forward, the President’s Board of Advisors 2004-05 annual performance report, again focuses attention on the capacity building priority of the president’s executive order. Executive Order 13256 encourages the federal government to play a meaningful role in facilitating more equity in funding allocations for TWIs and HBCUs. Specifically, the board believes that concentrating its efforts on those federal departments and agencies that can best contribute to the capacity building goal of Executive Order 13256, and focusing those agency programs and activities on the capacity building objective will not only lead to an enhanced capacity in HBCUs to compete for federal research grants, contracts and cooperative agreements, but will also achieve a more equitable result in funding allocations from all sources.

Stated differently, the board expects to review with the secretary of education the number of agencies that are the focal point of the board’s direct oversight and annual accountability assessments. The board believes it can strengthen its interaction and intervention with those agencies that have not maximized HBCU participation in their programs and activities by assisting them in designing dedicated HBCU programs that build institutional capacity and are consistent with the mission and function of the agency and the affected HBCUs. The board, based on the experience reflected in *Building Capacity for a Bold New Future—2001-02 Annual Report* and *The Mission Continue—2002-03 Annual Report*, has agreed to restate and refine the means by which it reviews and assesses agency performance.

With *Fulfilling the Covenant—The Way Forward*, this is the first time that any HBCU Board of Advisors has issued three successive annual reports evaluating designated agency performance. In our view, this is a critical step forward because it represents consistency and quality in the board’s oversight which will increase agency accountability and performance with respect to HBCU executive orders. The board also believes it has the responsibility to continue to articulate the role of HBCUs and to justify the need for continuing federal support for HBCUs in 21st-century America.²

Fiscal Year 2001-05 Awards to the Historically Black Colleges and Universities

This report concentrates its assessment on designated agency and department progress or, in some instances, the lack thereof. This report also provides a perspective on the data presented for 2004-05 by focusing policymakers, the secretary of education, the director of OMB and various cabinet members and agency heads on a more longitudinal view of the challenges and opportunities presented by the goals of Executive Order 13256. Specifically, *Fulfilling the Covenant—The Way Forward* includes both a five-year snapshot, or limited analysis of the Bush administration's implementation of the order, and a wide-angle view of agency performance under the HBCU executive orders during the past decade.

2004-05 Funding Data: Department and Agency Awards to the HBCUs

Under Executive Order 13256, the secretary of education is tasked with coordinating compliance efforts (Section 4) and administrating the White House Initiative on HBCUs (Section 3). Sections 6 and 7 of the order also authorize the secretary to designate those agencies that are required to submit annual plans outlining their program compliance efforts and to report on their annual performance to the Board of Advisors through the WHI office in the U.S. Department of Education. The board expects to recommend to the secretary, following a review by WHI staff, possible modifications to the current list of designated agencies in an effort to increase agency performance and accountability, as well as to enhance the type of resources provided to HBCUs.

According to data provided to the White House Initiative on HBCUs for fiscal years 2004 and 2005 by the federal departments and agencies designated by the secretary, the funds awarded to the HBCUs increased only modestly from **\$3,481,200,597 in FY 2004 to \$3,498,783,478 in FY 2005, an increase of about \$17,582,881.** (See Appendix B, table B-1.) However, because all designated agencies did not provide performance reports in both years, this missing information may have contributed to a sense of diminished growth in overall agency performance. For example, neither the U.S. Department of Labor nor the U.S. Environmental Protection Agency (EPA) provided data for FY 2005, and the U.S. Department of State, which did not report in FY 2004, provided data that showed a substantial increase in its HBCU funding in FY 2005, thus having an important impact on the overall funding picture for those two years.

Despite the modest increase in the actual dollars awarded to HBCUs in FY 2005, the total for 2005 represents an actual decrease in the percentage of federal funds awarded to all institutions of higher education. Specifically, **in FY 2004, the 32 federal agencies covered by the executive order awarded \$96,487,551,222 to all IHEs and made awards totaling \$3,481,200,597 to HBCUs, or 3 percent of the IHE funds awarded. In FY 2005, total awards to IHEs increased to \$105,378,755,610, or by \$8,891,204,388, while the awards to HBCUs grew by only \$17,582,881 or 3 percent of the IHE funds awarded.** (See Appendix B, table B-2.)

A cursory examination of these data might initially lead to the conclusion that overall federal budget constraints could have precipitated reductions in the budgets of the affected departments and agencies,³ thereby causing a negative impact on the amount of funding available for research and development, special studies, competitive grants, program administration and student assistance (loans, grants, work study, etc.). However, through a closer analysis of the comprehensive data developed by the White House Initiative staff, as well as other data analyses completed over the past five years, the general budget constraints cannot explain the lack of meaningful growth in HBCU funding when compared to IHE funding. In fact, while overall IHE and HBCU award dollars increased in both FY 2004 and 2005, the HBCU percentage remained virtually static, thus creating a growing disparity in the amount of funding awarded to HBCUs when compared to the IHEs.

There are several important developments that should be noted from this analysis of the 2004-05 data. First, the overall responsiveness of the 32 designated federal departments and agencies increased dramatically in fiscal years 2004 and 2005. Only one cabinet-level department (U.S. Department of Labor) and two other agencies (U.S. Small Business Administration and the National Endowment for the Humanities) that have previously reported significant awards to HBCUs failed to report on their performance for FY 2005. Two cabinet-level departments and agencies (U.S. Department of State and the U.S. Environmental Protection Agency) failed to provide performance reports in FY 2004. One new cabinet-level department, the U.S. Department of Homeland Security, made its first annual report in FY 2004.

Several smaller agencies that previously declined to report performance data, and whose missions, program management and service delivery structures are not consistent with the thrust of the executive order have now committed to finding creative ways to support the tenets of this presidential mandate in a way that will not compromise the integrity of the agency.

Second, eight departments and agencies, including the U.S. Department of Homeland Security, reported increases in FY 2005 over the reported 2004 HBCU award levels. The \$1,113,415 awarded to HBCUs in FY 2005 by the U.S. Department of Homeland Security represents a high watermark compared to other departments or agencies without dedicated HBCU programs. Several other departments made demonstrable progress in increasing their awards to HBCUs between fiscal years 2004 and 2005 (table 1).

Table 1. Federal departments and agencies reporting increases in award amounts to HBCUs, by fiscal year and amount and percentage of increase: FY 2004 and 2005

| Department/Agency | FY 2004 | FY 2005 | Amount of Increase | Percentage of Increase |
|---|--------------|--------------|--------------------|------------------------|
| U.S. Department of Defense | \$61,655,762 | \$88,883,111 | \$27,227,349 | 44 |
| U.S. Department of Homeland Security | \$950,756 | \$1,113,415 | \$162,659 | 17 |
| U.S. Department of Energy | \$10,829,175 | \$35,407,304 | \$24,578,129 | 227 |
| U.S. Department of Housing and Urban Dev. | \$11,988,391 | \$14,496,119 | \$2,507,728 | 21 |
| U.S. Department of Transportation | \$ 8,161,713 | \$ 9,450,875 | \$1,289,162 | 16 |

Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

When the awards to HBCUs were compared to the awards made to all IHEs, the percentage increases that these dollar amounts represented for HBCUs was 3 percent for FY 2005. However, the HBCU increase at the Department of Defense was most noteworthy, in light of a 1 percent increase (\$27,227,949) in awards to the HBCUs, while the overall IHE funding actually declined by \$29,740,344.

Third, there is cause for concern with regard to the decline in HBCU awards by 14 departments and agencies, including several with dedicated HBCU programs that may have been adversely impacted by the agency's budget development or congressional appropriations processes. The board is especially concerned about the rather marked decline in HBCU award levels at the departments and agencies shown in table 2.

Table 2. Federal departments and agencies reporting a decline in award amounts to HBCUs, by fiscal year and amount and percent of decrease: FY 2004 and 2005

| Department/Agency | FY 2004 | FY 2005 | Amount of Decrease | Percentage Decrease |
|---|---------------|---------------|--------------------|---------------------|
| U.S. Department of Health and Human Services | \$259,683,513 | \$226,375,132 | \$33,308,381 | -13 |
| U.S. Department of Agriculture | \$131,752,039 | \$114,878,420 | \$16,873,619 | -13 |
| National Aeronautics and Space Administration | \$ 69,180,545 | \$ 52,573,859 | \$16,606,686 | -24 |
| National Science Foundation | \$ 72,390,449 | \$ 62,377,162 | \$10,013,287 | -14 |

Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

The U.S. Department of Agriculture (USDA), the National Aeronautics and Space Administration (NASA), and the U.S. Department of the Interior have dedicated HBCU

programs that have been highly successful in contributing to the missions of the agencies, and have served as focal points for supporting HBCUs (e.g., the 1890 HBCU Land Grant Institutions at the USDA; the Minority University Research and Education Program (MUREP) at NASA; and the HBCU Historic Preservation Program at Interior). While funding for IHEs at three of these departments and agencies increased or remained the same from FY 2004 to FY 2005, the funding for HBCUs declined. At the departments of Agriculture and Interior, this occurred in spite of their having dedicated HBCU programs.

Fourth, during FY 2004-05—despite annual changes in awards to HBCUs from individual departments and agencies and the consistently unpredictable fluctuations from agency to agency in the total dollars made available to IHEs and HBCUs—the total dollars awarded to HBCUs seem to remain somewhat constant when considered during a longitudinal study of funding levels. **During the two fiscal years included in this annual report, while the dollar amount increased for all IHEs, the HBCU percentage of the total amount of federal funds awarded to all of the IHEs remained the same (i.e., 3 percent of \$105,378,755,610 in FY 2005, and 3 percent of \$96,487,551,222 in FY 2004).**

Despite the dollar increases in federal department and agency awards to HBCUs, this apparent “flat-lining” of the percentage of HBCU agency awards to the HBCUs, when compared to the IHEs does not bode well for the attainment of the board’s 10 percent goal, (i.e., ensuring that the total amount of federal funds awarded to all HBCUs equals 10 percent of the total amount of federal funds awarded to all institutions of higher education. (See Appendix C).

The board sees two potentially negative impacts of the dramatic increase in congressionally earmarked funds on the growth and the awarding of funds to HBCUs: (1) the presence and impact of institutional solicitation of noncompetitive and non-peer-reviewed awards (i.e., the impact that congressional earmarks for America’s colleges and universities have on research and development (R&D) funding, generally, and on IHE funding, specifically); and (2) the impact that the rise in congressional earmarks may have on the availability of appropriated funds for HBCU-targeted programs (e.g., Title IIIB, Strengthening Historically Black Colleges and Universities Program and Historically Black Graduate Institutions Programs, and other programs that typically benefit students and programs at HBCUs). Of special interest in the latter categories, for example, would be the Title IV, student assistance programs, the federal TRIO programs, and NASA’s MUREP.

According to the *Chronicle of Higher Education*, American colleges and universities received more than \$2 billion in congressionally earmarked funds in fiscal year 2003, the most recent year for which the *Chronicle* has assembled complete data. For example, the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE) has become especially vulnerable to congressional earmarks, which grew from two in FY 1998 and 16 in FY 1999 to 328 in FY 2004 and 419 in FY 2005, respectively.⁴ The increasing number of earmarks and the absence of new appropriations amounts eliminated the FY 2005 FIPSE competition. Funds from this program have supported innovative approaches for solving some of the most critical issues impacting HBCUs.

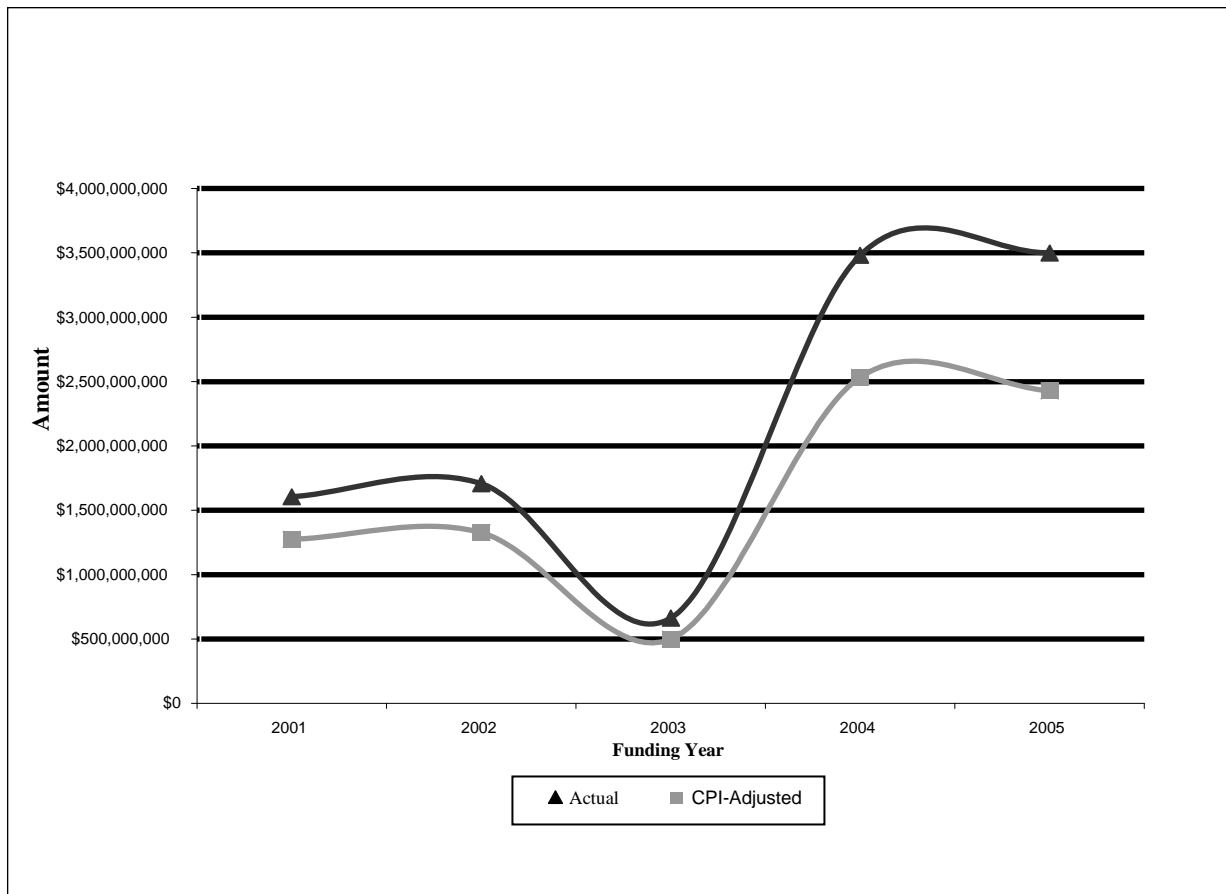
A Five-Year Perspective on HBCU Funding: 2001-05

During 2001-05, federal funding for HBCUs increased from \$1,605,838,163 to \$3,499,195,066—a 53 percent increase; however, if the impact of inflation is factored in, the HBCU increase declines to 46 percent (fig. 1). During this same period, overall federal

funding for IHEs grew three and a half times—from \$37,630,884,671 in FY 2001 to \$105,378,755,610 in FY 2005—a 180 percent increase (fig. 2 and 3). The FY 2001 HBCU award level represented 4.2 percent of the overall IHE awards, while the FY 2005 HBCU awards accounted for 3 percent.

It is clear that although there is a positive trend in the dollar growth of federal support for IHEs and HBCUs, and even an increase in the actual dollars awarded to HBCUs each year, the HBCU award level is virtually flat and declining as a percentage of all federal funds awarded to America's colleges and universities (See Appendix B, table B-2). The “flat-lining” of federal funds awarded to HBCUs cannot be explained by any of the obvious variables (e.g., the number of designated federal agencies contributing to the IHE and HBCU totals, or the fluctuation in the levels of annual awards, or the variation in the overall budgets and appropriations amounts to each of the affected departments and agencies). The board believes that a solution lies in focusing agency efforts on two important areas: (1) enhancing the capacity of the HBCUs to compete for traditional R&D and peer reviewed, competitive funding; and (2) increasing the number of agencies that establish and administer dedicated HBCU programs. Most importantly, the return on investment for both the federal government and the American people as a whole, and in particular in the states and communities in which HBCUs are located, will be dramatic and beneficial to all stakeholders.

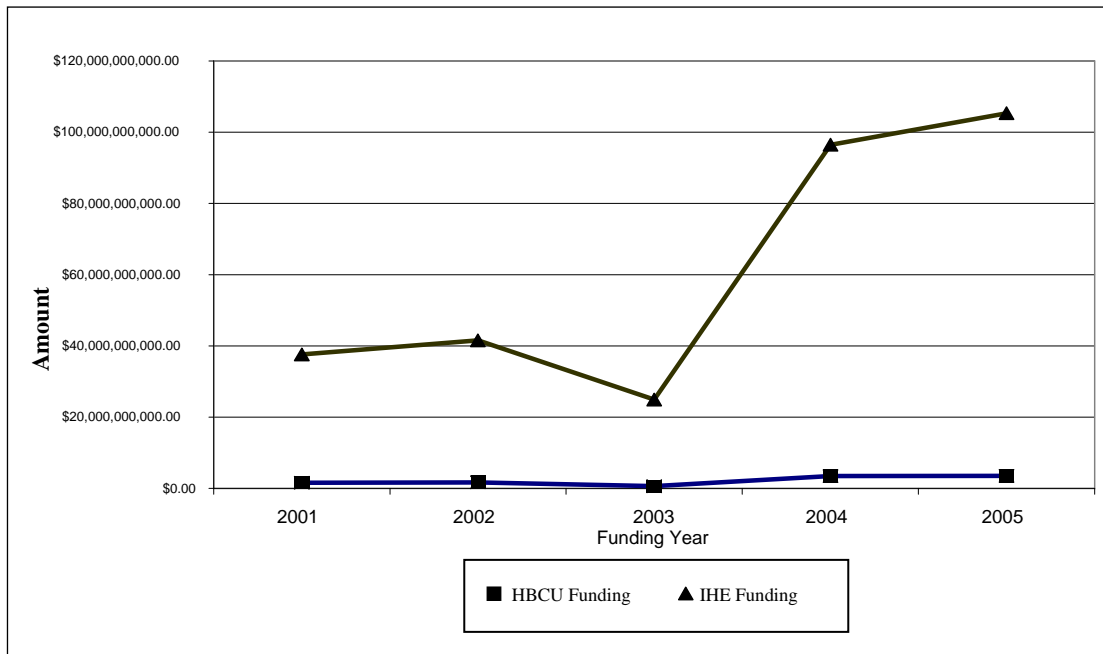
**Figure 1. Total actual and inflation-adjusted federal funding amounts for HBCUs:
FY 2001-05**



Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

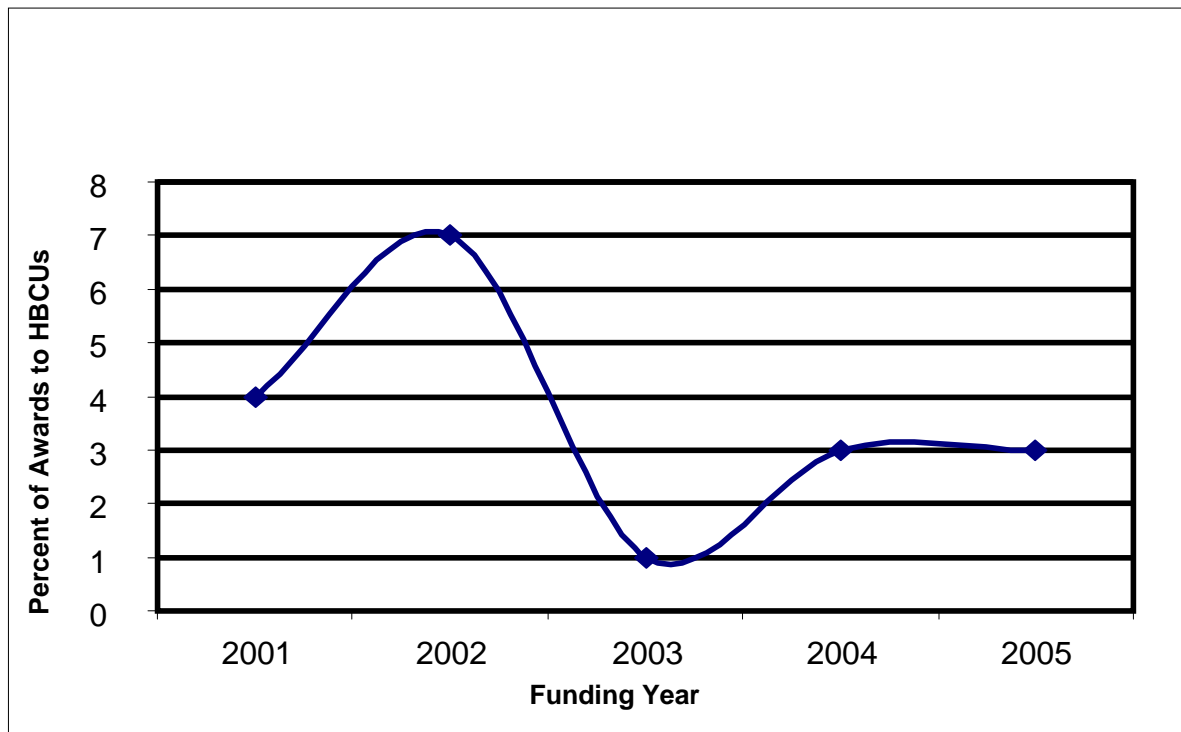
Note: *CPI-Adjusted* is a fixed-quantity price index and is considered a cost-of-living index.

Figure 2. Comparison of HBCU funding to total IHE funding: FY 2001-05



Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

Figure 3. Percentage distribution of HBCU funding within total IHE funding: FY 2001-05



Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

Note: The sharp decline in funding to HBCUs in FY 2003 is largely due to the failure of seven agencies to provide timely reports.

The board remains convinced that these approaches, when coupled with consistent monitoring and annual oversight through the publication of the board's annual report to the president, and the persistent participation of OMB through its review of designated agency budget requests, will produce positive results for HBCUs.

A Five-Year Snapshot of Selected HBCU-Dedicated Programs

Strengthening Historically Black Colleges and Universities U.S. Department of Education

The U.S. Department of Education administers two of the most important federal programs to HBCUs. The Title III Part B programs, Strengthening Historically Black Colleges and Universities (SHBCUs) Program and Strengthening Historically Black Graduate Institutions (HBGIs) program provide significant resources to the HBCUs and HBGIs for a wide range of activities designed by the institutions and implemented through a comprehensive plan approved by the secretary of education. Enacted as part of the *Higher Education Amendments of 1986* (P.L. 99-498), Sections 323 and 326 authorize support for a defined list of activities for undergraduate institutions that meet the "Part B institution" definition, and 18 HBGI graduate and professional schools and programs, respectively. Section 322(2) of the *Higher Education Act* defines "a Part B institution" as "... any historically Black college or university that was established prior to 1964, whose principal mission was, and is, the education of Black Americans"

More HBCUs participate in the federal program under the executive order within the U.S. Department of Education than the total number that actually receives Title III Part B funding. This disparity is due to the accreditation requirement in the *Higher Education Act*. The President's Board of Advisors on HBCUs continues to recognize those HBCUs that remain open and benefit from other funding programs that are not guided by the requirements under the *Higher Education Act*.

The Strengthening Historically Black Colleges and Universities Program has continued to grow during fiscal years 2001-05 due to strong support from the president⁵ and solid bipartisan support from the Congress since the program first received appropriated funds in fiscal year 1987:

Table 3. Total amount of appropriated funds and funding increases in millions of dollars to the Strengthening Historically Black Colleges and Universities Program: FY 2001-05

| | Fiscal Year | | | | |
|------------------------------------|-------------|-----------|-----------|-----------|-----------|
| | FY 2001 | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
| Total amount of appropriated funds | \$230,000 | \$255,000 | \$267,430 | \$275,864 | \$296,608 |
| Amount of annual increase | +\$81,219 | +\$25,000 | +\$12,430 | +\$ 8,434 | +\$20,744 |

Source: U.S. Department of Education budget summaries for FY 2000-06, "all purpose tables."

Note: The base year for the annual increase in the above chart is the prior year's congressional appropriation. Appendix B, table B-3, provides a detailed funding history of the Strengthening Historically Black Colleges and Universities Program, from FY 1987.

HBCU Community Development Program

U.S. Department of Housing and Urban Development

The HBCU Community Development Grant Program is administered by the U.S. Department of Housing and Urban Development (HUD) under section 107 of the *Housing and Community Development Act*. Separate programs provide funding opportunities to university initiatives that are designed by both TWIs and HBCUs to form partnerships with communities in which they are located with the purpose of undertaking a range of activities that will help foster neighborhood revitalization and community development. Program activities include health care and education, as well as housing and other infrastructure development. Services provided may include adult basic education, General Equivalency Diploma (GED) preparation, job training and counseling, and technical assistance in the development of business plans and the creation of small businesses. Recently, under the leadership of HUD Secretary Alphonso Jackson, the sizes of individual grants to HBCUs increased, thereby allowing more funding and more significant activities to be undertaken through the HBCU Community Development Program. In FY 2005, the program achieved its highest-ever appropriation amount since the program's inception.

Table 4. Total amount of appropriated funds and changes in funding in thousands of dollars to the HBCU Community Development Grant Program: FY 2001-05

| Fiscal Year | | | | | |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|
| | FY 2001 | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
| Total amount of appropriated funds | \$12,511,246 | \$ 3,421,369 | \$12,646,395 | \$11,988,391 | \$14,496,119 |
| Amount of annual decrease | -\$5,056,162 | +\$ 916,123 | -\$ 774,974 | -\$ 658,004 | +\$ 257,728 |

Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

Minority University Research and Education Program
National Aeronautics and Space Administration

NASA's Minority University Research and Education Program (MUREP) provides grants to other minority-serving institutions. MUREP, administered through NASA's Office of Education, helps expand educational opportunities in science, technology, engineering and mathematics (STEM) for students from underrepresented groups who are seeking degrees in mathematics, the sciences and engineering, and provides competitive grants to help strengthen research capacity at minority-serving institutions. MUREP's HBCU program has three primary goals: (1) to enhance institutional instrumentation and infrastructure to strengthen instruction in NASA-related areas; (2) to provide technical assistance to facilitate planning and development in areas related to NASA's mission; and (3) to use new technologies that will ensure long-term viability and successful educational outcomes at HBCUs in areas strategic to NASA's mission. Fifty-three HBCUs are currently involved in 190 research and education projects.

Table 5. Total amount of appropriated funds and changes in funding in millions of dollars to the Minority University Research and Education Program: FY 2001-05

| Fiscal Year | | | | | |
|------------------------------------|---------|---------|---------|----------|----------|
| | FY 2001 | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
| Total amount of appropriated funds | \$55.0 | \$82.1 | \$82.1 | \$90,960 | \$90,232 |
| Amount of annual increase | +\$1.2 | +\$27.1 | -0- | +\$7.1 | -\$0.728 |

Source: NASA's budget justifications to the appropriations committees for FY 2001-05
 Note: Data do not necessarily reflect awards given only to HBCUs in the MUREP.

The Continuing Importance of HBCU Capacity Building

Executive Order 13256 introduced the concept of capacity building as an integral and strategic element of achieving the goal "... of increasing the capacity of historically black colleges and universities to participate in federal programs." (Section 6). The board is committed to this approach not only as a means of facilitating the development of HBCUs, but also as a means of adding educational value to this subset of institutions. In promoting HBCU capacity building, the nation will benefit from a return on its investment through:

- The research and development activities at HBCUs which will increase the knowledge base in areas such as teaching and learning, personal health, eldercare, science and technology, community development, and public safety;
- The preparation of students and faculty to successfully participate in every aspect of human endeavor, including community service activities and entrepreneurship, and to engage in conventional, competitive research and in the educational process;
- A dramatic increase in the number of minority and low-income students entering college and earning degrees, especially in areas of national need, such as education, mathematics, science, technology and critical foreign languages; and
- The development and enhancement of corporate and community relationships that contribute to improved opportunities and achievement for those residing in and around HBCU campuses, and that contribute to the economic development and prosperity of families and businesses in the communities in which these institutions are located.

The Role of the Private Sector in Achieving the Capacity-building Goal

As previously mentioned, the role of the private sector was omitted from the executive order on HBCUs until President George H.W. Bush issued Executive Order 12677 in 1989. Despite this initiative, the private-sector effort did not begin to gain momentum until the issuance of the current executive order, and after key board members sought to develop a meaningful Private Sector Strategic Plan, as required by Section 9 of Executive Order 13256. While that strategic plan incorporates many of the critical elements necessary for its success and has benefited from outstanding leadership from the board, it has suffered from a lack of adequate resources to carry out its vision and mission.

The board believes that vital private-sector partnerships are a necessary and critical part of the HBCU institutional capacity building and investment strategy inherent in Executive Order 13256. More importantly, the board acknowledges that an important element essential to the success of the private-sector strategy is a three-way partnership that includes at least one designated federal department or agency, rather than the two-way or institutional private-sector partnership contemplated by the 2004 Private Sector Strategic Plan. Although the existing plan has worked well in some instances, the new approach we recommend should facilitate the realization of important additional goals and objectives outlined below.

First, the plan should clarify the benefits for HBCUs of successfully implementing a tripartite partnership among a designated federal agency, a major private-sector entity, and a cluster of HBCUs. All must share the same interest or desire to work together to help benefit the HBCUs and their students.

Second, the plan should engage an appropriate federal department or agency whose leverage with a private-sector entity (that shares the same interest or desire to work cooperatively with that agency) would produce a “win-win-win” situation for the agency, the private-sector entity and the cluster of HBCUs. An example of the entities in such an arrangement would be the U.S. Department of the Treasury, or the U.S. Department of Commerce, the HBCU business schools, and major Wall Street investment firms.

Third, the plan should strengthen the contributing roles of both the federal agency and the private-sector entities and focus their attention on the capacity building benefits to HBCUs (e.g., summer employment or academic-year internships, faculty exchanges, scholarships and fellowships or endowed chairs for faculty, etc.). There should also be strategic benefits for the private-sector partners, such as the recruitment of future employees, faculty-employee exchanges, data gathering and analysis, and research activities.

Finally, the board is persuaded that these important ideas would be more successfully implemented if they were delegated to those key federal agencies with the interest, relationships and resources to support these types of programmatic thrusts. While some coordination and monitoring should remain with the WHI staff, success may depend on allowing the three partners the freedom to develop and implement their own ideas after they construct a meaningful memorandum of understanding.

Special Focus Issues in This Report

This report includes two special focus issues requested by the President's Board of Advisors. The first issued covers the federal government's response to the needs of HBCUs in Louisiana and Mississippi in the wake of hurricanes Katrina and Rita. The board has detailed the important roles played by the U.S. Department of Education and the Congress in addressing the needs of the HBCUs, especially those hit hardest in Louisiana. The second issue addressed in this report is a follow-up to the initial review included in the 2001-02 annual report, *Building Capacity for a Bold New Future* and referenced in the 2002-03 annual report, *The Mission Continues*, regarding the persistent, differential treatment in funding between the traditionally white land grant colleges and universities and their historically black counterparts under the *Second Morrill Act*. The board has updated available comparative data on federal funding to the TWI land grants and the HBCU land grants in each of the 17 affected states for fiscal years 2001-05 based on the USDA's Cooperative State Research, Education and Extension Service. (See Appendix B, table B-7.)

Federal Assistance to the HBCUs Following Hurricane Katrina

The chairman of the Board of Advisors wrote to the president on behalf of the board in a letter dated Sept. 15, 2005, making four recommendations intended to restore each of the HBCUs to its pre-Katrina state and, more importantly, to assure the survival of the affected institutions as critical parts of the academic fabric in their respective states. (See Appendix D). The board's recommendations to the president embraced several legislative recommendations advanced by the National Association for Equal Opportunity in Higher Education (NAFEO) and the United Negro College Fund (UNCF). The board recommended that the president: (1) provide funds to allow for the maintenance of key faculty and administrative staff salaries and benefits; (2) provide funds to pay transition costs, including temporary housing, clothing, transportation, etc., for faculty and staff; (3) provide funds for campus facilities reconstruction, renovation and restoration, and replacement of instrumentation; and (4) provide funds for miscellaneous expenses to facilitate temporary access, retention and return to the home institution for students and key faculty.

The impact of hurricanes Katrina and Rita on the Gulf Coast states of Alabama, Mississippi, Louisiana and Texas cannot be easily explained or understood by simply detailing the physical damage to structures or the loss of life in the region, especially in New Orleans. The White House, the Senate Homeland Security and Governmental Affairs Committee, and the House Government Reform Committee have all produced major reports assessing the federal response to hurricanes Katrina and Rita. The Board of Advisors seeks only to review a small portion of that response as it relates to its impact on seven HBCUs in Mississippi and Louisiana, most particularly the three New Orleans HBCUs severely impacted by Hurricane Katrina itself, and the subsequent breach of the levees in the Ninth Ward of New Orleans that caused severe flooding.

Affected Louisiana and Mississippi HBCUs

The Aug. 29, 2005, landfall of Hurricane Katrina, with its 115–130 mph winds and the accompanying 27-foot-high storm surges, created a natural disaster along the Gulf Coast from Mobile, Ala., to New Orleans, La., that impacted 93,000 square miles and went well beyond anything anticipated or experienced in the past. Although many Americans viewed the devastation, damage and loss of human life in New Orleans as directly attributable to Hurricane Katrina itself, the subsequent flooding caused by breaches in the 350-mile levee system was the real culprit. During an estimated 18-hour period, about 80 percent of the city was flooded with six to 20 feet of water.⁶ A major part of the damage to both Dillard University and to Southern University at New Orleans (SUNO) was attributable to this flooding.⁷ Despite the devastation inflicted on the city in general, the recovery of Xavier University, in particular, stood out as a beacon of hope for the other HBCUs and the people of the Crescent City.⁸

The Board of Advisors wishes to make special mention of the people and agencies that provided the necessary federal funding and technical advice needed by all of the affected colleges and universities, and especially the HBCUs impacted by hurricanes Katrina and Rita. We applaud the key roles played by Secretary Margaret Spellings, Deputy Secretary Ray Simon and former Assistant Secretary for Postsecondary Education Sally Stroup, leaders at the U.S. Department of Education. The board also wishes to acknowledge the efforts of David Bergeron, director of budget and policy development in the Office of Postsecondary Education at the U.S. Department of Education, who provided the board with an excellent briefing on budget and policy development issues during a board meeting on Feb. 10, 2006.⁹

The response to the HBCUs, as well as to the other affected postsecondary institutions, can be summarized under three categories:

1. Financial assistance to students and aid to institutions.

The U.S. Department of Education (ED) provided ongoing financial support to both displaced students and their home institutions through the existing Title IV student assistance programs. ED provided much needed technical assistance to and policy interpretations for financial aid administrators. This type of much needed technical assistance and policy interpretation were crucial for allowing displaced students to enroll at other institutions—especially those Louisiana HBCUs that were forced to close for the fall 2005-06 semester. Modifications in the *Higher Education Act*, due to enactment of the *Pell Grant Hurricane and Disaster Relief Act* (P.L. 109-66) and the *Student Grant Hurricane Disaster Relief Act* (P.L. 109-67), permitted ED latitude to waive a student's grant repayment obligation if the student withdrew because of a major disaster. ED also implemented policies that allowed the affected HBCUs to retain existing Title IV funds awarded to students before Hurricane Katrina; provide Title IV funds to HBCU students who were temporarily enrolled at other HBCUs or eligible colleges and universities through waivers; reallocate campus-based and other funds to students directly affected by hurricanes Katrina and Rita; and accept students affected by those storms (*Natural Disaster Student Aid Fairness Act*; P.L. 109-86).¹⁰

The Title IV, student assistance programs awarded to each of the affected Louisiana and Mississippi institutions can be found in Appendix B, table B-4, and the funds made available to the affected HBCUs are summarized in table 6 below.

Table 6. Financial assistance for HBCUs in Louisiana and Mississippi affected by Hurricane Katrina, by amounts awarded

| | Dollars Awarded (in millions) |
|------------------------------------|-------------------------------|
| Total | \$10,156,000 |
| Louisiana HBCUs | |
| Dillard University | \$ 3,292,000 |
| Southern University at New Orleans | \$ 3,292,000 |
| Xavier University | \$ 3,292,000 |
| Mississippi HBCUs | |
| Alcorn State University | \$75,000 |
| Hinds/UTICA Community College | \$25,000 |
| Jackson State University | \$100,00 |
| Tougaloo College | \$80,000 |

Source: U.S. Department of Education, Federal Student Aid

Note: The total amount of aid awarded to affected institutions in Louisiana and Mississippi was \$28,429,001, including \$400,000 provided to non hurricane-impacted colleges and schools in Louisiana and Mississippi.

2. The Third *Emergency Supplemental Appropriations Act*.

The U.S. Department of Defense’s *Emergency Supplemental Appropriations to Address Hurricanes in the Gulf of Mexico and Pandemic Influenza Act of 2006* (P.L. 109-148) provided \$95 million to the Louisiana Board of Regents for emergency assistance, using a need-based formula, to cover student financial assistance, faculty and staff salaries, equipment and instrumentation, and any other purpose authorized by the *Higher Education Act of 1965*, as amended. Both NAFEO and UNCF had independently advocated a comprehensive approach to post-Katrina aid to the HBCUs that emphasized direct grants to the affected institutions from the DoD funding for infrastructure rebuilding and instrumentation replacement.¹¹

The act failed the HBCUs in Louisiana in two material ways: (1) by providing funds through a third party (Louisiana Board of Regents) that had undue influence in the development of the need-based formula for awarding congressionally appropriated funds, and that took funds “off the top” as the fiscal agent; and (2) by providing no meaningful role in the allocation and administration of these funds by the U.S. Department of Education. The act essentially ignored the infrastructure and instrumentation needs of the HBCUs in the allocation of federal dollars, and its focus on lost revenue. This adversely impacted the HBCUs whose lost revenue was overwhelmingly in the Title IV student aid programs that ED had already effectively replaced. The allocations to Dillard (\$5,300,221), SUNO (\$5,643,584) and Xavier (\$6,868,290) under the Louisiana board formula totaled \$17,812,095 of the \$95 million. (The Louisiana Allocation Plan formula and award levels to all eligible institutions can be found in Appendix G.) The act also provided \$95 million to the Mississippi Institutions of Higher Learning—the state’s higher education executive office—to provide student financial assistance under certain Title IV student assistance programs. The act eliminated requirements for matching, federal share and reservation of funds or maintenance of effort. This approach, essentially, met the needs of the Mississippi HBCUs, but not of the Louisiana HBCUs.

3. The Fourth *Emergency Supplemental Appropriations Act*.

Congress' recent enactment of the *Emergency Supplemental Appropriations Act for Defense, the Global War on Terror, and Hurricane Relief for Fiscal Year 2006* (P.L. 109-234) represents its most recent commitment to restoring some semblance of normalcy in the Gulf Coast region. Although the higher education community again worked very hard to ensure that additional funds would be provided to all of the colleges and universities along the Gulf Coast,¹² especially the HBCUs in New Orleans, not all of the priority items pursued were included in the final *Fourth Supplemental Conference Report*. The administration's May 18, 2006, letter to Conference Chairman Jerry Lewis did not support the higher education provisions in the Senate version of H.R. 4939 benefiting Louisiana and Mississippi institutions of higher education, including the HBCUs in those states.¹³ The act did include several key elements sought by the HBCU community, including: (1) \$40 million in historic preservation funds to the U.S. Department of the Interior, National Park Service, for "... the preservation, stabilization, rehabilitation, and repair of historic properties..."; (2) \$50 million to the secretary of education "... to help defray the expenses (which may include lost revenue, reimbursement for expenses already incurred, and construction) incurred by such institutions of higher education that were forced to close, relocate or significantly curtail their activities as a result of damage directly caused by such hurricanes;" and (3) to modify certain provisions in the Historically Black College and University Capital Financing Program under Title III Part D of the *Higher Education Act* of 1965 to allow for low-interest (1 percent) loans to the three Louisiana (in addition to one from Mississippi) HBCUs under one-time, favorable terms.¹⁴

One issue deserves separate mention due to its potentially negative impact on the Southern University at New Orleans. It appears that the state of Louisiana, acting through the Louisiana Board of Regents, may be orchestrating a significant restructuring and downsizing of the public higher education system in the wake of the adverse economic and physical devastation caused by the Gulf Coast storms. One of the potential targets of the restructuring would be the SUNO campus, which experienced \$350,000,000 in damage from the hurricane.¹⁵ Already, the university has been forced to eliminate majors in 19 academic fields, including English, mathematics and physics. Educators and lawmakers have also discussed merging the SUNO campus into the University of New Orleans.¹⁶ The White House Initiative on HBCUs will monitor this issue and provide the board with periodic updates regarding future developments.

Assessing Disparities in Funding for TWI and HBCU Land-Grant Institutions Under the *Morrill Acts*

The Board of Advisors first expressed concern about the differential allocation of federal resources to the TWI land grants compared to the Historically Black Land Grant Colleges and Universities (HBCU land grants) in its 2001-02 annual report.¹⁷ The systemic nature of the funding disparity between the TWI and HBCU land grants has its roots in the separate and distinct programs authorized under the *First Morrill-Wade Act of 1862* (7 USC 301 *et. seq.*) and the *Second Morrill-McComas Act of 1890* (7 USC 321 *et. seq.*). These laws created a federal mandate to provide instruction in agriculture and the mechanical arts, conduct agricultural research, and deliver knowledge and practical information to farmers and consumers.¹⁸

Although the *Second Morrill Act*, which created the 17 historically black land-grant institutions, mandated the same academic, research and extension mission for the historically black land-grants as the *First Morrill Act* did for all other land grants, the HBCU land grants did not receive the same land and resources from their states or the federal government.

A distinguished advisory committee to the National Research Council acknowledged in its 1995 report, *Colleges of Agriculture at the Land-Grant Universities*, the differences in the development of the land-grant colleges and universities in the following way: “The ability to adjust over time to those changing interests and needs is constrained by resource availability, including financial resources and the knowledge and skills of the faculty, scientists and staff.”¹⁹ This conclusion about the impact of the differential development of the institutional research capacity at the HBCU land-grants has recently been echoed in a 2003 Government Accountability Office report, based on more recent information from a cross-section of minority-serving institutions, including nine historically black land-grant institutions.²⁰ Even though the actual differential treatment of the “1890 institutions,” or the historically black land-grant institutions, has not been consistently documented,²¹ there is one seminal work by William E. Trueheart that comprehensively documents not only the differential allocation of congressional appropriations, but also every other aspect of the differential allocation of resources between TWI and HBCU land grants.²² Trueheart’s comparisons leave no doubt about the historic and pervasive nature of the differential treatment through 1974.

While the presence and extensiveness of the differential treatment between 1862 and 1974 documented by Trueheart might be explained on some basis (e.g., the formula for allocating federal appropriations), there can be no nondiscriminatory rationale for the persistence of the differential treatment. There had been some hope for real change with the enactment of Section 1449 of Subtitle G of the *National Agricultural Research and Teaching Policy Act of 1977 (NARTP)* as a recipe for addressing the historic under-funding of the HBCU land grants. However, as the litigation in Alabama, Louisiana and Mississippi indicates,²³ and table B-7 in Appendix B illustrates, not only have the differential allocations persisted, but the full dollar-for-dollar match has not materialized through fiscal year 2005 in any meaningful way that would remedy the differential allocations of the past.

Although the nation is proud of the outstanding achievements of America’s land-grant colleges and universities, the reality is that the black land-grant institutions established by the 1890 *Morrill Act* have been denied the full benefits of the federal-state-institution partnership. It should be noted that beyond the legislatively mandated programs administered under the Cooperative State Research, Education and Extension Service (CSREES), the Natural Resources Conservation Service (NRCS), and the Agriculture Research Service (ARS), the 1890 land-grant colleges and universities are less than marginally involved in a significant number of U.S. Department of Agriculture agencies.

The board is concerned about the ability of the “state matching” approach established in the NARTP to remedy the historic differential funding because it relies on the states to significantly increase their support to the HBCU land-grants, while maintaining a reasonable level of support for its TWI land-grants. This approach appears to ignore the federal government’s role in the historic under-funding of HBCU land-grants, as well as the fiscal limitations facing many of the affected southern states. The board believes that the Bush administration, in cooperation with the Congress, should work with each of the HBCU land-grants to develop an institution specific enhancement plan designed to develop and implement new academic programs and identify new research initiatives (with the required

instrumentation and infrastructures) at each of the HBCU land-grants that would be funded by the federal government.

Recommendations

The board has specifically sought to avoid articulating a list of new recommendations in its 2004-05 annual report. Rather, this report seeks to focus on increasing agency accountability in realizing previously articulated board recommendations and its 10 percent goal, and create more programs that help fulfill the capacity building requirements of Executive Order 13256. The board believes that increased accountability and the implementation of more dedicated HBCU programs devoted to capacity building will facilitate the realization of both goals.

Review of Previous Board Recommendations

The Board of Advisors included in its 2001-02 annual report an extensive list of specific recommendations to each of the designated agencies to assist each department and agency in fulfilling the capacity building mandate of Executive Order 13256 and to help realize the overall goal of the order, including the development and implementation of dedicated HBCU programs. The 2002-03 annual report repeated those recommendations and themes. Ultimately, the approval of these recommendations by the board was intended to increase agency funding for HBCUs from both discretionary and other agency resources.

While the chairman has used these recommendations to encourage agency action during his meetings with key agency officials, and the WHI staff has made effective use of these recommendations in monitoring agency progress, there is still a long way to go in realizing the capacity building program objective and in achieving the board's 10 percent goal. Hence, the board has committed itself to intensifying its efforts to achieve all of its previous recommendations, especially the creation of HBCU-dedicated programs in each designated department and agency, and the devotion of certain programs to the capacity building function outlined in Section 6 of the executive order. Several critical themes are repeated in this report to emphasize their importance for achieving the purposes of Executive Order 13256:

- Establishment of dedicated HBCU programs at each designated department and agency, with a focus on institutional capacity building, as defined in Executive Order 13256;
- Creation of federal centers of excellence at HBCUs, especially by those agencies and departments with a core research mission or well-defined programmatic functions that can be aligned with the research mission or key academic programs at HBCUs;
- Enhanced support for academic programs in the STEM (science, technology, engineering and mathematics) areas, including public health;
- Increased support for creating and enhancing doctoral programs, including existing pharmacy and veterinary medicine programs, in areas in which African-Americans are underrepresented, especially in the STEM areas and public health; and
- Increased agency support to HBCUs from discretionary funding accounts through cooperative agreements and other agency initiatives, including those with private-

sector partners that marry the agency mission with private-sector interests and the needs and academic strengths of HBCUs.

The board remains committed to the realization of its recommendation that agency awards through grants, contracts, cooperative agreements, and other agency procurement vehicles would be equal to at least 10 percent of the amount the agency awards each year to all IHEs.

Revised Recommendations

General Recommendations:

1. Each designated department and agency under Executive Order 13256 should provide the information required by Section 6 of the Executive Order *electronically*, to the White House Initiative on HBCUs, in a format that provides growth data regarding awards to HBCUs, specific data with regard to capacity building, and private-sector funds awarded to HBCUs as a result of partnerships involving one or more federal agencies.
2. The secretary of education should consider restructuring, and possibly reducing, the current list of 32 designated federal departments and agencies—based on a review by the WHI staff and specific recommendations by the Board of Advisors—to enhance WHI monitoring and oversight of agency performance under Executive Order 13256 and OMB budget review; and to increase the dollars awarded to HBCUs by those departments and agencies with significant procurement budgets and missions that parallel the institutional missions and academic programs of HBCUs.
3. The board is committed to intensifying its efforts to increase the participation of all HBCUs in federal department and agency programs through the creation of more dedicated HBCU programs at each designated agency as recommended in the 2001-02 annual report. The board is also committed to: enhancing existing programs in cooperation with the OMB; working with individual departments and agencies to devote more resources to capacity building efforts that strengthen HBCUs for the long-term; and reducing the disparity between funding for TWIs and HBCUs. These efforts will facilitate the achievement of the board's 10 percent goal, (i.e., ensuring that the total amount of federal funds awarded to all HBCUs equals 10 percent of the total amount of federal funds awarded to all institutions of higher education).

Specific Recommendations:

1. The president should request, and make every effort to secure, from the Congress sufficient funds to ensure that Dillard University, Southern University of New Orleans (SUNO) and Xavier University of Louisiana can return to their pre-Katrina state, especially as it relates to the necessary instrumentation and infrastructure required to carry out their pre-Katrina academic missions.

2. The president should direct the secretary of agriculture to review the impact of Section 1449 of the *National Agriculture Research and Teaching Policy Act of 1977* in redressing the longstanding funding disparities between traditionally white and historically black land grant colleges and universities.

APPENDICES

Appendix A: Presidential Documents–Executive Order 13256

Advisors for Historically Black Colleges and Universities

Executive Order

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.

GEORGE W. BUSH
THE WHITE HOUSE,
February 12, 2002.

Appendix B: Supporting Tables

Table B-1. Fiscal year awards to HBCUs for fiscal years 1995-2005, by designated federal agency

| Designated Federal Agency | Fiscal Years 1995-2005 | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | FY 1995 | FY 1996 | FY 1997 | FY 1998 | FY 1999 | FY 2000 |
| Agency for International Development | 26,500,000.00 | 13,388,100.00 | 10,712,171.00 | 17,298,881.00 | 11,683,977.00 | 14,324,516.00 |
| Department of Agriculture | 94,265,537.00 | 84,962,148.00 | 95,740,881.00 | 96,269,008.00 | 100,224,201.00 | 117,000,783.00 |
| Appalachian Regional Commission | 0.00 | 69,742.00 | 9,975.00 | 0.00 | 0.00 | 0.00 |
| Central Intelligence Agency | 5,801,197.00 | 1,319,338.00 | 1,346,000.00 | 0.00 | 0.00 | 0.00 |
| Department of Commerce | 8,472,629.00 | 2,914,391.00 | 2,808,861.00 | 2,852,042.00 | 2,515,868.00 | 6,069,084.00 |
| Department of Defense | 76,123,634.00 | 66,184,354.00 | 56,209,835.00 | 50,902,129.00 | 57,364,782.00 | 60,145,918.00 |
| Department of Education | 680,845,677.00 | 644,922,937.00 | 685,666,497.00 | 741,706,495.00 | 765,358,618.00 | 954,673,541.00 |
| Department of Energy | 59,080,809.00 | 36,775,036.00 | 31,345,979.00 | 23,719,605.00 | 20,236,324.00 | 17,086,172.00 |
| Environmental Protection Agency | 8,128,095.00 | 8,505,310.00 | 9,082,959.00 | 0.00 | 0.00 | 6,741,180.00 |
| Equal Employment Opportunity Commission | 3,108.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Department of Health and Human Services | 150,886,433.00 | 152,121,712.00 | 169,058,741.00 | 150,055,153.00 | 183,976,806.00 | 170,995,233.00 |
| Department of Housing & Urban Development | 8,283,280.00 | 7,197,857.00 | 6,800,000.00 | 9,937,218.00 | 14,230,217.00 | 17,567,408.00 |
| U.S. Information Agency | 983,991.00 | 1,414,961.00 | 1,962,033.00 | 2,080,591.00 | 1,951,359.00 | *See State Dept. |
| Department of the Interior | 2,493,286.00 | 6,623,419.00 | 2,976,896.00 | 8,045,317.00 | 10,120,376.00 | 15,509,941.00 |
| Department of Labor | 5,816,067.00 | 2,092,191.00 | 5,132,727.00 | 14,199,649.00 | 16,487,079.00 | 10,337,448.00 |
| Department of Justice | 592,578.00 | 681,448.00 | 4,373,933.00 | 2,661,941.00 | 4,537,457.00 | 3,010,388.00 |
| National Aeronautics & Space Administration | 56,357,000.00 | 42,852,781.00 | 61,398,687.00 | 56,431,494.00 | 60,887,990.00 | 57,484,000.00 |
| National Endowment for the Arts | 19,970.00 | 115,000.00 | 55,000.00 | 110,000.00 | 12,000.00 | 0.00 |
| National Endowment for the Humanities | 2,115,658.00 | 330,148.00 | 739,462.00 | 269,999.00 | 433,364.00 | 736,690.00 |
| National Credit Union Administration | 0.00 | 0.00 | 7,500.00 | 5,000.00 | 12,500.00 | 2,500.00 |
| National Science Foundation | 34,250,099.00 | 28,948,069.00 | 32,472,748.00 | 44,933,856.00 | 35,262,000.00 | 35,974,230.00 |
| Corporation for National Services | 482,725.00 | 609,724.00 | 0.00 | 2,115,977.00 | 1,704,931.00 | 1,127,351.00 |
| Office of Personnel Management | 0.00 | 143,646.00 | 270,967.00 | 0.00 | 0.00 | 0.00 |
| Nuclear Regulatory Commission | 200,000.00 | 75,000.00 | 261,470.00 | 227,862.00 | 250,000.00 | 178,764.00 |
| Social Security Administration | 2,023,053.00 | 2,109,593.00 | 2,237,385.00 | 2,240,210.00 | 1,881,435.00 | 2,264,002.00 |
| Department of State | 772,770.00 | 725,520.00 | 773,660.00 | 814,534.00 | 4,334,819.00 | no report |
| Small Business Administration | 2,183,551.00 | 2,789,666.00 | 2,694,103.00 | 2,894,797.00 | 3,051,449.00 | 2,984,942.00 |
| Department of Transportation | 7,758,853.00 | 8,335,907.00 | 10,092,736.00 | 8,565,315.00 | 11,415,928.00 | 10,343,232.00 |
| Department of the Treasury | 2,004,895.00 | 1,590,886.00 | 1,720,185.00 | 980,647.00 | 1,162,835.00 | 1,033,792.00 |
| Department of Veterans Affairs | 13,748,362.00 | 39,521,777.00 | 35,662,102.00 | 33,189,314.00 | 35,600,776.00 | 34,372,182.00 |
| Total | 1,250,193,257.00 | 1,157,320,661.00 | 1,231,613,493.00 | 1,272,507,034.00 | 1,344,697,091.00 | 1,539,963,297.00 |

*U.S. Information Agency merged with the U.S. Department of State.

Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

Table B-1. (continued)

| Designated Federal Agency | Fiscal Years 1995 – 2005 | | | | |
|--|-----------------------------|----------------------|--------------------|----------------------|----------------------|
| | FY 2001 | FY 2002 | FY 2003 | FY 2004 | FY 2005 |
| Agency for International Development | 13,190,834 | 19,205,868 | 21,058,207 | 22,468,918 | 12,042,110 |
| Department of Agriculture | 114,739,919 | 111,600,907 | 123,690,810 | 131,752,039 | 114,878,420 |
| Appalachian Regional Commission | 86,729 | 15,000 | 0 | 0 | 0 |
| Central Intelligence Agency ^a | 0 | 0 | 0 | 0 | 0 |
| Department of Commerce | 16,826,233 | 12,170,216 | 11,657,093 | 11,071,062 | 9,156,657 |
| Department of Defense | 46,567,176 | no data | 26,109,264 | 61,655,762 | 88,883,111 |
| Department of Education | 951,507,624 | 1,067,305,257 | 68,117,158 | 2,760,083,096 | 2,819,375,035 |
| Department of Energy | 13,534,241 | 12,223,004 | 13,183,331 | 10,829,175 | 35,407,304 |
| Environmental Protection Agency | 6,511,158 | 3,758,052 | 3,758,052 | no report | 2,409,502 |
| Equal Employment Opportunity Commission | 0 | 143,595 | 0 | 0 | 0 |
| Department of Health and Human Services | 226,233,720 | 260,703,396 | 256,548,424 | 259,683,513 | 226,375,132 |
| Department of Housing & Urban Development | 12,511,246 | 13,421,369 | 12,646,395 | 11,988,391 | 14,496,119 |
| International Broadcasting Bureau | *See State Dept. | 55,600 | 0 | 0 | 31,500 |
| Department of the Interior | 10,693,433 | 4,432,863 | 1,668,961 | 6,161,175 | 5,660,071 |
| Department of Labor | 10,411,794 | 5,934,927 | 1,905,338 | 10,800,626 | 0 |
| Department of Homeland Security ^b | 0 | 0 | 0 | 950,756 | 1,113,415 |
| Department of Justice | 1,366,833 | 1,308,084 | 3,825,718 | 1,909,691 | 1,424,315 |
| National Aeronautics & Space Administration | 61,147,533 | 64,610,339 | 65,785,696 | 69,180,545 | 52,573,859 |
| National Endowment for the Arts | 0 | 160,000 | 95,500 | 22,000 | 10,000 |
| National Endowment for the Humanities | 1,202,916 | 1,219,396 | 0 | 583,986 | 411,588 |
| National Credit Union Administration | 5,000 | 10,000 | 2,500 | 15,000 | 7,000 |
| National Science Foundation | 47,355,000 | 54,300,000 | no report | 72,390,449 | 62,377,162 |
| Corporation for National Services | 2,483,509 | 2,283,700 | 1,685,230 | no report | 0 |
| Office of Personnel Management | 189,798 | 82,044 | 0 | 373,729 | 126,340 |
| Nuclear Regulatory Commission | 179,354 | 283,135 | 272,288 | 244,451 | 237,323 |
| Social Security Administration | 2,670,561 | 2,172,530 | 1,441,954 | 1,627,587 | 1,514,545 |
| Department of State | 5,441,370 | 4,829,857 | 5,365,393 | no report | 5,099,796 |
| Small Business Administration | 3,190,812 | 0**See Note | 0 | 3,228,346 | 0 |
| Department of Transportation | 19,480,288 | 21,186,379 | 8,179,132 | 8,161,713 | 9,450,875 |
| Department of the Treasury | 1,232,509 | 1,224,877 | 571,717 | 377,985 | 96,812 |
| Department of Veterans Affairs | 37,078,573 | 42,333,006 | 35,354,995 | 35,640,602 | 36,037,075 |
| Total | 1,605,838,163 | 1,706,973,401 | 662,923,156 | 3,481,200,597 | 3,499,195,066 |

^aFor security purposes, the CIA started withholding dollar amounts in 1998, however; the agency continues to support the enhancement of HBCUs.

^bFY 04 is the U.S. Department of Homeland Security's first report

Table B-2. Amount and percentage of funding to HBCUs compared to amount of funding to IHEs, by fiscal year: 1995-2005

| YEAR | HBCU FUNDING | IHE FUNDING | Percentage of Awards to HBCUs |
|--------------|--------------------------|---------------------------|--------------------------------------|
| 1995 | \$ 1,250,193,257 | \$ 24,296,839,632 | 5 |
| 1996 | \$ 1,157,320,661 | \$ 26,534,745,099 | 4 |
| 1997 | \$ 1,231,613,493 | \$ 27,715,774,979 | 4 |
| 1998 | \$ 1,272,507,034 | \$ 28,596,838,356 | 4 |
| 1999 | \$ 1,344,697,091 | \$ 32,406,669,831 | 4 |
| 2000 | \$ 1,539,963,297 | \$ 23,406,257,865 | 7 |
| 2001 | \$ 1,605,838,163 | \$ 37,630,884,671 | 4 |
| 2002 | \$ 1,706,973,401 | \$ 41,590,068,897 | 7 |
| 2003 | \$ 662,923,156 | \$ 24,975,071,775 | 1 |
| 2004 | \$ 3,481,200,597 | \$ 96,487,551,222 | 3 |
| 2005 | \$ 3,498,783,478 | \$ 105,378,755,610 | 3 |
| | | | |
| TOTAL | \$ 18,752,013,628 | \$ 469,019,457,937 | 4 |

Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

Table B-3. Amount of presidential funding requests and appropriations for the Title III Part B SHBCUs Program with sections 323 and 326 funding combined, by fiscal year

| Year | Presidential Request (in thousands) | Appropriations (in thousands) |
|--------------|--|--|
| 1987 | ---- | 51.7 |
| 1988 | 50.7 | 73.2 |
| 1989 | 80.4 | 84.3 |
| 1990 | 87.3 | 95.3 |
| 1991 | 95.4 | 99.5 |
| 1992 | 99.5 | 111.7 |
| 1993 | 111.7 | 109.7 |
| 1994 | 112.7 | 116.8 |
| 1995 | 112.2 | 128.6 |
| 1996 | 128.6 | 128.6 |
| 1997 | 128.6 | 128.6 |
| 1998 | 132.6 | 143.5 |
| 1999 | 159.5 | 166.0 |
| 2000 | 180.7 | 179.8 |
| 2001 | 209.0 | 230.0 |
| 2002 | 245.0 | 255.0 |
| 2003 | 264.2 | 267.4 |
| 2004 | 277.4 | 275.9 |
| 2005 | 299.0 | 296.6 |
| 2006 | 299.0 | 296.0 |
| TOTAL | 3,083.0 | 3,238.0 |

Source: Data was derived from U.S. Department of Education budget summaries for FY 1988-2006, and House and Senate appropriations reports for the departments of Labor, Health and Human Services, and Education.

Table B-4. Post Katrina Title IV Federal Student Assistance to Gulf Coast Colleges and Universities (Fiscal Year 2005)

| Gulf Coast College or University | OPE Award ^a | Totals | | | |
|--|------------------------|------------------------------------|------------------|----------------------|------------|
| | | FSEOG ^b | FWS ^c | Perkins ^d | Total |
| Delgado Community College | 3,100,000 | 611,497 | 2,488,503 | 0 | 3,100,000 |
| Cameron College | 283,054 | 141,527 | 141,527 | 0 | 283,054 |
| Dillard University | 3,292,000 | 439,123 | 2,221,504 | 631,373 | 3,292,000 |
| Elaine P. Nunez Community College | 1,400,000 | 0 | 1,400,000 | 0 | 1,400,000 |
| Gretna Career College | 247,014 | 46,488 | 200,526 | 0 | 247,014 |
| John Jay Beauty College | 10,000 | 10,000 | 0 | 0 | 10,000 |
| John Jay Kenner Academy | 30,000 | 30,000 | 0 | 0 | 30,000 |
| Louisiana State University Health Sciences Center | 617,000 | 97,257 | 419,416 | 100,328 | 617,000 |
| Loyola University New Orleans | 2,306,863 | 273,642 | 1,665,172 | 368,049 | 2,306,863 |
| McNeese State University | 2,250,000 | 482,193 | 1,409,220 | 358,587 | 2,250,000 |
| Our Lady of Holy Cross College | 600,000 | 107,918 | 492,082 | 0 | 600,000 |
| Southern University At New Orleans | 3,292,000 | 611,351 | 2,680,649 | 0 | 3,292,000 |
| Stevenson's Academy of Hair Design | 16,000 | 16,000 | 0 | 0 | 16,000 |
| Tulane University | 2,250,000 | 339,019 | 738,391 | 1,172,590 | 2,250,000 |
| University of New Orleans | 3,100,000 | 431,890 | 1,896,758 | 771,352 | 3,100,000 |
| Xavier University of Louisiana | 3,292,000 | 439,125 | 1,760,730 | 1,092,145 | 3,292,000 |
| Alcorn State University | 75,000 | 24,017 | 50,983 | 0 | 75,000 |
| Copiah-Lincoln Community College | 25,000 | 8,006 | 16,994 | 0 | 25,000 |
| East Central Community College | 18,070 | 9,035 | 9,035 | 0 | 18,070 |
| East Mississippi Community College | 50,000 | 16,012 | 33,988 | 0 | 50,000 |
| Hinds Community College | 25,000 | 8,005 | 16,995 | 0 | 25,000 |
| Jackson State University | 100,000 | 15,763 | 67,976 | 16,261 | 100,000 |
| Jones County Junior College | 150,000 | 48,036 | 101,964 | 0 | 150,000 |
| Meridian Community College | 20,000 | 6,404 | 13,596 | 0 | 20,000 |
| Mississippi Gulf Coast Community College | 250,000 | 80,059 | 169,941 | 0 | 250,000 |
| Pearl River Community College | 50,000 | 25,000 | 25,000 | 0 | 50,000 |
| Tougaloo College | 80,000 | 25,618 | 54,382 | 0 | 80,000 |
| University of Southern Mississippi | 1,000,000 | 132,597 | 716,437 | 150,966 | 1,000,000 |
| William Carey College | 100,000 | 15,763 | 67,977 | 16,260 | 100,000 |
| Source: U.S. Department of Education, Federal Student Aid | | Total of awards | | | 28,029,001 |
| ^a OPE stands for Office of Postsecondary Education | | | | | |
| ^b FSEOG stands for Federal Supplemental Educational Opportunity Grant | | | | | |
| ^c FWS stands for Federal Work Study | | | | | |
| ^d Perkins stands for Federal Perkins Loan | | | | | |
| | | Total aid to non-hurricane schools | | | 400,000 |
| | | Total of all aid | | | 28,429,001 |

Table B-5. Federal agency budgets (in millions), by fiscal year: 2001-05

| | Fiscal Year | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 2001 | 2002 | 2003 | 2004 | 2005 |
| Federal Agency | | | | | |
| Agriculture | \$73,012.00 | \$71,325.00 | \$78,386.00 | \$93,246.00 | \$94,999.00 |
| Commerce | \$5,174.00 | \$5,547.00 | \$5,811.00 | \$5,898.00 | \$6,497.00 |
| Defense | \$309,326.00 | \$344,984.00 | \$439,523.00 | \$471,878.00 | \$483,926.00 |
| Education | \$39,932.00 | \$5,555,747.00 | \$63,256.00 | \$67,200.00 | \$74,563.00 |
| Energy | \$17,687.00 | \$18,459.00 | \$20,558.00 | \$22,068.00 | \$21,169.00 |
| Health and Human services | \$434,869.00 | \$478,722.00 | \$515,887.00 | \$556,712.00 | \$591,529.00 |
| Homeland Security | \$16,445.00 | \$30,557.00 | \$30,841.00 | \$31,612.00 | \$101,294.00 |
| Housing and Urban Development | \$32,370.00 | \$34,569.00 | \$34,435.00 | \$35,112.00 | \$35,094.00 |
| Interior | \$9,709.00 | \$10,768.00 | \$10,433.00 | \$10,467.00 | \$10,362.00 |
| Justice | \$19,778.00 | \$21,315.00 | \$23,683.00 | \$27,445.00 | \$22,134.00 |
| Labor | \$44,485.00 | \$65,277.00 | \$69,104.00 | \$56,942.00 | \$47,171.00 |
| State | \$8,328.00 | \$9,985.00 | \$10,271.00 | \$11,970.00 | \$14,664.00 |
| Transportation | \$61,621.00 | \$60,108.00 | \$54,458.00 | \$60,523.00 | \$64,878.00 |
| Treasury | \$388,637.00 | \$370,575.00 | \$367,871.00 | \$376,474.00 | \$410,199.00 |
| Veterans Affairs | \$47,448.00 | \$51,910.00 | \$58,394.00 | \$60,279.00 | \$69,069.00 |
| Environmental Protection Agency | \$7,625.00 | \$7,840.00 | \$7,945.00 | \$8,396.00 | \$7,966.00 |
| International Assistance Programs | \$11,372.00 | \$14,485.00 | \$18,471.00 | \$15,701.00 | \$19,179.00 |
| National Aeronautics and Space Administration | \$14,257.00 | \$14,893.00 | \$15,391.00 | \$19,379.00 | \$16,198.00 |
| National Science Foundation | \$4,547.00 | \$4,914.00 | \$5,430.00 | \$5,614.00 | \$5,597.00 |
| Office of Personnel Management | \$53,164.00 | \$55,278.00 | \$57,316.00 | \$59,920.00 | \$63,087.00 |
| Small Business Administration | -\$68.00 | \$604.00 | \$1,325.00 | \$4,222.00 | \$3,345.00 |
| Social Security Administration | \$43,259.00 | \$43,913.00 | \$46,157.00 | \$49,936.00 | \$54,768.00 |
| TOTAL | \$1,642,977.00 | \$7,271,775.00 | \$1,934,946.00 | \$2,050,994.00 | \$2,217,688.00 |

Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

Table B-6. 2004 allocation plan for \$95 million in federal assistance for Louisiana higher education

TOTAL FUNDS AVAILABLE \$95,000,000

| Institution Name | Fall 2004 FTE | Funding Rate | Total Allocation |
|--|---------------|--------------|--------------------|
| New Orleans Baptist Theological Seminary | 1951 | \$1,000 | \$1,951,000 |
| Notre Dame Seminary Graduate School of Theology | 129 | \$1,000 | \$129,000 |
| Louisiana State University Health Sciences Center | 2086 | \$2,000 | \$4,172,000 |
| Tulane Health Sciences Center | 628 | \$2,000 | 1,256,000 |
| Louisiana State University/Tulane Health Sciences Centers for Medical Resident 2006 Match Incentive Awards | 100 | \$10,000 | \$1,000,000 |
| TOTAL FUNDING APPROVED | | | \$8,508,000 |

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| Institution Name | FTE Allocation | | | Tuition Allocation | | | Financial Aid Allocation | | | Targeted Allocation | Grant Total Allocation |
|---|----------------|------------------|--------------|--|------------------|--------------|---|--------|--------------|-----------------------------|------------------------|
| | Fall 2004 FTE | Weight (percent) | Allocation | 2004-2005 Tuition & Fee Rate (Out-of-State for Public) | Weight (percent) | Allocation | Greater of Federal Grant of Loan Recipients | Weight | Allocation | Equal Shares of \$4 million | |
| Delgado Community College | 10,499 | 0.196 | \$4,660,043 | 4,462 | 0.04 | \$949,731 | 13,033 | 0.278 | \$6,609,630 | | \$12,219,304 |
| Dillard University | 2,012 | 0.038 | \$893,038 | 11,550 | 0.103 | \$2,458,402 | 2,285 | 0.048 | \$1,148,781 | \$800,00 | \$5,300,221 |
| LTC | 1,642 | 0.031 | \$728,811 | 1,430 | 0.013 | \$304,374 | 1,522 | 0.032 | \$771,742 | | |
| Loyola University New Orleans | 4,560 | 0.085 | \$2,023,983 | 22,812 | 0.204 | \$4,855,504 | 2,643 | 0.056 | \$1,340,457 | | \$8,219,944 |
| Nunez Community College | 1,653 | 0.031 | \$733,694 | 4,238 | 0.038 | \$902,053 | 2,570 | 0.055 | \$1,303,463 | \$800,000 | \$3,739,209 |
| Our Lady of Holly Cross College | 1,091 | 0.02 | \$484,247 | 6,040 | 0.054 | \$1,285,606 | 1,088 | 0.023 | \$551,910 | | \$2,321,763 |
| Southern University at New Orleans | 2,970 | 0.055 | \$1,318,252 | 6,642 | 0.059 | \$1,413,741 | 4,164 | 0.089 | \$2,111,591 | \$800,000 | \$5,643,584 |
| Sowela Technical Community College | 1,089 | 0.02 | \$483,359 | 1,892 | 0.017 | \$402,710 | 542 | 0.012 | \$274,733 | | \$1,160,802 |
| Tulane University of Louisiana | 10,528 | 0.196 | \$4,672,915 | 31,210 | 0.279 | \$6,643,007 | 5,426 | 0.116 | \$2,751,455 | | \$14,067,377 |
| University of New Orleans | 13,594 | 0.254 | \$6,033,777 | 10,228 | 0.091 | \$2,177,016 | 9,930 | 0.212 | \$5,035,787 | \$800,000 | \$14,046,580 |
| Xavier University of New Orleans | 3,977 | 0.074 | \$1,765 | 11,300 | 0.101 | \$2,405,190 | 3,742 | 0.08 | \$1,897,885 | \$800,000 | \$6,868,290 |
| Total for Institutions Under General Allocation Method | 53,615 | 1 | \$23,797,334 | 111,804 | 1 | \$23,797,333 | 46,926 | 1 | \$23,797,333 | \$4,000,000 | \$75,392,000 |
| McNeese State University Allocation for McNeese Related to Revenue Losses | | | | | | | | | | | \$26,000,000 |
| Original Student Financial Assistance Allocation | | | | | | | | | | | \$8,500,000 |

Source: Approved by the Joint Legislative Committee on the Budget as of April 13, 2006

Table B-7. Federal award and required matching award amounts to HBCUs, by fiscal year

| INSTITUTION | 2001 Federal Award Amount | Certified Match Amount | 2002 Federal Award Amount | Certified Match Amount | 2003 Federal Award Amount | Certified Match Amount |
|--|---------------------------|--------------------------|---------------------------|------------------------|---------------------------|------------------------|
| Alabama A&M University | \$ 3,101,172 | \$ 1,397,328.00 | \$ 3,297,896 | \$ 1,647,322 | \$ 3,373,030 | \$ 2,023,818 |
| Tuskegee University | 3,086,004 | 1,388,702.00 | 3,312,523 | 1,663,233 | 3,389,359 | 2,040,415 |
| Auburn University | 11,141,430 | 11,141,430.00 | 11,107,765 | 11,077,132 | 11,210,828 | 11,189,963 |
| University of Arkansas-Pine Bluff | 9,581,920 | 1,242,087.00 | 2,930,867 | 1,463,991 | 2,991,818 | 1,795,091 |
| University of Arkansas-Fayetteville | 2,760,192 | 7,725,788.00 | 9,465,075 | 9,414,971 | 9,485,376 | 9,435,778 |
| Delaware State University | 1,031,145 | 464,015.00 | 2,000,988 | 1,000,000 | 2,020,697 | 1,212,418 |
| University of Delaware | 2,479,142 | 2,651,172.00 | 2,452,248 | 2,445,981 | 2,463,948 | 2,460,163 |
| Florida A&M University | 2,482,041 | 1,116,919.00 | 2,681,510 | 1,339,080 | 2,744,645 | 1,646,787 |
| University of Florida | 8,002,518 | 6,836,160.00 | 8,032,540 | 7,983,744 | 8,090,512 | 8,049,873 |
| Fort Valley State University | 3,637,493 | 1,636,872.00 | 3,892,379 | 1,944,021 | 3,977,433 | 2,386,460 |
| University of Georgia | 13,127,404 | 10,783,568.00 | 12,875,850 | 12,453,867 | 13,076,554 | 12,644,399 |
| Kentucky State University | 4,392,460 | 1,976,607.00 | 4,735,033 | 2,375,291 | 4,841,539 | 2,431,709 |
| University of Kentucky | 13,486,500 | 13,486,500.00 | 13,743,091 | 13,693,656 | 13,878,281 | 13,833,728 |
| Southern University | 2,526,867 | 1,137,090.00 | 2,686,358 | 1,627,038 | 2,736,247 | 1,641,749 |
| Louisiana State University | 8,799,086 | 7,265,930.00 | 8,493,776 | 8,460,109 | 8,522,555 | 8,493,631 |
| University of Maryland-Eastern Shore | 1,909,144 | 859,115.00 | 2,069,763 | 1,033,807 | 2,108,519 | 1,265,111 |
| University of Maryland | 5,904,596 | 5,262,198.00 | 5,768,126 | 5,781,734 | 5,793,407 | 5,807,911 |
| Alcorn State University | 3,093,269 | 1,391,971.00 | 3,270,340 | 1,803,365 | 3,331,847 | 1,999,108 |
| Mississippi State University | 11,305,628 | 9,029,970.00 | 11,031,231 | 10,998,636 | 11,076,295 | 11,052,341 |
| Lincoln University (MO) | 4,295,505 | 1,932,977.00 | 4,552,319 | 2,292,539 | 4,724,461 | 2,570,688 |
| University of Missouri | 13,080,360 | 10,065,032.00 | 12,731,986 | 12,704,206 | 12,777,044 | 12,749,077 |
| North Carolina A&T State University | 5,283,035 | 2,377,366.00 | 5,623,582 | 2,808,870 | 5,731,273 | 3,438,764 |
| University of North Carolina | 18,566,983 | 14,094,456.00 | 18,132,393 | 18,114,033 | 18,525,395 | 18,507,865 |
| Langston University | 2,686,734 | 1,209,031.00 | 2,873,545 | 1,435,178 | 2,946,165 | 1,767,699 |
| Oklahoma State University | 8,598,807 | 6,783,958.00 | 8,418,604 | 8,359,544 | 8,490,530 | 8,431,886 |
| South Carolina State University | 2,715,225 | 1,221,852.00 | 2,895,664 | 1,446,317 | 2,955,617 | 1,536,512 |
| Clemson University | 9,327,609 | 9,327,609.00 | 9,333,758 | 9,361,310 | 9,313,408 | 9,342,148 |
| Tennessee State University | 4,013,666 | 1,806,150.00 | 4,276,846 | 2,136,159 | 4,370,490 | 2,622,294 |
| University of Tennessee | 13,636,204 | 10,113,196.00 | 13,850,712 | 13,860,163 | 13,934,586 | 13,942,205 |
| Prairie View A&M University | 5,479,003 | 2,465,551.00 | 5,901,300 | 2,946,977 | 6,067,997 | 3,033,999 |
| Texas A&M University | 19,350,002 | 14,125,616.00 | 18,307,914 | 18,171,098 | 18,583,001 | 18,447,726 |
| Virginia State University | 3,426,807 | 1,542,063.00 | 3,656,854 | 1,826,468 | 3,734,687 | 2,240,812 |
| Virginia Polytechnic Inst & State University | 11,715,118 | 9,160,916.00 | 11,407,866 | 10,606,236 | 11,424,444 | 11,396,957 |
| West Virginia State University ^c | 1,970,655 | | 2,000,000 | 500,000 | 2,044,575 | 1,226,745 |
| West Virginia University | 6,825,272 | 5,944,032.00 | 6,704,305 | 6,708,240 | 6,722,240 | 6,744,665 |
| Total Payments to States | \$ 242,818,996 | \$ 178,963,227.00 | \$ 244,515,007 | \$ 211,484,316 | \$ 247,458,803 | \$ 219,410,495 |

Table B-7. (continued)

| INSTITUTION | 2004 Federal Award Amount | Certified Match Amount | 2005 Federal Award Amount | Certified Match Amount |
|--|---------------------------------|------------------------------|---------------------------------|------------------------------|
| Alabama A&M University | \$ 3,382,443 | \$ 2,367,710 | \$ 3,490,565 | \$ 2,792,452 |
| Tuskegee University | 3,394,301 | 1,739,207 | ^a 3,504,011 | 2,672,034 |
| Auburn University | 11,365,331 | 11,309,957 | 11,242,045 | 11,170,141 |
| University of Arkansas-Pine Bluff | 2,999,488 | 2,099,642 | 3,087,682 | 2,470,146 |
| University of Arkansas-Fayetteville | 9,649,738 | 9,600,308 | 9,619,377 | 9,570,024 |
| Delaware State University | 2,023,194 | 1,416,236 | 2,052,348 | 1,641,879 |
| University of Delaware | 2,535,498 | 2,533,343 | 2,530,415 | 2,527,017 |
| Florida A&M University | 2,752,564 | 1,926,794 | 2,843,410 | 2,274,728 |
| University of Florida | 7,933,769 | 7,903,495 | 7,942,299 | 7,906,132 |
| Fort Valley State University | 3,988,128 | 2,791,690 | 4,110,987 | 3,288,789 |
| University of Georgia | 13,059,821 | 12,627,877 | 13,005,683 | 12,905,683 |
| Kentucky State University | 4,856,479 | 2,440,003 | ^a 5,009,717 | 4,012,610 |
| University of Kentucky | 14,321,341 | 14,288,274 | 14,213,669 | 14,169,268 |
| Southern University | 2,742,563 | 1,919,794 | 2,815,323 | 2,252,258 |
| Louisiana State University | 8,713,753 | 8,695,820 | 8,687,003 | 8,659,937 |
| University of Maryland-Eastern Shore | 2,113,425 | 1,479,397 | 2,169,890 | 1,735,912 |
| University of Maryland | 5,846,004 | 5,861,503 | 5,804,904 | 5,813,220 |
| Alcorn State University | 3,339,625 | 2,337,738 | 3,429,239 | 2,743,392 |
| Mississippi State University | 11,278,438 | 11,260,993 | 11,281,199 | 11,258,489 |
| Lincoln University (MO) | 4,738,295 | 3,121,665 | 4,896,896 | 3,220,237 |
| University of Missouri | 13,228,172 | 13,200,392 | 13,192,608 | 13,165,208 |
| North Carolina A&T State University | 5,744,887 | 4,021,421 | 5,901,558 | 4,721,247 |
| University of North Carolina | 18,505,606 | 18,488,350 | 18,456,678 | 18,439,547 |
| Langston University | 2,955,229 | 2,068,750 | 3,059,141 | 2,447,313 |
| Oklahoma State University | 8,743,989 | 8,685,483 | 8,626,304 | 8,567,860 |
| South Carolina State University | 2,963,174 | 2,074,221 | 3,050,076 | 2,440,061 |
| Clemson University | 9,204,238 | 9,234,575 | 9,121,367 | 9,149,376 |
| Tennessee State University | 4,382,250 | 3,078,667 | 4,517,303 | 3,613,842 |
| University of Tennessee | 14,294,107 | 14,309,986 | 14,313,545 | 14,329,655 |
| Prairie View A&M University | 6,088,724 | 3,641,516 | ^a 6,325,979 | 3,478,749 |
| Texas A&M University | 18,963,221 | 18,899,868 | 18,835,970 | 18,765,138 |
| Virginia State University | 3,744,479 | 2,621,135 | 3,856,995 | 3,085,596 |
| Virginia Polytechnic Inst & State University | 11,467,270 | 11,453,878 | 11,403,309 | 11,399,164 |
| West Virginia State University*** | 2,049,915 | 1,024,958 | ^a 2,111,244 | 1,055,623 |
| West Virginia University | 6,856,301 | 6,867,141 | ^a 6,826,506 | 6,849,057 |
| Total Payments to States | \$ 250,225,760 | \$ 227,391,787 | \$ 251,335,245 | \$ 234,591,784 |

Source: Data compiled by the Cooperative State Research, Education and Extension Service (CSREES), U.S. Department of Agriculture, 2006.

^a Indicates Waiver Requested For Matching Funds

FY 2002 matching requirement for 1890 institutions = 50%

FY 2003 matching requirement for 1890 institutions = 60%

FY 2004 matching requirement for 1890 institutions = 70%

FY 2005 matching requirement for 1890 institutions = 80%

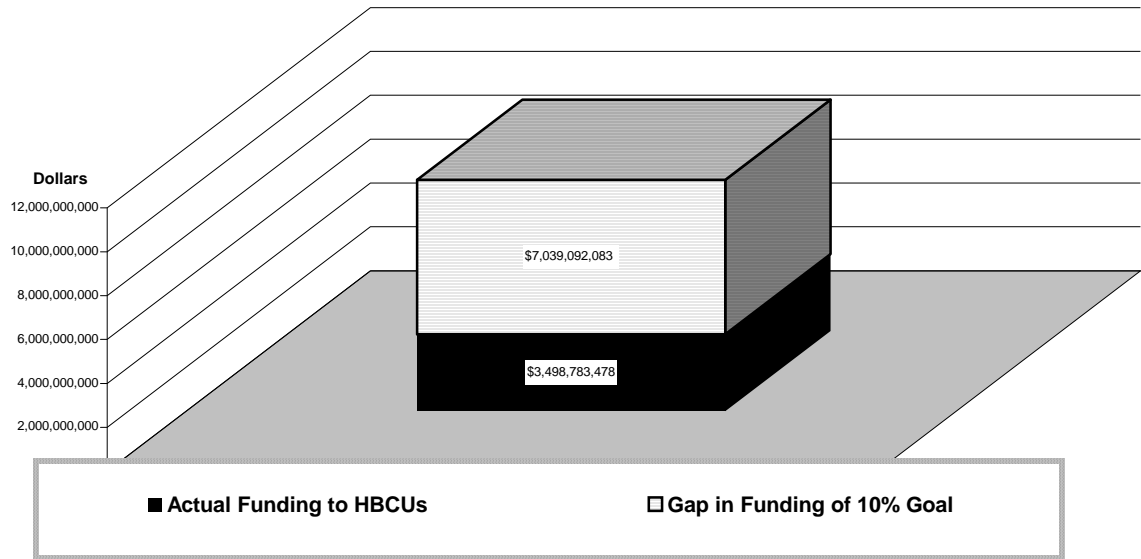
FY 2006 matching requirement for 1890 institutions = 90%

***West Virginia State University was not a participant until FY 2002.

Note: Traditionally White Institution Land Grant recipients appear shaded in the chart.

Appendix C: Supporting Figure

Figure C. Gap Between Actual HBCU Funding and Recommended 10 Percent Goal 2005



Source: Data collected from annual reports submitted by participating federal agencies under Presidential Executive Order 13256 to the White House Initiative on Historically Black Colleges and Universities.

Appendix D: September 2005 Letter From the Chairman to the President

September 15, 2005

The President
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20500

Dear Mr. President:

As you know, Hurricane Katrina devastated the city of New Orleans causing significant damage all along the Gulf Coast in Alabama and Mississippi. Part of the untold story regarding the damage from the storm is the horrific impact it had on the college and university communities within New Orleans and in Mississippi. Specifically, three of the Nation's Historically Black Colleges and Universities (HBCUs) – Dillard University, Southern University in New Orleans (SUNO), and Xavier University of Louisiana have been seriously damaged to the point of closure, and Tougaloo College and Jackson State University have experienced damages as well, yet remain open.

I write to you today, on behalf of the President's Board of Advisors on HBCUs and consistent with our charge under Executive Order 13256, to urge you to include in the next urgent Katrina Supplemental funding, several critical areas to address the student-focused and institutional needs of Dillard, SUNO, and Xavier, as well as those other HBCUs impacted by Katrina, and those HBCUs that have received students from the affected HBCUs and other affected colleges and universities in New Orleans or along the Gulf Coast.

As you know, the Nation's HBCUs serve a disproportionately large number of students who qualify for Title IV, Student Assistance under the *Higher Education Act* of 1965, as amended – making these students and their institutions highly vulnerable when they relocate to another institution and seek to enroll using Title IV aid. Conversely, the student's *home institution* could be crippled by loss of these funds if that Title IV aid were withdrawn. A crucial challenge that we face as a Nation is to ensure that Title IV funds remain at the home institution, and that funds from another source are provided to assure that the *receiving institution* is appropriately compensated for the burden that it assumes in admitting these students. Maximum flexibility to make important decisions to address these circumstances must be provided to the Secretary of Education, and to her key staff to make certain that despite this tragedy, no student is denied access or the appropriate resources needed to continue their education.

After consulting with the leadership of the National Association for Equal Opportunity in Higher Education (NAFEO) and the United Negro College Fund (UNCF), as well as the presidents of the affected institutions, the President's Board of Advisors is recommending the following:

- Funding for Faculty and Staff Salaries and Benefits – Federal funds should be provided to assure that faculty and staff at the three New Orleans institutions receive their regular salary and benefits for the 2005-2006 Academic Year. We understand that the estimate for these costs is slightly less than \$100 million. Through the Office of Management and Budget (OMB), we urge you to encourage those Federal agencies with unique research, program management and review, system analysis, and other similar program responsibilities to seek out and utilize the skills of these HBCU faculty members to the maximum extent possible at their home, temporary home, or temporary campus locations to perform needed tasks for the Federal Government.
- Pay Transition Costs – Federal support should also be provided for faculty and staff to support the temporary housing, clothing, personal effects and transportation needs, as well as their transition to temporary campus locations, e.g., Dillard University to the Morris Brown College Campus, Atlanta, Georgia, and Xavier University to the Knoxville College/Morristown College Campuses in Knoxville, Tennessee. This would include round-trip air, train, or automobile transportation to the temporary campus location, as well as any temporary Federal research or temporary teaching position at an institution of higher education, etc.
- Funds for Campus Renovations and Restoration – Funds should be provided for the repair of damaged buildings; demolition and new construction, if necessary; and renovation/rehabilitation of historic buildings and other campus facilities, including replacement of damaged or destroyed instrumentation and infrastructure losses caused by Katrina that would not be covered by institutional insurance or FEMA, (plus any added costs or replacement value not covered by the above). Estimates for the renovation of Morris Brown College and Knoxville College campuses are being developed, in order to make these campuses ready and available by January 2006.
- Miscellaneous – Several important issues should be incorporated in your request to Congress, including: (1) Faculty Retention Bonuses to ensure that they remain with the institution as the core of the academic enterprise at the effected New Orleans institutions; (2) KAT Grants for students to encourage their return to their *home institution* and to help encourage new students to enroll in the 2006-2007 academic year; and (3) reimbursement grants to the *receiving institutions* to pay the cost of attendance for any Title IV-eligible student at the *receiving institution*. A KAT Grant would be provided for one academic year. A new student who enrolls at any one of the affected institutions would also be eligible for a one-year, one-time-only KAT Grant. Students would be eligible to receive a KAT Grant in January 2006, if Dillard, SUNO or Xavier establishes an alternative campus site.

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We appreciate your attention to this urgent matter. Wilbert Bryant, Counselor to the Secretary for the White House Initiative on Historically Black Colleges and Universities, can be reached at 202-502-7555 to respond to any questions your staff may have about these recommendations.

Sincerely,

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

cc: Hon. Margaret Spellings
Hon. Sally Stroup
Hon. Claude Allen
Mr. Wilbert Bryant
Dr. Michael L. Lomax
Lezli Baskerville, J.D.

Appendix E:

2004-05 Designated Departments and Agencies Under Executive Order 13256

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

Appendix F:

Historically Black Colleges and Universities

FOUR-YEAR PUBLIC INSTITUTIONS

LOCATION

| | |
|--|----------------------|
| 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 State 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 |
| Bluefield State College | West Virginia |
| West Virginia State University | West Virginia |
| University of the Virgin Islands | U.S. Virgin Islands |

FOUR-YEAR PRIVATE INSTITUTIONS**LOCATION**

| | |
|--|----------------------|
| 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 |
| 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 |
| Claflin 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 |
| Virginia University of Lynchburg | Virginia |

TWO-YEAR PUBLIC INSTITUTIONS

Bishop State Community College
Shelton State Comm. College, C.A. Fredd Campus
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

LOCATION

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

TWO-YEAR PRIVATE INSTITUTIONS

Concordia College
Lewis College of Business
Clinton Junior College

Alabama
Michigan
South Carolina

Appendix G: Historically Black College and University Capital Financing Advisory Board

Lezli Baskerville

President and CEO
National Association for Equal Opportunity in
Higher Education

Michael Lomax

President
United Negro College Fund

Carolyn Myer

President
Norfolk State University

Marvalene Hughes

President
Dillard University

Haywood Strickland

President
Wiley College

Ernest McNealey

President
Stillman College

Andrew Hugine, Jr.

President
South Carolina State University

Leonard L. Haynes III

Executive Director
White House Initiative on Historically Black
Colleges and Universities

Endnotes

Note to Page 1

1. The full text of Executive Order 13256 that was signed by President George W. Bush on Feb. 12, 2002, can be found in Appendix A.

Note to Page 2

2. See *Guardians of the Flame—Historically Black Colleges: Yesterday, Today and Tomorrow*, Albert N. Whiting, Ph.D., American Association of State Colleges and Universities, Washington, D.C. (1991); “The Living Legacy of Historically Black Colleges and Universities,” Freeman A. Hrabowski, III, Ph.D. *Black Issues in Higher Education*, Vol. 19, No. 11, p. 35; and *I’ll Find a Way or Make One—A Tribute to Historically Black Colleges and Universities*, Juan Williams and Dwayne Ashley, AMISTAD -HarperCollins Publishers, Inc., (2004).

Note to Page 4

3. See Appendix B, table B-5, prepared by the Center on Budget and Policy Priorities using OMB data for the 30 WHI-designated departments and agencies; and “Bush Budget Offers Small Increases for Science, and Some Cuts,” Jeffrey Brainard and Anne Marie Borrego, *Chronicle of Higher Education*, Feb. 13, 2004; “Bush Fiscal 2005 Budget Plan for Higher Education and Science,” *Chronicle of Higher Education*, Feb. 13, 2004; “Congress Gives Lean Increases for Student Aid and Research,” *Chronicle of Higher Education*, Dec. 3, 2004; and “For Science Programs, Bush Budget Proposes Mostly Cuts,” Jeffrey Brainard and Kelly Field, *Chronicle of Higher Education*, Feb. 18, 2005.

See also “Pork Crowds Out the Competition,” Kelly Field, *Chronicle of Higher Education*, Jan. 7, 2005. It is worth noting that Sen. Tom Coburn has recently launched an effort to gather data and review the effectiveness of earmarks awarded to the top 100 colleges and universities that have received such funds in FY 2003. In reviewing the data compiled by the *Chronicle*, no HBCU ranks in the top 100, and only five HBCUs can be found in the second 100. See also “Earmarks in Appropriation Acts: FY 1994, FY 1998, FY 2000, FY 2002, FY 2004, FY 2005,” Congressional Research Service, Jan. 26, 2006; and “U.S. Senator Asks More Than 100 College Presidents for Details on Earmarks,” Jeffrey Brainard, *Chronicle of Higher Education*, Aug. 8, 2006.

Note to Page 6

4. During the 2000 presidential campaign, then Governor George Bush of Texas, during an appearance at Dillard University in New Orleans, promised to increase funding for historically black colleges and universities by \$300 million over the next five fiscal years, beginning in FY 2002—the first budget that President Bush would submit to Congress.

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5. See “The Federal Response to Hurricane Katrina Lessons Learned,” Frances Frago Townsend, Assistant to the President for Homeland Security, The White House, Feb. 23, 2006, pp. 1-2. See also *A Failure of Initiative: Final Report of the Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina*, House of Representatives (109th Cong. 2nd Sess.), Feb. 15, 2006; and *Hurricane Katrina: A Nation Still Unprepared*, report of the Senate Homeland Security and Government Affairs (May 2006).

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6. See testimony of Dr. Marvalene Hughes, president of Dillard University, before the Committee on Education and the Workforce titled “Hearing on the Gulf Coast Recovery: Facing Challenges and Coming Back Stronger in Education,” April 26, 2006.

7. See *After Hurricane Katrina—Rebuilding Xavier University of Louisiana: The Miracle in Pictures* (January 2006).

8. See transcript of the meeting of the President’s Board of Advisors on Historically Black Colleges and Universities, Feb. 10, 2006 (Washington, D.C.), pp. 62-75 and 80-149, a including discussion with Dr. Marvalene Hughes and Dr. Norman C. Francis, president of Xavier University of Louisiana.

9. See Jan. 20, 2006, letter from the Honorable Margaret Spellings to Louis W. Sullivan, M.D., responding to Chairman Sullivan’s Sep. 15, 2005, letter to President Bush regarding Hurricane Katrina’s impact on HBCUs and their need for assistance.

10. See Sept. 15, 2005, letter from Lezli Baskerville, president and CEO, National Association for Equal Opportunity to the Sen. Thad Cochran. Also see Sept. 23, 2005, letter to Sen. Thad Cochran, chairman of the Senate Committee on Appropriations, outlining HBCU comprehensive legislative proposals for the HBCU community from United Negro College Fund President Dr. Michael L. Lomax, on behalf of the six Louisiana and Mississippi HBCUs. The letter outlined the needs of the six HBCUs in Louisiana and Mississippi and enclosed detailed estimates of the costs associated with those needs, and followed up on meetings with Sen. Cochran, senators Landrieu and Vitter, and staff for Sen. Lott and Chairman Specter. A Dec. 21, 2005, letter to Sen. Cochran and ranking democratic member Byrd emphasized the shortcomings of the Senate version of H.R. 2863 and reiterated the importance of providing funding directly to the affected institutions.

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11. David Ward, president of the American Council on Education (ACE), wrote to key House and Senate conferees on May 1 and 24, 2006, about the fourth supplemental largely in support of the Senate-passed bill’s provisions, including \$30 million in grant aid for institutions that were forced to close, \$200 million in “bridge loans” to assist in rebuilding efforts, and the modifications in the HBCU Capital Financing Program (Title III, Part D, *HEA*). The ACE letters were endorsed by the American Association of Community Colleges, the American Association of Universities, the American Association of State Colleges and Universities, the Association of Jesuit Colleges and Universities, the National Association of Independent Colleges and Universities, the National Association of State Universities and Land-Grant Colleges and Universities, and the United Negro College Fund. On May 4, 2006, UNCF urged Congressional Black Caucus Chairman Mel Watt to support a series of issues designed to address several needs of the HBCUs and wrote separately on May 11, 2006, to Chairman Jerry Lewis and Ranking Democrat David Obey on May 16, 2006, to Labor, HHS and Education Subcommittee Chair Ralph Regula, encouraging House inclusion of the Senate higher education provisions in the final bill, and again on May 9, 2006, in support of those changes in the Senate version of the fourth supplemental bill that required changes to the *Higher Education Act*.

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12. See the May 18, 2006, letter from Clay Johnson, III, acting director of OMB to Chairman Jerry Lewis regarding H.R. 4939, which outlined the administration’s funding priorities for inclusion in the *Fourth Supplemental Conference Report*. Earlier statements of administration policy issued on April 25, 2006, to the Senate and House, respectively, also failed to mention support for institutions of higher education in Louisiana and Mississippi.

13. See “Making Emergency Supplemental Appropriations for the Fiscal Year Ending Sept. 30, 2006 and for Other Purposes,” Report 109-494 (109th Congress, 2nd Session), pp. 44, 47-49.

14. See Southern University at New Orleans Urgent Needs Request attachment to Sept. 23, 2005, letter to the Honorable Mary Landrieu from Dr. Michael L. Lomax on behalf of Dillard University, SUNO and Xavier University.

15. “Finding Promise in Pain—Using Hurricanes as a Rationale, Louisiana Tries to Succeed Where Others Have Failed in Making Reforms in Higher Education,” Karin Fiscer, *Chronicle of Higher Education*, March 10, 2006.

16. See *Building Capacity for a Bold New Future*, the 2001-02 annual report to the President of the President’s Board of Advisors on Historically Black Colleges and Universities under Executive Order 13256, U.S. Department of Education, 2003, p. 21.

17. See *Colleges of Agriculture at the Land-Grant Universities—A Profile*, National Research Council, pp. 1-17 (1995).

Although not widely understood, historically black private colleges were utilized to carry out public functions under the *Second Morrill Act of 1890* because several Southern states were unable to underwrite the cost of supporting a separate, segregated institution of higher education for their Negro citizens. “Separate but equal” arose in this context because the *Second Morrill Act*, in addition to providing appropriated funds for the “1890 institutions,” also forbade racial discrimination in the admissions policies for those institutions that received *Morrill Act* funds. Compliance with this requirement was avoided by creating separate, black land-grant institutions, or funding alternative institutional educational settings for black students. In 1872, South Carolina allocated all of the funds from the sale of land under the *Second Morrill Act* to Claflin College to assume the land-grant functions. In 1879, the Claflin share was reduced by one-half, and in 1896 South Carolina State College was established to assume the black land-grant functions in South Carolina. Virginia, like South Carolina, provided for the postsecondary education of its former Negro slaves by giving one-third of the receipts from its sale of land to Hampton Institute in 1872. Founded as a normal and agricultural institution by Brig. General Samuel C. Armstrong in 1868 with a latent vocational program inspired by Booker T. Washington, the Hampton Normal and Agricultural Institute later became simply Hampton Institute. Hampton continued to share in *Morrill Act* funding until the creation of Virginia State University in 1882. The University of Tennessee (UT) first began channeling 1890 *Morrill Act* funds to Knoxville College in 1892 and UT continued to support the “Industrial Department” of Knoxville College until the early 1900s. The Mechanical Building was constructed on the campus in 1892, at a cost of \$5,000 under an 1891 contract whereby the College agreed to train black students for UT. Under this curious arrangement, UT agreed to pay the college \$2,800 a year for two professors, a foreman and student labor and other sums for equipment. Under this arrangement, the UT president was president of the Knoxville College Industrial Department and the college’s president was its director! By 1901, the college received \$4,000; in 1902 it rose to \$5,000; and in 1903 it was \$6,000, with all funding being spent on the Industrial Department. By 1904, the Industrial Department had branches in dairying, gardening, greenhouse work, and livestock-raising on a 78-acre farm with 18 cattle-modern machinery, a dynamo that furnished electricity, and a brick kiln that produced 1 million bricks for the construction of three campus buildings and numerous buildings throughout the city of Knoxville. A nurse training hospital was erected in 1906. The college continued its land-grant functions until 1913, when Tennessee A&I

State University opened in Nashville. See *On a Hilltop High*, Blinzy L. Gore, Ph.D. J.D., the Reprint Company, 1994, pp. 57, 116; *Hampton University A National Treasure*, Dr. Martha E. Dawson, Venture Books/Beckham House Publishers, Inc., 1994, pp. 1-6; Ralph W. McGranahan, *Early History of Knoxville College*, Historical Sketch, ed. 1904; *The Rise and Decline of the Program of Education for Black Presbyterians of the United Presbyterian Church, USA 1865-1870*, Trinity University Press, 1977, pp. 228-230; "Morrill Act Aided KC," *Knoxville News-Sentinel*, Robert Booker, July 25, 2006; and *The Consequences of Federal and State Resource Allocation and Development Policies for Traditionally Black Land-Grant Institutions, 1862-1954*, William Elton Trueheart, University Microfilms International, 1979, pp. 33-34 and 50.

18. See *Colleges of Agriculture at the Land Grant Universities*, preface, p. vii.

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19. See *Agricultural Research—USDA's Outreach to Minority-Serving Institutions Could Improve Grant Competition*, (GAO-03-541), Government Accountability Office, May 2003, pp. 10-11.

20. See *The Consequences of Federal and State Resource Allocation and Development Policies for Traditionally Black Land-Grant Institutions, 1862-1954*, William Elton Trueheart, University Microfilms International (1979), chapter II, table 5, p. 117. See also tables 14-21 on pp. 265-272 which document the perpetuation of the differential appropriation of both regular and special funds for land-grant institutions through fiscal year 1974.

21. See *Land-Grant Colleges and Universities, 1862-1962*, Henry S. Brunner, U.S. Department of Health, Education and Welfare, Washington, D.C, 1962, pp. 18 and 39; "A Historical Study of Negro Land-Grant Colleges in Relationship With Their Social, Economic, Political, and Educational Backgrounds and a Program for Their Improvement, Ohio State University doctoral dissertation, 1940, pp. 387-393; and *Survey of Land-Grant Colleges and Universities: Two Volumes*, Arthur J. Klein, Bulletin No. 9, Washington, D.C., 1930.

22. See *A Report on Litigation Affecting Historically Black Colleges and Universities With Postscript on April 12, 1993, Mississippi Hearing*, Presented by J. Clay Smith, Esq., at the University of the District of Columbia Conference on *Ayers v. Fordice*, April 5, 1993, pp.27-28; and "The Federal Courts and Claims of Racial Discrimination in Higher Education," Janell Byrd-Chichester, *Prta. Journal of Negro Education*, Vol. 69, No. 112 (Winter-Spring 2000), p. 12.

23. Currently, the substantial gaps in TWI and HBCU land-grant funding are in the area of competitively awarded grants and contracts in all areas of the USDA, state matching land grant funds, and the Expanded Food and Nutrition Education Program (EFNEP). For 36 years, prior to fiscal year 2003, the 1890s were excluded from EFNEP. The EFNEP, funded at approximately \$60 million annually, provides support through the states to eligible land-grant universities. In 2002, Congress made the 1890s eligible for funding when appropriations increased by 15 percent, while the 1890s welcomed the opportunity to participate in the EFNEP. Appropriations must be significantly increased to provide equitable funding for the HBCU land grant.