

TITLE VIII—PARTNERSHIP GRANTS
SECTION 801. COLLEGE ACCESS CHALLENGE GRANTS

The House bill (Sec. 411) establishes “College Access Challenge Grants,” which leverage federal funds to increase the number of students from underserved populations who enter and complete college through matching grants to philanthropic organizations. The federal government will provide a 2 to 1 match for private and other public funds for these purposes. The philanthropic organizations will work with states, institutions of higher education, and local education agencies and other organizations to raise funds and provide outreach and student support programs.

The Senate amendment (Sec. 801) establishes a College Access Partnership Grant program, to make payments to States to assist them in carrying out specified activities to increase college access for low-income students in the state. The federal share of the matching grant is $\frac{2}{3}$ and the state share is $\frac{1}{3}$. Activities may be carried out under this grant by state agencies or not-for-profit organizations that the state designates, including not-for-profit lenders, and must be made available to all qualifying students in the state, with priority given to students and families living below the poverty line. The amendment provides that authority to carry out this section shall expire on September 30, 2009.

The House recedes with an amendment changing the name of the program to “College Access Challenge Grants” and incorporating a House provision allowing philanthropic organizations to apply to the Secretary for a grant in the case where a state does not meet the matching requirements or chooses not to apply for a grant. The Conferees adopt the Senate amendment as amended by the House.

The Conferees intend that states, entities, or organizations providing activities under the College Access Challenge Grants program created by this Act coordinate such activities with existing state partnership programs designed to increase college access, particularly the state’s Leveraging Educational Assistance Partnership program (LEAP) under title IV, Part A, Subpart 4, if a state has such a program.

SECTION 802. INVESTMENT IN HISTORICALLY BLACK COLLEGES AND UNIVERSITIES AND MINORITY SERVING INSTITUTIONS

The House bill (Sec. 401) provides a total \$500 million over the next five years to the following designated institutions with the following amounts:

\$200 million to Hispanic-Serving Institutions to be distributed to the institutions in the same competitive manner as is done under title V of the Higher Education Act, and for uses under title V with priority to those applications that will increase the number of low-income students attaining degrees in the fields of science, technology, engineering, or math and to applications that develop model transfer articulation agreements.

\$170 million to Historically Black Colleges and Universities to be distributed for use through some of the activities described in section 323(a) of the Higher Education Act including the purchase of laboratory equipment, the funding of instruction, the purchase of materials, and the establishment or enhancement of a teacher education program. Additionally, funds may be used in a manner consistent with the institution’s comprehensive plan and designed to increase the institution’s capacity to prepare students for careers in the physical and natural sciences, math, computer science, information technology, engineering, language instruction and other specified areas.

\$30 million to Predominately Black Institutions to award 50 grants of \$600,000 for programs in the fields of science, technology, engineering, health education, teacher education, or programs that improve the educational outcomes of African American males.

\$60 million to Tribal Colleges and Universities to be distributed in the manner that the funds are used under current law in section 316 of the Higher Education Act including the purchase of laboratory equipment, the funding of instruction, the purchase of materials, or the establishment or enhancement of teacher education and outreach programs.

\$30 million to Alaska/Hawaiian Native Institutions to be distributed in the manner that the funds are used under current law in section 317 of the Higher Education Act including the purchase of laboratory equipment, the funding of instruction, the purchase of materials, and the creation of academic tutoring programs.

\$10 million to Asian American and Pacific Islander Institutions to be distributed to institutions as defined in this section, and used in a manner that may include the purchase of laboratory equipment, the funding of instruction, the purchase of materials, and the creation of tutoring programs.

The House bill defines the following for the purposes of distributing funds:

Predominately Black Institutions as institutions that have an enrollment of financially needy undergraduate students; an enrollment of undergraduate students at least 40% of whom are Black; and, that has at least 1,000 undergraduate students of whom not less than 50% enrolled at the institution are low-income or first generation and registered in a BA or AA program leading to a degree.

Asian and Pacific Islander-serving institution as institutions that have an enrollment of undergraduate students that is at least 10% Asian American and Pacific Islander and has a significant enrollment of financially needy students.

The Senate amendment contains no similar provision.

The Senate recedes with an amendment that \$255 million shall be authorized in each of 2008 and 2009, for a total investment of \$510 million. The amendment adds \$10 million for Native American Serving, Nontribal Institutions to be distributed to institutions as defined in this section, and used in a manner that may include the purchase of laboratory equipment, the funding of instruction, the purchase of materials, and the creation of tutoring programs. The Conferees agree to the House bill as amended by the Senate.

The amendment defines Native American Serving, Nontribal Institutions for the purposes of distributing funds at institutions that have an enrollment of undergraduate students that is at least 10% Native American and is not a Tribal College or University.

These institutions, which serve groups who were historically denied access to postsecondary education because of discrimination, have an important role in higher education. They help to preserve cultural traditions and to ensure a diverse pool of qualified professionals in the nation’s economy. At the same time, they offer affordable, high quality college education to thousands of students as well as provide much needed job training. These institutions also provide crucial support services and add hope to communities that have high rates of poverty and unemployment. Today, a high quality education greatly depends on the technology and resources available to students. The Conferees recognize that HBCUs, HSIs, and other Minority Serving Institutions (MSIs) do not

have sufficient financial ability to provide these opportunities and satisfy the unique needs of these schools without Federal assistance.

MSIs have an important role in providing equal educational opportunities to qualified minority students. According to the Institute for Higher Education Policy, approximately 2.3 million students, or about one-third of all African Americans, American Indians/Alaska Natives, and Hispanics in all higher education institutions in the United States and Puerto Rico, were enrolled at HBCUs, HSIs, TCUs, Alaska and Hawaiian Native institutions. These numbers have grown rapidly in recent years—in fact, enrollment at these institutions accelerated by 66 percent from 1995 to 2003, compared to only 20 percent at all postsecondary institutions.

The importance of these unique institutions is underscored by the fact that they provide postsecondary educational opportunities specifically tailored to students who traditionally have been denied access to adequately funded elementary and secondary schools, especially low-income, educationally disadvantaged students. The Conferees believe that this section offers an opportunity to help these institutions fulfill their missions to assist students to meet their educational goals.

COMPLIANCE WITH HOUSE RULE XXI

Pursuant to clause 9 of rule XXI of the Rules of the House of Representatives, this conference report contains no congressional earmarks, limited tax benefits, or limited tariff benefits as defined in clause 9(d), 9(e), or 9(f) of rule XXI.

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GENERAL LEAVE

Mr. FRANK of Massachusetts. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and insert extraneous material on the Native American Housing Assistance and Self-Determination Reauthorization Act of 2007.

The SPEAKER pro tempore (Ms. JACKSON-LEE of Texas). Is there objection to the request of the gentleman from Massachusetts?

There was no objection.