



Cooperative Extension
Dean and Director

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KEY FUNDING AREAS

FUND NAME: Expanded Food and Nutrition Education Program funds for Cooperative Extension

AGENCY: Department of Agriculture

DESCRIPTION: The Expanded Food and Nutrition Education Program (EFNEP) is a federally funded program, as part of CSREES/USDA. The program provides education to low-income audiences and has a successful 35-year history. Research has documented the effectiveness of this program in increasing the nutritional well-being of the families it serves.

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IMPACT ON WISCONSIN:

In Wisconsin, almost three-fourths of those reached by EFNEP last year reported incomes below the federal poverty level. More than two-thirds were racially, culturally/ethnically diverse (42% African American, 1% Native American, 1% Asian American, 23% Hispanic/Latino). Education assists learners to acquire the knowledge, skills, attitudes and changed behavior, necessary for nutritionally sound diets.

Poor health disproportionately affects low-income and minority populations. EFNEP saves states and families money. Multiple cost-benefit analyses in several states highlight the value of EFNEP and document that for every \$1 invested in EFNEP, benefits that range as high as \$10.64 from reduced health care costs, can be expected. EFNEP is effective in increasing the dietary intake levels of six key nutrients that are often limited in the diets of low-income individuals (protein, iron, calcium, and Vitamins A, C, B6) and increasing servings of all food groups to better achieve the Food Guide Pyramid and Dietary Guideline recommendations.

Our own state has documented the positive impacts of participation in Wisconsin's EFNEP. Following a series of lessons:

- 87% improved in one or more nutrition practices, such as considering healthful choices when selecting food, reading nutrition labels, planning meals, feeding children breakfast;
- 79% improved in one or more food resource management practices, such as planning meals, comparing prices, using grocery lists; and
- 65% improved in one or more of the safe food handling practices, such as thawing food safely and storing food properly.

EFNEP reaches two primary audiences in Wisconsin: low-income youth and low-income families with young children. During FY 03, Cooperative Extension in Wisconsin had an EFNEP budget of approximately \$900,000 and operated in six predominately-urban counties (Milwaukee, Rock, Dane, Racine, Kenosha, and Waukesha). EFNEP reached 1318 youth and 1587 adults with educational programs. A cut of \$96,000, or more than 10%, for Wisconsin's EFNEP in FY 04 has been announced. This cut will significantly reduce our ability to provide effective nutrition education to low-income, diverse families with young children and youth, in our urban areas.

This cut occurs at a time when there is a nationally organized effort to incrementally increase the budget by 15% each year. The federal funding for EFNEP has remained virtually level, while the number of children in poverty has increased and the purchasing power of the funds have declined, to nearly the level provided when the program began in 1969. EFNEP has never reached its federal authorization level of \$83 million and has remained almost constant at around \$58 million since 1983.

Nutrition education is a priority of Cooperative Extension in Wisconsin. We seek to restore funds to the FY04 level and incrementally increase the budget in order to expand the number of effective EFNEP efforts serving low income and minority populations.

KEY FUNDING AREAS

FUND NAME: Federal Pell Grant

AGENCY: Department of Education

DESCRIPTION: The Federal Pell Grant program provides need-based financial aid to low income students. Currently, the maximum amount a student can receive under this program is \$4,050. This amount does not pay for the tuition and fees at 11 out of 13 UW four-year institutions. The buying power of the Pell grant has decreased dramatically in the last 20 years. As a result, students have had to increase their reliance on loans to pay the remainder of the cost of education. At the very least, the program needs to maintain the current funding levels and maximum award. Serious consideration should be given to increasing the maximum award to a level that would pay for tuition and fees at most of the UW institutions, \$4,500 on average.

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IMPACT ON
WISCONSIN: *Benefit to Wisconsin.*

Financial aid programs have a tremendous impact on students who enroll in higher education in Wisconsin. Financial aid removes the financial barriers to higher education for low income students and as a result, increases the number of students who attend and obtain a degree. It is essential to reduce the debt load of financially disadvantaged students, especially undergraduates, to afford them the chance to achieve success and contribute to the state's general welfare.

Benefit to UW System institutions.

In 2002-03, about 28,180 UW System students received a Federal Pell Grant. The total dollars expended for the program was approximately \$66.5 million with an average award of \$2,358. Although funding for the Pell grant increased in the last decade, borrowing among UW System students increased at a much higher rate. In 1992-93, 48,592 borrowers took out \$162.3 million in loans. In 2002-03, those numbers increased to 74,621 borrowers and \$421.8 million in loans. The amount of money borrowed increased 160% during that time period. In contrast, dollars for the Pell grant program increased only 23%. In 2002-03, 62% of the undergraduates who graduated in May 2003 left the university with more than \$16,000 in borrowed loans. Many students must work significant hours to help pay their way. Increasing the amount of grant money available for student financial aid would mean that more students could study full-time and dedicate their time to class work.

KEY FUNDING AREAS

FUND NAME: Federal Supplemental Educational Opportunity Grant, Federal Work Study Program, Federal Perkins Loan Program

AGENCY: Department of Education

DESCRIPTION: Federal campus-based financial aid programs include the Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work Study (FWS), and the Federal Perkins loan program. They are considered campus-based aid programs because the Department of Education allocates the program dollars to the schools, who then distribute the dollars to the eligible students. All three programs help financially disadvantaged students pay for college. These programs provide additional financial aid to students and decrease their reliance on loans. The Federal Perkins loan program provides low-interest loans to students which makes it an attractive loan choice. Funding for these programs needs to be maintained, at the very least. Serious consideration should be made to increase funding for the SEOG and FWS programs. Consideration should also be given to increasing the amount of new Federal Capital Contribution funding for the Federal Perkins loan.

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Financial aid programs have a tremendous impact on students who enroll in higher education in Wisconsin. Financial aid removes the financial barriers to higher education for low income students and as a result, increases the number of students who attend and obtain a degree. It is essential to reduce the debt load of financially disadvantaged students, especially undergraduates, to afford them the chance to achieve success and contribute to the state's general welfare. These programs provide additional financial aid, above the Federal Pell Grant, and help to make higher education a possibility for financially disadvantaged students. The Federal Work Study program provides opportunities for students to work in communities and assist in service activities, which is a tremendous benefit to the state.

Benefit to UW System institutions.

In 2003-04, UW System schools will receive \$23.2 million in SEOG, FWS, and Perkins Loan Federal Capital Contribution. Additionally, schools are authorized to distribute \$37.4 million in Perkins Loan funds to students. Approximately 30,000 students will receive funding from one or more of those programs. Last year, 15,300 students received \$10 million in SEOG funds for an average grant of \$653. For FWS, 9,900 students received \$11.3 million and an average award of \$1,138. Also in 2002-03, 16,900 Perkins Loan recipients received an average of \$2,211. These programs provide a tremendous amount of financial support to low-income students. Without these programs, students would need to increase loans or work more hours to cover the cost of attendance. Both would have a negative impact on access and retention.

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KEY FUNDING AREAS

FUND NAME: Foreign Language Instruction and International Studies

AGENCY: National Security Agency, Defense, Education, State Department, Homeland Security

DESCRIPTION: Programs in each of these agencies support development of higher education foreign language and international studies curricula. The U.W. System Collaborative Language Program offers five semester course sequences in Arabic, Chinese, Japanese, Russian and Portuguese using distance learning delivery.

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NOTES: Much of the country's future economic growth will involve emerging markets in regions and nations where these less commonly taught languages are spoken. These languages are also critical to national security. A March, 2002 GAO report noted that several federal agencies, including the Army, State Department, and the Department of Commerce are experiencing shortages of employees fluent in key languages, especially Arabic, Chinese, Japanese and Russian. Sustained federal support for development and enhancement of foreign language instruction in colleges and universities can help meet this need.

- Current federal funding mechanisms typically emphasize short-term support for start-up programs.
- Assistance is also needed to enhance and expand existing programs in critical foreign languages, with a particular emphasis on strengthening programs and enhancing cost-effective and innovative modes of instructional delivery.

IMPACT ON WISCONSIN: *Benefit to Wisconsin.* Collaborative language programs taught via distance learning enable students across the state to study less commonly taught languages that could not be supported by individual institutions. These languages are essential to international commerce and to national security. For Wisconsin, improving the global competence of our college and university graduates is an important element in future economic development

Benefit to UW System institutions. The UW System Collaborative Language Program makes instruction in less commonly taught languages of Arabic, Chinese, Japanese, Portuguese and Russian available to students at comprehensive and two-year campuses where offering these courses would otherwise be cost-prohibitive. Enhancing and expanding programs of federal assistance will enable us to compete for funding to ensure the sustainability of this program.

UNIVERSITY OF WISCONSIN SYSTEM

KEY FUNDING AREAS

FUND NAME: Fund for the Improvement of Postsecondary Education (FIPSE)

AGENCY: Department of Education

DESCRIPTION: The Fund for the Improvement of Postsecondary Education (FIPSE) supports innovative reform projects that hold promise as models for the resolution of important issues and problems in postsecondary education. The Fund supports a wide range of practical reform initiatives and assists grantees in assessing their results and disseminating what is learned to other institutions and agencies. The resources of the Fund are devoted to new ideas and practices and to the dissemination of proven innovations to others.

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IMPACT ON
WISCONSIN:

UW System institutions received funding from the Fund for the Improvement of Postsecondary Education (FIPSE) totaling \$1,337,831 in FY2003. These grants support innovation in undergraduate education and outreach to K-12. Examples of projects funded by FIPSE at UW System institutions include:

- The Wisconsin Advanced Placement Distance Learning Consortium which provides AP courses to talented students from rural and diverse communities statewide.
- Development of an on-site Early Childhood Teacher Preparation Program at UW-Green Bay that will match program competencies with PK-12 school and community needs in a collaboratively supported, community-based child development center.
- An experiential learning project at UW-River Falls where horticulture students from various classes redesigned and landscaped a piece of the campus.
- A project at the Academic Advanced Distributed Learning (ADL) Co-Lab to document the development processes and to evaluate the pedagogical effectiveness of using sharable content objects in mainstream distributed instruction. This project will result in the production of 17 professional development modules designed to enhance teacher effectiveness in an online environment.

KEY FUNDING AREAS

FUND NAME: GEAR UP

AGENCY: Department of Education

DESCRIPTION: The GEAR UP program is a grant program designed to increase the number of low-income students who are prepared to enter and succeed in higher education. GEAR UP provides five-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP funds are also used to provide college scholarships to low-income students. Projects also must involve parents and communities and build lasting reforms to strengthen school curriculum and support services for students. Two UW institutions, UW-Eau Claire and UW-Milwaukee, are recipients of GEAR UP partnership grants. Funding for this program should be maintained. Serious consideration should also be given to additional program funding to increase the number of partnership grants.

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IMPACT ON
WISCONSIN: *Benefit to Wisconsin*

GEAR UP assists disadvantaged middle school students to reach their potential and pursue college. Through the Wisconsin Educational Opportunities Program (WEOP), disadvantaged students from across the state are benefiting from this program. Additional mentoring, counseling, and tutoring help students prepare academically for higher education. Education Department studies have shown that students who take academically demanding high school course work are more likely to go on to college, succeed and earn more in the workforce.

Benefit to UW System institutions.

Two UW institutions, UW-Eau Claire and UW-Milwaukee are recipients of GEAR UP partnership grants. In 1999, they were awarded \$6.9 million. At UW-Eau Claire, the program enrolled 414 students in grades 3-11. The Eau Claire GEAR UP program focuses on reading skills and as a result, reading scores increased by 40% in the last four years. The overall number of students graduating from high school also increased from 50% to 70%. At UW-Milwaukee, reading proficiency scores increased by 1.3%, participating school suspension rates fell by 7% and parent contacts increased by 43%. All of these indicators show that students are doing better in school, staying in school and graduating at a higher rate than before the funding was available. Expansion of this program to other colleges across the state would provide the same benefits to more schools and communities.

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KEY FUNDING AREAS

FUND NAME: Green Power Partnership Program

AGENCY: Environmental Protection Agency

DESCRIPTION: In return for technical assistance and recognition, businesses, governments and other organizations make a commitment to switch a specific percentage of their electricity to green power. U.W. Oshkosh is committed to becoming a model “green” campus that incorporates principles of sustainability and environmental stewardship into all aspects of campus life – physical plant, curriculum, extra-curricular activities and research. As part of this larger commitment, the University has committed to purchasing 30% (1 million KWH) of its power from green power sources.

CONTACT: Thomas G. Sonnleitner, 920.424.3030

SUGGESTED ENHANCEMENTS:

- Provide assistance in securing grants for energy saving/pollution prevention construction projects.
- Provide funding for public outreach and community education;
- Facilitate industrial partnerships

IMPACT ON

WISCONSIN: *Benefit to Wisconsin.* Reduced energy costs for state government; reduced costs for environmental remediation; advancement of state policies of environmental responsibility and stewardship; opportunities to educate citizens about environmental stewardship.

Benefit to UW System institutions. U.W. Oshkosh is one of only 17 higher education participants, and the only Wisconsin campus, in EPA’s Green Power Partnership. We have become the largest purchaser of alternative fuel-generated electrical power in the state, and possibly in the Midwest. Technical assistance provided by EPA and WPS consultants has resulted in significant energy cost savings in the design of building renovations and retrofits such as the renovations of the Halsey Science Center and the Newman Center; and installation of heating plant emissions controls.

In addition to the tangible benefits, U.W. Oshkosh has seen renewed awareness and motivation on the campus and in the community for creating a healthy, sustainable, aesthetically pleasing community. This has resulted in numerous University/ community partnerships in environmental cleanup, restoration, and contamination testing.

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KEY FUNDING AREAS

FUND NAME: Head Start

AGENCY: Department of Health and Human Services

DESCRIPTION: Head Start provides comprehensive health, educational, nutritional, social and other services to promote school readiness of low-income children by enhancing the social and cognitive development. It involves parents in their children's learning and helps parents make progress toward their own educational, literacy and employment goals.

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NOTES:

- Levels of support and quality of services may be diminished if funding is moved from federal to state agencies.
- Additional funds are needed to support staff professional development and to raise salaries for degreed teachers. The emphasis on bachelor's-prepared teachers is exciting for program quality, but it is an unfunded mandate. Retaining degreed teachers is difficult when salaries in the local schools are nearly twice what Head Start budgets can afford.
- The low-income children and families served by Head Start need intensive support before cognitive abilities can be developed. The emerging Federal programmatic emphasis on literacy for all 4-year-old children detracts from Head Start's ability to meet the special needs of this population.
- Additional resources are also needed to meet the needs of diverse populations, children with special needs, and English language learners.

IMPACT ON
WISCONSIN:

Benefit to Wisconsin. In the last fiscal year, U.W. Oshkosh's Head Start program employed 140 people, and infused nearly \$4million into the economies of Winnebago, Outagamie, Calumet, and Shawano Counties. The program provides high quality early childhood education and parent training to 609 low-income children and their families.

Benefit to UW System institutions. U.W. Oshkosh benefits from this program in many ways. Students and faculty from a variety of disciplines are able to use the program as a clinical laboratory and a field placement site. The program benefits from the shared expertise of scholars in social work, early childhood education, business, health care, and many fields. Head Start provides opportunities for university student community service and service learning. The entire University benefits from its connection to this educationally underserved population.

KEY FUNDING AREAS

FUND NAME: Improving Teacher Quality Program

AGENCY: Department of Education

DESCRIPTION: The funds for this program are part of a larger block grant awarded to the state from the U.S. Department of Education. 2.5% of the total block grant is made available to higher education to award competitive sub-grants. UW System administers the competitive sub-grants program. Funds are provided to eligible partnerships in order to increase student achievement by improving the quality of teachers and principals within Wisconsin's public and private PK-12 schools.

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NOTES: The most recent authorization of these funds is a part of the No Child Left Behind act. Title II Part A of this award requires partnership with a high-need LEA. The narrow definition of a high-need LEA results in Wisconsin having only nine districts that qualify as partners. This restrictive provision makes it difficult to award sub-grants that meet the variety of needs throughout the state.

IMPACT ON
WISCONSIN: *Benefit to Wisconsin*

Wisconsin has over 60,000 teachers, serving the just over 1 million students in public and private schools. Annually, the sub-grants of this program offer Wisconsin teachers the opportunity to improve both their subject area knowledge and their teaching skills. Funded projects have documented improved student achievement in a variety of subject-matter areas.

Benefit to UW System institutions.

With a significant diminishing of state-level resources, this funding has provided the UW System institutions with the opportunity to continue to offer innovative, quality professional development to pre-service and in-service teachers. In 2004 a total of \$1,189,544 was awarded to support 25 collaborative initiatives that have demonstrated a significant impact on teachers and their students. The teacher preparation programs within the UW System have historically been recognized as producing the highest quality of educators and these partnerships have allowed the state of Wisconsin to maintain our high standard of performance for our teachers and their students.

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KEY FUNDING AREAS

FUND NAME: IREX (International Research and Exchanges Board)

AGENCY: Department of State, Bureau of Educational and Cultural Affairs

DESCRIPTION: IREX brings scholarship students from the former Soviet republics to colleges in the United States. Each one-year \$15,000 scholarship includes \$7,000 paid by the federal government for round-trip transportation, reduced tuition, books, monthly spending allowance, and host family housing/support stipend, and \$8,000 in partial tuition remission from the host campus. Currently UW-Marquette, UW-Fox Valley, and UW-Richland each host 2 IREX students (cf. a 2002-3 norm of 5/campus when fewer were involved nationally). Each student must demonstrate English proficiency and academic/civic leadership. Each takes 12-18 credits/semester, does 20 hours of community service, and completes a 120-hour internship related to his/her field.

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NOTES: Before fall 2002, this program was managed through Youth for Understanding in Washington DC, with funding from USAID and 5-15 students assigned per campus. Even IREX at full strength, however, lacks the greater community benefit of the 2-year CASS program (Cooperative Association of States for Scholarships, also funded through USAID), which brought 12-20 Central American and Caribbean students per "cycle" to UW-Marquette and UW-Richland Center, before funding was shifted to a 6-month program for Spanish-speaking Central American/Caribbean professionals. Funding for IREX should be increased and funding reinstated for the 2-year college CASS program, both with leadership/community service/internship components.

IMPACT ON WISCONSIN: Particularly on the relatively small campuses of the UW Colleges and in areas remote from major metropolitan centers, IREX students help educate Wisconsin citizens (both campus students and members of the larger community) for a global economy, improved international relations, and peace. They themselves return to a critical world region with a deeper understanding of democracy and the United States. On campus, they share their cultures, deepen international contacts, and encourage international travel/exchange for U.S. students through classroom presentations on course topics, co-curricular panel programs, international clubs, and special events. They contribute to campus diversity, helping to provide global learning for all students and a more pluralistic setting for Wisconsin students of color. Off-campus, IREX students share their cultures by tutoring languages, translating business documents, staffing community concerts and arts, making presentations to public schools and civic clubs, coaching sports, interning with area businesses, and developing enduring friendships and collaborative potential. Host campuses get news coverage, improved community relations, and business contacts from the program.

UNIVERSITY OF WISCONSIN SYSTEM

KEY FUNDING AREAS

FUND NAME: National Science Foundation (NSF)

AGENCY: National Science Foundation

DESCRIPTION: The National Science Foundation funds research and education in science and engineering. It does this through grants, contracts, and cooperative agreements to more than 2,000 colleges, universities, and other research and/or education institutions in all parts of the United States. The Foundation accounts for about 20 percent of federal support to academic institutions for basic research. Each year, NSF receives approximately 30,000 new or renewal support proposals for research, graduate and postdoctoral fellowships, and math/science/engineering education projects; it makes approximately 9,000 new awards. These typically go to universities, colleges, academic consortia, nonprofit institutions, and small businesses.

Office of Management and Budget Director Mitchell Daniels said on November 28, 2001, "The National Science Foundation is one of the "true centers of excellence in this government...where more than 95 percent of the funds...go out on a competitive basis directly to researchers pursuing the frontiers of science, a very low overhead cost. It has supported eight of the 12 most recent Nobel Prize awards earned by Americans at some point in their careers...Programs like these...that perform well...deserve to be singled out, deserve to be fortified and strengthened."

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IMPACT ON
WISCONSIN:

UW System institutions received funding from the National Science Foundation (NSF) totaling \$81,536,968 in FY2003. These grants support basic research, undergraduate research and curriculum development. Examples of projects funded by NSF at UW System institutions include:

- Approximately 450 grants at UW-Madison in FY2002 including:
 - The K-Through-Infinity Systematic Initiative, a GK-12 award involving 14 projects throughout the State
 - The Synchrotron Radiation Center, a national facility which serves as the focus for basic research in materials science and other areas
 - The Strategies to Promote Active Learning in Chemistry Courses project
- A collaborative grant between University of Wisconsin-Parkside, UW-LaCrosse, UW-Milwaukee, UW-Stevens Point, and UW-Superior to increase the number of qualified students entering the fields of information assurance and computer security.
- A grant at UW-River Falls to develop computer simulations of molecular processes for case-based learning. Their software is in use in schools and universities around the world.
- A number of grants at UW-Oshkosh to purchase equipment to support undergraduate research.

- Multiple grants at UW-Eau Claire through the NSF Research in Undergraduate Institutions (RUI) program supporting research in the UW-Eau Claire Center of Excellence for Faculty and Undergraduate Student Research Collaboration.

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KEY FUNDING AREAS

FUND NAMES: NASA Space Grants
NASA Workforce Development Grants
Wisconsin Initiative for Math, Science and Technology Education

AGENCY: National Aeronautics and Space Administration (NASA)

DESCRIPTION: The three grants listed above maintain the operation of the Wisconsin Space Grant Consortium (WSGC). WSGC designs, creates and supports dozens of education programs every year, serving every level from K through adult and teacher education. Using its statewide and national network, the WSGC staff has written or partnered in the writing of successful grants to improve the workforce infrastructure, the research climate, and math, science and technology instruction within the state.

WSGC is the official face of NASA in the state of Wisconsin. Nearly all NASA resources and contacts come through the WSGC office. The consortium also serves as central clearinghouse for information sharing for all of the big names in space and aerospace in Wisconsin. Most of the universities, non-profits and businesses interested in space and aerospace are members of WSGC.

CURRENT FUNDING: NASA Space Grant College and Fellowship Program : 5 years, ~\$475,000/year
NASA Workforce Development 2003: 1 year, \$100,000
NASA Workforce Development 2004: 1 year, \$100,000
NASA Wisconsin Initiative for Math, Science and Technology Education: 1 year

IMPACT ON WISCONSIN: *Benefit to Wisconsin and UW Institutions.* The WSGC uses the NASA grants to provide tens of thousands of grant dollars every year to undergraduate and graduate students, to faculty, staff and industries throughout the state, for them to pursue aerospace-based scholarship and research studies in every field of discipline, from physics and astronomy to business and finance to art. The majority of the funding WSGC receives from the NASA grants is funneled back out to students, the majority of whom attend UW-System schools. Many additional recipients are faculty employed at UW-System schools.

WSGC's connections, resources and energetic administrators draw grant funding into the community and to the System. The reach and scope of WSGC has made it able to apply for a wide variety of grants in partnership that a single academic institution alone could not.

WSGC represents a powerful network of space and aerospace professionals, researchers, students, educators and legislators that has statewide and national reach. Through WSGC, the System has representation in this network at the highest level.

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KEY FUNDING AREAS

FUND NAME: Pakistan Education Sector Reform Assistance Program

AGENCY: US Agency for International Development (US AID)

DESCRIPTION: Since 1998, USAID's education partnership program has established over 160 partnerships involving more than 200 U.S. colleges and universities from 40 states. These partnerships are building the capacity of 160 higher education, research, and training institutions in 58 developing countries. Specifically these partnerships:

- Improve the quality of teacher training colleges and institutes;
- Improve the administration of higher education and workforce institutions;
- Improve agriculture productivity while managing natural resources;
- Improve workforce development skills and economic productivity;
- Improve education and promote democratic principles;
- Improve health, nutrition, and reduce the impact of HIV/AIDS; and

At UW-Green Bay, the US AID has funded an international partnership involving Pakistani educators and educational administrators that will provide them with two-months of training and professional development opportunities specifically designed to assist in the implementation of significant educational reform efforts in Pakistan. This grant is designed to strengthen policy and planning in education, and to broaden the professional development of educators in Pakistan.

CURRENT
FUNDING: \$220,945

IMPACT ON
WISCONSIN: *Benefit to Wisconsin and UW Institutions.* The program consists of two major components, educational development training and cross-cultural interaction. As a result, the program will involve a wide variety of people across the state—K-12 students and teachers, school administrators, UW students and faculty, the staffs of professional education associations, state legislators, and community citizens in general. It is expected that over 500 Wisconsinites will be involved as presenters, mentors, hosts, and observers of program activities. Those involved will benefit from a valuable exchange of information and global perspectives along lines endorsed by the state's new International Education Council. The economic benefits of the program include thousands of dollars dedicated for UW student workers, staff, and faculty, area education administrators, and a significant investment in services provided by businesses locally and across the state. Since most program participants are high-level education administrators, it is possible that the program may also result in the recruitment of Pakistani students attracted to higher education in Wisconsin. UW-GB and other institutions to be included in the program will attract increased attention to the benefits of, and need for, international activities on campus and in communities.

KEY FUNDING AREAS

FUND NAME: PT3 (Preparing Tomorrow's Teacher to use Technology)
Catalyst Grant

AGENCY: Department of Education

DESCRIPTION: The Preparing Tomorrow's Teachers to Use Technology program provides grants to consortia that prepare future teachers to become proficient in the use of modern learning technologies. This program addresses looming teacher shortages by developing well-qualified, technology-proficient teachers, who are prepared to teach in 21st century schools.

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NOTES: The need for efficient, effective and innovative models for integration of technology in teacher education curriculum and classrooms is in need of on-going support to address the speed at which technological innovations change the landscape of learning.

IMPACT ON
WISCONSIN: *Benefit to Wisconsin*

VIVA – Vital Issues in Virtual Assemblies, funded by the US Department of Education PT3 grant, is a state-wide initiative that involves all of the 13 UW System teacher preparation institutions, the Dept of Public Instruction, and other educational entities (e.g., private colleges/universities; PK-12 districts). This initiative was a catalyst that served to propel schools and colleges of education forward to transform current practices in teacher preparation.

Benefit to UW System institutions.

The *VIVA* initiative provided another opportunity for UW educational preparation programs to work in partnership with colleagues; within higher education and the local school districts. The formation of this consortium served as a catalyst for the systematic transformation of teacher preparation across Wisconsin. As a result of the activities funded by this grant, nearly 5000 future teachers have gained relevant knowledge and skills in the integration of technology. In addition, faculty and PK-12 practitioners have also improved their practices.



Cooperative Extension
Dean and Director

University of Wisconsin-Extension
601 Extension Building
432 North Lake Street
Madison WI 53706-1498
Phone (608) 263-2775 • Fax (608) 265-4545 • TTY (800) 947-6644

KEY FUNDING AREAS

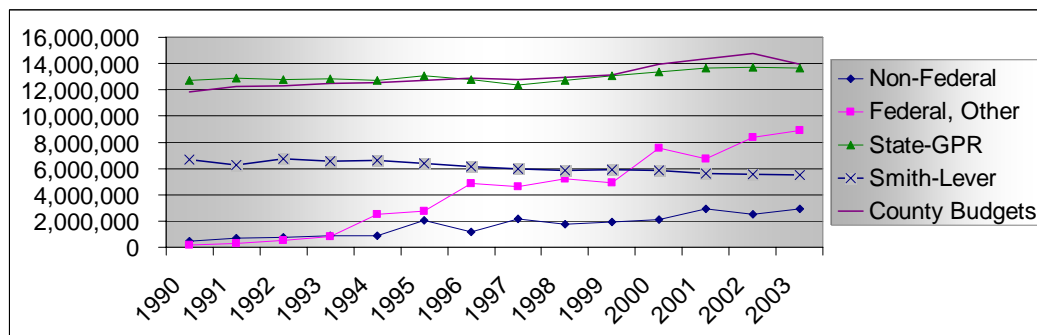
FUND NAME: Smith-Lever formula funds for Cooperative Extension Programs

AGENCY: Department of Agriculture

DESCRIPTION: Cooperative Extension is a partnership between the Department of Agriculture and land grant universities established in 1914. This partnership supports Wisconsin's Cooperative Extension programs in every county in Wisconsin and supports faculty on five UWS campuses. Wisconsin, and other states, receive formula funds each year from USDA to support Cooperative Extension work. These formula funds are used to leverage state and county dollars. The federal formula funds are decreasing at a time when state and local dollars are increasingly stretched. Our federal partner needs to maintain its contribution to this important partnership by maintaining the federal formula funds.

CONTACT: Arlen Leholm, Dean of Cooperative Extension
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IMPACT ON WISCONSIN: Wisconsin received \$7,446,400 in federal formula funds in 2003. These funds leveraged 26 million dollars of state funds and 20 million dollars of county dollars. The chart below indicates how our funds from all sources are changing. The federal formula funds are on a steady decline, putting at risk our continuing ability to leverage state and local funds. The chart reflects actual dollars.



Funds from competitive sources (federal, other and non-federal in the chart above) are an important part of our funding portfolio, however, we must have funds to support core, long term positions if we are to effectively be able to compete for competitive funds. Further, Wisconsin's extension program is based on local needs identified in counties across the state. Core positions allow us to invest in faculty who can develop responsive extension programs based on changing local needs, needs that may not always fit into federal competitive grant categories.

UNIVERSITY OF WISCONSIN – GREEN BAY
Bruce Shepard, Chancellor
2420 Nicolet Drive • Green Bay, WI 54311
Phone: 920.465.2207 • Fax: 920.465.2192

KEY FUNDING AREAS

FUND NAME: Teaching American History Grant Program

AGENCY: Department of Education, Office of Innovation and Improvement

DESCRIPTION: This grant supports professional development for U.S. history teachers. It is designed to raise student achievement by improving teachers' knowledge and understanding of and appreciation for U.S. history. The grants are given to local education agencies (such as CESA's) to work with institutions of higher education in order to create and evaluate models for professional development. By helping teachers to develop a deeper understanding and appreciation of U.S. history as a separate subject matter within the core curriculum, the Teaching American History Grants hope to improve instruction and raise student achievement.

At UW-Green Bay, the grant was received through a program that works with CESA 7. CESA 7 received a grant to provide (in conjunction with UW-Green Bay) professional development programs for American history teachers in area school districts. The program, called Teaching American History in Northeast Wisconsin, is designed to provide in-service professional development for teachers, create educational materials to support this effort, and to establish and maintain professional networks among educators in Northeast Wisconsin.

CURRENT
FUNDING:

All funds for the project (02-05) were disbursed in 2002, CESA 7 received: \$827,146
Of that, UW-Green Bay received: \$441,737

IMPACT ON
WISCONSIN:

Benefit to Wisconsin and to UW Institutions. The Northeastern Wisconsin Teaching American History Program is a collaborative, intensive, and long-term professional development project for teachers of American history in schools throughout CESA district 7, grades 5-12. A mix of urban and rural schools in Northeastern Wisconsin are involved to ensure representation of the varying circumstances within which reform efforts must be applicable. Educational materials developed will be made available to teachers and administrators throughout Wisconsin so that the program's final products and conclusions can be widely disseminated and replicated.

The project is designed to support the development and implementation of National standards for teaching history. These standards focus on: equity for all students; providing adequate instructional time for history; and linking history to related studies in geography, civics, literature and the arts in an integrated or interdisciplinary curriculum for grades K-4.

Improving the effectiveness of teaching and learning American History in Wisconsin schools will have a positive impact on developing informed, engaged citizens who understand their national heritage and its relationship to addressing the issues and challenges facing us today.

KEY FUNDING AREAS

FUND NAME: TRIO

AGENCY: Department of Education

DESCRIPTION: TRIO is the umbrella name for three programs established under the Higher Education Act of 1965 that allow low-income, first generation college students, and students with disabilities begin and complete a post-secondary education. There are currently seven TRIO programs:

- Upward Bound & Upward Bound – Math & Science – precollege programs that help eligible students and veterans prepare for higher education.
- Educational Opportunities Centers – serve displaced or underemployed workers by helping them to choose a college and a suitable financial aid program.
- Student Support Services – serve disadvantaged students, including disabled.
- McNair Program – encourages eligible students to consider careers in college teaching as well as prepare for doctoral study.
- Talent Search – precollege program that serves young people in grades six through twelve by helping them to better understand their educational opportunities and options.
- TRIO Dissemination Partnership Program – provides grants to enable TRIO projects to work with other institutions and agencies that do not have TRIO grants.

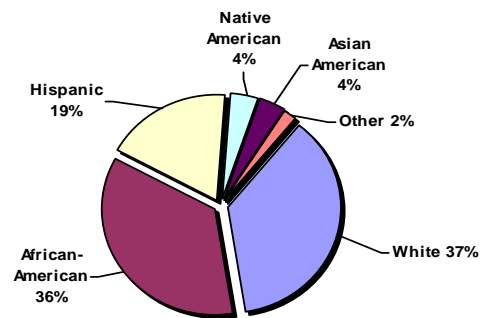
CONTACT: Marilyn Rhodes, Office of Academic Diversity and Development
Phone: 608.262.2275

NOTES:

- The Department of Education has awarded the UW System with \$11,393,027 in TRIO grants.
- TRIO programs serve over 9,000 students, but only 27% of eligible students receive TRIO services

IMPACT ON
WISCONSIN:

Benefit to Wisconsin. TRIO program participants come from a wide range of racial and ethnic backgrounds (see pie chart).



UW System TRIO Program Recipients

Benefit to UW System institutions.

In 2002, 11 out of 15 UW System institutions received TRIO funding:

- UW-Eau Claire
- UW-Green Bay
- UW-La Crosse
- UW-Madison
- UW-Manitowoc
- UW-Milwaukee
- UW-River Falls
- UW-Stevens Point
- UW-Stout
- UW-Superior
- UW-Whitewater

