

UNIVERSITY OF WISCONSIN – PARKSIDE/WISCONSIN CAMPUS COMPACT
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KEY FUNDING AREAS

FUND NAME: AmeriCorps*VISTA

AGENCY: Corporation for National and Community Service

DESCRIPTION: The Corporation for National and Community Service provides opportunities for Americans of all ages and backgrounds to serve communities through three programs: Senior Corps, AmeriCorps, and Learn and Serve America. AmeriCorps*VISTA, with approximately 6,000 members serving in 1,200 local programs, has a nationwide focus of helping to bring individuals and communities out of poverty. For over 35 years, AmeriCorps*VISTA members have served in nonprofits, public agencies, and faith-based groups to fight illiteracy, improve health services, create businesses, increase housing opportunities, and bridge the digital divide.

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NOTES: Suggested changes to this funding area:

- Work toward making the Education Award earned by AmeriCorps and AmeriCorps*VISTA members tax exempt.
- Increase funding for program operation support.

IMPACT ON

WISCONSIN: *Benefit to Wisconsin:* AmeriCorps*VISTA members collectively earn up to \$165,375 annually in education awards from the National Service Trust funds. These funds reduce the debt load of Wisconsin students, and afford them the chance to achieve success and contribute to the state's general welfare. Between July 1, 2004 and September 30, 2004 (the first three months of operation), 32 AmeriCorps*VISTA members generated 1,260 community volunteers who performed 3,655 hours of community service. AmeriCorps*VISTA members also generated more than \$110,000 toward local projects through monetary grants, donations, and fundraising.

Benefit to UW System institutions: UW-Parkside, through Wisconsin Campus Compact (WiCC), has received the nation's largest grant for an AmeriCorps*VISTA program. WiCC places 35 VISTA members at campuses to forge service-learning partnerships between postsecondary institutions and K-12 schools and community-based agencies that serve low-income K-8 students. The program is designed to improve achievement and academic efficacy of low-income K-8 students. WiCC VISTAs have assisted 98 high school and college faculty members to integrate service-learning into coursework that engages students in projects designed to improve low-income K-8 students' academic achievement and aspirations. These courses have impacted the teaching and learning of 1,280 high school and college students. More than 1,440 low-income K-8 students were impacted through the service-learning courses and volunteer projects. WiCC VISTA projects have been recognized over 38 times in the local/regional media, increasing awareness of service-learning initiatives around the state.

KEY FUNDING AREAS

FUND NAME: Campus-based financial aid: 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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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. 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 2004-05, UW System schools will receive \$23 million in SEOG, FWS, and Perkins Loan Federal Capital Contribution. Additionally, schools are authorized to distribute \$47.8 million in Perkins Loan funds to students. Approximately 44,000 students will receive funding from one or more of those programs. Last year, 15,200 students received \$11 million in SEOG funds for an average grant of \$720. For FWS, 9,800 students received \$13 million and an average award of \$1,326. Also in 2003-04, 19,000 Perkins Loan recipients received an average of \$2,184. 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: Carol M. White Physical Education Program (PEP)

AGENCY: Department of Education

DESCRIPTION: The Carol M. White Program provides K-12/higher education partnerships with funding to make sustainable, significant improvements in the health of K-12 students, particularly in the areas of obesity, nutrition, and physical activity through innovative physical education programming, teacher training, and physical activity equipment.

CONTACT: Colleen Miron, Development Specialist, Grants and Contracts Office, 608-785-8498

NOTES: For several years, PEP has held an annual grant competition. In 2003, the School District of La Crosse, in partnership with UW-La Crosse, received a PEP grant for approximately \$436,000. The next year, the School District of La Crosse applied for a three-year grant to support a new project. Although the proposal scored well, it was not funded. UW-La Crosse grant writers had hoped to address the reviewers' suggestions and resubmit it for 2005; however, the Department of Education has decided to cancel this year's annual competition in order to "fund down" the rank-ordered proposals from last year. Unfortunately, this means UW-La Crosse cannot address the reviewer feedback, which would have increased the application's score and likelihood of being funded.

We are concerned the decision to cancel the competition is a sign the future of the PEP program is in danger. UW-La Crosse has a vested interest in the long-term continuation of PEP. While it is too late to change the decision for 2005, we encourage efforts to protect future funding for PEP and the annual competitions for three-year projects.

IMPACT ON WISCONSIN: *Benefit to Wisconsin.* Childhood obesity is a serious epidemic across the U.S. and Wisconsin. Research shows that obesity and related diseases caused by low physical activity and poor nutrition are continually increasing, presenting a significant drain on health care costs and drastically diminishing the long-term quality of life of future generations. In the current K-12 fiscal crisis, funding for physical education programs and physical activity equipment are often sacrificed in order to maintain academic programming. Through partnerships with universities, health organizations, and community-based agencies serving youth, PEP funding supports school districts in efforts to revitalize physical education curricula and energize students to live healthy, active lives both during and outside of school.

Benefit to UW System institutions. UW-La Crosse, in partnership with the School District of La Crosse, has been particularly successful in acquiring and leveraging PEP funds to positively impact the health of K-12 students in the La Crosse region. With the funding from the 2003 PEP grant, the UW-La Crosse Exercise and Sport Science faculty in the area of adventure education led the School District of La Crosse as it redesigned the K-12 mainstream physical education curriculum. In an expansion of that successful project, the District and UW-La Crosse have proposed a program to collaborate with parents, health organizations, and community-based agencies serving youth to address the nutrition and physical activity needs of students with disabilities in the La Crosse region both during and outside of school.

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KEY FUNDING AREAS

FUND NAME: Department of Labor (DOL)—various funds

AGENCY: Department of Labor, Office of the Assistant Secretary for Administration and Management

DESCRIPTION: The Department of Labor (DOL) fosters and promotes the welfare of job seekers, wage earners, and retirees by improving working conditions, advancing opportunities for employment, protecting retirement and health care benefits, helping employers find workers, strengthening free collective bargaining, and tracking changes in employment, prices, and other national economic measurements. The DOL administers and enforces more than 180 federal laws for about 10 million employers and 125 million workers, covering such areas as workers' rights to a safe and healthy workplace, a minimum hourly wage and overtime pay, unemployment insurance, and freedom from employment discrimination.

The Office of the Assistant Secretary for Administration and Management is responsible for the overall implementation of the Department's procurement and grant programs. These programs are implemented through a decentralized procurement structure via several offices, including the Bureau of Labor Statistics; Employment and Training; Mine Safety and Health; Occupational Safety and Health; Office of Disability Employment Policy; and Veterans' Employment and Training.

CONTACT: Dr. Rebecca Martin, 262-595-2261

IMPACT ON
WISCONSIN:

Benefit to Wisconsin. Funding from the DOL has had a great impact on Wisconsin in terms of decreasing unemployment, increasing jobs, developing worker training programs, establishing several one-stop career centers and Job Corps Centers, and protecting workers' health, wages, and benefits.¹ Some examples:

- Since 2001, Wisconsin has received \$833.9 million from the DOL's Employment and Training Administration to provide skills training and career development assistance to dislocated workers and other participants.
- Wisconsin is participating in \$215,600 worth of grants to help train workers for jobs in the health care industry.
- Over the past four years, the Mine Safety and Health Administration has awarded \$778,921 to provide training for Wisconsin's miners.
- The DOL has awarded nearly \$150,000 to Wisconsinites who developed cancer or other occupational illnesses as a result of exposure to toxic substances while working on nuclear weapons and related projects for the United States.

¹ U.S. Department of Labor: <http://www.dol.gov/dol/accomplishments/WI.htm>

Benefit to UW System institutions. Funding from the DOL has fostered collaborative partnerships between labor-related organizations and agencies in Wisconsin and UW-System institutions. For example, the Workforce Development Center (WDC), a one-stop career center located in Racine County, is a model for community collaboration. Personnel from several separate area agencies are housed at the WDC and organized into teams that cut across agency boundaries. The teams work in the areas of Employment Resources/Career Development, Employment Related Instruction, Employer Services, Specialized Services for Targeted Groups, and Employment Supports.

The Racine County Human Services Department has funded a collaborative partnership with the University of Wisconsin-Parkside (UWP) for over five years with federal “pass-through” funds from the DOL. UWP employs personnel that are housed at the WDC and who assist with core services. Personnel have included:

- A WDC Employment and Training Coordinator/Team Leader for several of the Specialized Services and Educational Services Functional Teams
- A Workforce Investment Act (WIA) Manager/WDC Youth Functional Team Leader
- Student interns for the Just-in-Time Translation Program, who provide bilingual interpretation services for WDC customers



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KEY FUNDING AREAS

DESCRIPTION: Expanded Food and Nutrition Education Program

FUND NAME

AND AGENCY: 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 36-year history. Research has documented the effectiveness of this program in increasing the nutritional well-being of the families it serves.

CONTACT:

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SIGNIFICANCE:

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 behaviors necessary for nutritionally sound diets.

Poor health disproportionately affects low-income and minority populations. EFNEP saves states and families money: for every dollar invested in EFNEP, health care costs were reduced by \$10.64 in Virginia; \$8.82 in a group of Midwestern states; \$8.03 in Iowa. 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 new Dietary Guideline recommendations.

Wisconsin has documented the positive impacts of participation in 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.
- 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 FY04, Cooperative Extension in Wisconsin had an EFNEP budget of approximately \$800,000 and operated in six predominately urban counties (Milwaukee, Rock, Dane, Racine, Kenosha, and Waukesha). EFNEP reached 1318 youth and 1587 adults with educational programs in 2003.

Among the best tools yet developed to fight obesity is the Expanded Food and Nutrition Education Program (EFNEP) operated by the USDA's Cooperative State Research, Education, and Extension Service. In nearly 800 counties in all 50 states and the U.S. territories, EFNEP combats obesity by attacking nutritional illiteracy among low-income populations. The program encourages individuals and families to improve their diets, and increase physical activity. It also helps eliminate societal barriers to healthy choices.

Studies show that people who run out of food or miss meals because they cannot afford them are among the most obese. EFNEP reaches these "high risk" individuals through tried and true lessons and activities taught in peer-to-peer fashion by paraprofessionals and volunteers.

COSTS: Nutrition education is a priority of Cooperative Extension in Wisconsin. NASULGC seeks to increase funds to \$65 million nationally, incrementally increasing the budget in order to expand the number of effective EFNEP efforts serving low income and minority populations. Wisconsin will benefit from this increase.

CONTACTS

WITH CONGRESS: NASULGC Board on Human Sciences has advanced this request as well.

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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 UW 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 can 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.

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KEY FUNDING AREAS

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

AGENCY: Department of Education, Office of Postsecondary 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 resources of the fund are devoted to new ideas and practices and to the dissemination of proven innovations to others. As a result, FIPSE grants have stimulated some of the most dramatic advances in postsecondary education during the last 30 years.

CONTACT: Cora Marrett, Senior Vice President for Academic Affairs, UW System Administration, phone: (608) 262-3826, e-mail: cmarrett@uwsa.edu

NOTES: FIPSE managers have cancelled the annual grant competition for 2005. UW System believes it would be a loss to our institutions if FIPSE's peer-reviewed tradition, which has supported innovation in our undergraduate and outreach efforts, was totally lost.

IMPACT ON
WISCONSIN:

FIPSE funding at UW System schools has touched a diverse selection of students, residents, and institutions in Wisconsin and across the nation:

- The Wisconsin Advanced Placement Distance Learning Consortium at UW-Madison provides AP courses to talented high school students from rural and diverse communities where budgetary restrictions mean that AP courses are not taught.
- A project at the Academic Advanced Distributed Learning (ADL) Co-Lab will result in effective online teaching methods. It will create 17 modules designed to give teachers professional development in online instruction.
- A partnership between UW-Madison, UW-Stevens Point, UW-Extension, UW-Oshkosh, UW Colleges, and UW-La Crosse provides online educational and career exploration programming and services for migrant farm workers and their high school-age children where they live and work.
- The Consortia for Future Leadership at UW-Milwaukee is a student exchange program between the United States and Brazil. It will provide opportunities for comparative study and post-secondary training in disability policies, program administration, and program evaluation in the two countries.
- The North American Consortium for a Culture of Peace at UW-Milwaukee is a partnership of six universities committed to innovative measures to advance the shared vision of a just and peaceful continent. It will initiate the North American Conflict Resolution Program, a student-exchange program between Canada, Mexico, and the United States.

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KEY FUNDING AREAS

FUND NAME: GEAR UP (“Gaining Early Awareness and Readiness for Undergraduate Programs”)

AGENCY: Department of Education

DESCRIPTION: GEAR UP 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 must involve parents and communities and build lasting reforms to strengthen school curriculum and support services for students. Four UW institutions—UW Colleges, UW-Eau Claire, UW-Milwaukee, and UW-Stout—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.

CONTACT: Kristen Hendrickson, Budget and Policy Analyst
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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, 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. Of the four UW institutions receiving GEAR UP grants, UW-Eau Claire and UW-Milwaukee get the largest awards. In 1999, they received \$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 even more 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. UW-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 4% (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 construction projects that result in energy savings or pollution prevention.
- Provide funding for public outreach and community education.
- Facilitate industrial partnerships.

IMPACT ON
WISCONSIN:

Benefit to Wisconsin. The projects funded by the EPA’s Green Power Partnership program have reduced energy costs for state government, reduced costs for environmental remediation, advanced state policies of environmental responsibility and stewardship, and provided opportunities to educate citizens about environmental stewardship.

Benefit to UW System institutions. UW-Oshkosh is one of only 17 higher education participants, and the only Wisconsin campus, in EPA’s Green Power Partnership. UW Oshkosh has become the largest purchaser of alternative fuel-generated electrical power in the state, and possibly in the Midwest. Technical assistance provided by EPA and Wisconsin Public Service 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 Foundation Center; and the installation of heating plant emissions controls.

In addition to the tangible benefits, UW-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: NASA Space Grant College and Fellowship Program, Wisconsin Space Grant Consortium

AGENCY: National Aeronautics and Space Administration (NASA)

DESCRIPTION: The Wisconsin Space Grant Consortium (WSGC) is dedicated to using the excitement and vision of space and aerospace science to equip the citizens of Wisconsin with the math, science and technology tools they need to thrive in the next century. The WSGC funds fellowships and scholarships for students pursuing careers in Science, Mathematics, Engineering and Technology, as well as curriculum enhancement and faculty development programs, industry partnership programs, and pre-college and public service education programs.

The WSGC, now including 30 affiliates across the state, is a member of the National Space Grant College and Fellowship Program (also known as Space Grant), initiated by NASA in 1989. Space Grant is a national network of colleges and universities working to expand opportunities for Americans to understand and participate in NASA's aeronautics and space programs by supporting and enhancing science and engineering education, research, and public outreach programs. The Space Grant national network includes more than 820 affiliates from universities, colleges, industry, museums, science centers, and state and local agencies. These affiliates belong to one of 52 consortia in all 50 United States, the District of Columbia and the commonwealth of Puerto Rico.

CONTACT: Aileen Yingst, 920.465.2108

NOTES: NASA recently announced it is cutting funding by 18.5% to all state Space Grant programs. Future cuts or loss of future funding would devastate the programs WSGC currently provides in Wisconsin.

In addition, WSGC would benefit by implementing the following suggestions:

- Examine the growing need for a high-technology workforce in Wisconsin and work toward obtaining increased levels of appropriations for the funding of workforce development initiatives (e.g. Student Satellite Initiative, Urban Heat Islands Project).
- Increase WSGC funding to support the opening of a NASA Educator Resource Center in Wisconsin. The WSGC has increased its service to pre-college students and educators across the state by 75%; such a resource center would give WSGC the resources to meet rapidly expanding need.
- Increase WSGC base funding. In the last two years, membership has increased by 30%, while applications to our grant opportunities have increased in some cases by 200%.

IMPACT ON

WISCONSIN: *Benefit to Wisconsin.* The programs funded by the WSGC provide three crucial benefits to the state of Wisconsin: (1) they recruit and support students, faculty, industries and other organizations in science, mathematics and technology by funding research, scholarships and outreach projects in a wide variety of fields related to aerospace; (2)

they generate interest and develop technical skills in science and engineering in the students of Wisconsin; and (3) they provide an innovative and exciting way to spark or strengthen student interest and practical expertise in those high-technology skills that are most crucial to Wisconsin's workforce pipeline. Our programs provide these benefits in the way deemed most effective by the education community – through direct, practical experience. Through Space Grant-funded programs, hundreds of Wisconsin students have conducted experiments in micro-gravity, built and launched rockets and high-altitude balloons, learned about aviation in summer camp settings, and taken part in other learning experiences relating to aerospace. Funding at the current level ensures that these programs will continue without interruption. Increased funding would allow the WSGC to grow and expand its programs pre-college students across Wisconsin.

Benefit to UW System institutions. The vast majority of our funds directly support students and faculty, and the majority of these competitive awards are given to individuals at UW System schools. In 2004 alone, 60% of WSGC award monies were given to students, faculty and staff at UW System institutions.

Each year, the WSGC funds the academic scholarship and research of students and faculty at every one of our UW System Affiliate Members. For many students, this funding is what allows them to pursue a college degree in a high technology field. For many faculty members, our grants represent the seed money that allows them to pursue and win large federal grants, bringing research dollars into Wisconsin. Our membership is open to all interested UW System schools.

In a larger sense, the Consortium serves as a vehicle for building and maintaining a dynamic relationship within and among the academic, research, industrial, and professional communities in Wisconsin concerned with space science, technology, design, and development. These collaborative efforts thus facilitate interactions between each Affiliate Member and federal agencies, most notably NASA and its various centers. The WSGC strives to be an agent for leadership, cooperation and change in Wisconsin aerospace education, research and industry. Our reach is statewide, with 30 members in every congressional district, including 8 private colleges and universities and 8 UW System campuses, one tribal college, 6 businesses, 3 government agencies and 4 non-profit organizations. Additionally, because Space Grant is a national program, with nearly 900 affiliates throughout the 50 states, Puerto Rico and Washington D.C., the UW System is plugged into this network at the highest level.

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KEY FUNDING AREAS

FUND NAME: National Institutes of Health (NIH)—various funds

AGENCY: National Institutes of Health (NIH)

DESCRIPTION: Comprised of 27 separate Institutes and Centers, the National Institutes of Health (NIH) is the principal health research agency of the Federal Government. NIH is one of eight health agencies in the Public Health Service which, in turn, is part of the U.S. Department of Health and Human Services. The goal/mission of NIH is to acquire new knowledge to help prevent, detect, diagnose, and treat disease and disability, thus leading to improved health for all.

NIH uses three venues to support research—grants, cooperative agreements, and contracts. Grants for health-related research and research training projects/activities make up the largest category of funding provided by NIH. Most grant applications for NIH funding are unsolicited. However, NIH also will issue a Program Announcement (PA) or Request for Applications (RFA) for projects focusing on an area of high priority or special concern. NIH grant competitions are competitive with a primary objective of funding the highest quality, most promising research projects. For example, in fiscal year 2002, over 30,000 applications were reviewed, but only the top 31% were funded.

CONTACT: Dr. Laurie Taylor, 262-595-2006

IMPACT ON
WISCONSIN:

Benefit to Wisconsin/UW System Institutions. Campuses in the UW System receive on average 1,000 NIH awards per year. Of those, an average of 140 awards per year are for new projects.¹ The focus of these studies run the gamut from macro-level research to micro-level investigations of a specific phenomenon. The common theme to all studies is that they all yield results and findings that will facilitate NIH's mission to help prevent, detect, diagnose, and treat disease and disability and promote good health for all. Examples of funded research projects include:

- Barriers to Pain Management in Adolescents with Cancer
- Genetic Mapping in Type 2 Diabetes
- Cellular Roles in Liver Pathology: Dioxin as Prototype
- Symptom Duration and Quality of Life
- Alzheimer's Disease: Potential Benefit of Isoflavones
- Research Training on Families and Mental Health Services
- Community Consultation as an Ethics Method
- Diagnosis of Breast Cancer with Optical Spectroscopy
- A Team Model of Hypertension Care in African Americans

¹ NIH Computer Retrieval of Information on Scientific Projects (CRISP) searchable database:
<http://crisp.cit.nih.gov/>

Funding from NIH has supported a variety of research programs at the University of Wisconsin-Parkside (UWP), and has fostered the development of collaborative partnerships between our campus and other institutions. For example, a faculty member at UWP received over \$1.5 million for two projects:

- Transcriptional Regulation of Insect Ferritin—a study examining the regulation of ferritin, an iron-binding protein, in the yellow fever mosquitoes (*Aedes Aegypti*)
- Regulation of Ribonucleotide Reductase in *Aedes Aegypti*—a study designed to dissect the transcriptional regulation of RNR following blood feeding in the yellow fever mosquitoes (*Aedes Aegypti*)

Northwestern University has funded a multi-year, collaborative partnership with a faculty member from UWP with federal “pass-through” funds from NIH. The faculty member has been involved in on-going research examining various factors that affect circadian rhythms and mechanisms for restoration of the rhythms.

KEY FUNDING AREAS

- FUND NAME:** National Professional Development Program
(A new program that combines two previous grant competitions: “Career Ladder” and “Bilingual Education Training for All Teachers”)
- AGENCY:** Department of Education, Office of English Language Acquisition
- DESCRIPTION:** The National Professional Development Program (NPDP) is a competitive grant program that provides grants for professional development activities that will improve the skills of bilingual education teachers. Created in the No Child Left Behind Act, the NPDP merges two previous bilingual education grant programs into one comprehensive funding pool. Programs that were awarded grants through Career Ladder and Training for All Teachers will continue to be funded; however, no new grant competitions are scheduled for those two programs.
- The activities funded through the NPDP grants aim to improve the education of limited English proficient (LEP) children by increasing the number of bilingual teachers trained to work with LEP children, and helping “regular” teachers learn English as a Second Language (ESL) pedagogical methods. For example, some awards fund the recruitment of bilingual individuals who are not licensed educators into courses that lead to teaching certification in bilingual/ESL education. Other grants help restructure university curricula to better prepare new teachers to work with LEP children.
- A number of UW institutions have benefited from awards granted through the programs in the Office of English Language Acquisition. In addition to the campuses mentioned below, UW-Oshkosh, UW-Milwaukee and UW-Eau Claire all won grants from the former “Career Ladder” and “Bilingual Education” programs.
- UW-Whitewater currently manages three awards from the Office of English Language Acquisition to fund Project SWEETT, a consortium between UW-Whitewater, UW-Rock County, UW-Waukesha County and local K-12 school districts. Project SWEETT aims to improve the poor performance of LEP children in target school districts in Southeastern Wisconsin by increasing the number of bilingual and ESL teachers trained in the best practices for working with LEP children. Project SWEETT provides tuition scholarships to qualified applicants who are committed to licensure in Bilingual Education or English as a Second Language.
 - At UW-La Crosse, the Research Center for Cultural Diversity and Community Renewal (CDCR) obtained federal grants to initiate Project TEACH and Project FORWARD, two career ladder programs that fund Hmong students who want to become educators. The programs offer opportunities for paraprofessionals, high school graduates, and non-traditional students of Hmong descent. Project TEACH began in 1999 at UW-La Crosse, UW-Eau Claire and UW-Stout. Project FORWARD began in 2000 at UW-Stevens Point along with UW-Marathon County. One remarkable Project TEACH student, Kaying Xiong, has become the first Hmong principal in the state of Wisconsin.

CONTACTS: At UW-La Crosse: Ronald S. Rochon, Director, CDCR 608.785.5080
At Wisconsin DPI: Seree Weroha, Consultant, Bilingual/ESL Education 608.266.7292

NOTES: It appears that the creation of the NPDP simply rolls the two previous award programs into one program. This will simplify the application process for projects like Project SWEETT. However, there is also a danger that the appropriations for NPDP (the combined program) will not equal the appropriations that were designated for both the Career Ladder and Bilingual Education programs combined. So far, it is unclear whether appropriations will decrease, because existing Career Ladder and Bilingual Education grants are still being funded on an annual basis. Most will run out within the next two years.

IMPACT ON
WISCONSIN:

Benefit to Wisconsin. The state of Wisconsin, like most of the nation, is experiencing rapid demographic changes. The numbers of families for whom English is a second or additional language is growing. In the 1995 academic year, there were 15,798 limited English proficient (LEP) students in the state; in 2001, that number exceeded 25,000. The increase is due primarily to population growth among Hmong and Latino/Mexican families. The growing numbers of LEP students are a concern to school administrators because these students tend to fare poorly in school in comparison to English-proficient students. They also tend to drop out of school at a higher rate.

The Office of English Language Acquisition grants have a positive impact on Wisconsin because the grants:

- Improve the academic performance of LEP children.
- Reduce pressure on teachers and schools with high numbers of LEP learners.
- Help school districts adapt to new non-English speaking students.
- Train regular teachers in ESL instructional methods.
- Improve career opportunities for Hmong and Spanish-speaking individuals.
- Promote a high-quality, equitable education for all, ensuring an educated citizenry.

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.

NSF is truly a center of excellence in the U.S. government. More than 95% of its funds are distributed on a competitive basis directly to researchers, with very low overhead cost. Since 1950, Nobel Prizes have been awarded to more than 150 U.S. and U.S.-based researchers who have been supported by NSF grants throughout their careers.

CONTACT: Cora Marrett, Senior Vice President for Academic Affairs, UW System Administration, phone: (608) 262-3826, e-mail: cmarrett@uwsa.edu

IMPACT ON
WISCONSIN:

UW System institutions received funding from the National Science Foundation (NSF) totaling \$118,238,903 in FY2004. 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, including:
 - The Materials Research Science and Engineering Center (MRSEC) for Nanostructural Materials and Interfaces
 - 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 grant at UW-Milwaukee that supports undergraduate research opportunities at the Center for Great Lakes Studies (CGLS)
- A grant at UW-Eau Claire for Excellence in Mathematics and Computer Science (EMACS), a scholarship program which supports students based on financial need and academic potential
- A number of grants at UW-Oshkosh to purchase equipment to support undergraduate research
- A grant at UW-Stevens Point that emphasizes exposure to research in chemistry and science through projects such as modification of chemistry lecture courses and development of a web-based instrumentation program for students

KEY FUNDING AREAS

FUND NAME: Pell Grant

AGENCY: Department of Education

DESCRIPTION: The 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 full amount of tuition and fees at any UW four-year institution. 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, \$4,700 on average.

CONTACT: Kristen Hendrickson, Budget and Policy Analyst
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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 2003-04, about 29,800 UW System students received a Federal Pell Grant. The total dollars expended for the program was approximately \$71.8 million, with an average award of \$2,410. 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 more students could study full-time and dedicate their time to class work.

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KEY FUNDING AREAS

FUND NAME: Refugee School Impact Grants

AGENCY: Department of Health and Human Services, Office of Refugee Resettlement

DESCRIPTION: These grants help cover the costs incurred by local school districts in which significant numbers of refugee children reside, and also increase the number of refugee educators by providing financial aid and teacher training programs at institutions of higher education. UW System schools apply for and receive the grants through the Wisconsin Department of Public Instruction (DPI). The DPI has targeted most of its grants for communities that have Hmong and other refugee student enrollments of more than 600 students.

A number of UW System institutions have won Refugee School Impact Grants from DPI to increase the number of Hmong educators by providing scholarships to Hmong who are pursuing degrees in education. In FY 2004, UW-Stout, UW-Milwaukee, UW-La Crosse, UW-Green Bay, and UW-Eau Claire all received grants, totaling \$520,000.

CONTACT: Ronald S. Rochon, UW-La Crosse Research Center for Cultural Diversity and Community Renewal, 608.785.5080

IMPACT ON
WISCONSIN:

Research indicates a strong need for teachers of Hmong descent in many Wisconsin communities. Students of Hmong descent comprise 6% to 24% of public school enrollments in Eau Claire, Green Bay, La Crosse, Menomonie, Oshkosh, Stevens Point, Wausau, and Wisconsin Rapids. Furthermore, Wisconsin's Hmong students comprise 60% of the nearly 11,000 Limited English Proficiency (LEP) students in the state. LEP students in Wisconsin score well below the national average in all content areas of testing; therefore, it is crucial to hire educators that are able to engage LEP students in the classroom.

While the communities listed above have substantial numbers of Hmong children in public schools, there are few Hmong teachers, counselors, or administrators to serve as role models. Self-confident, well-prepared teachers of Hmong descent will make a significant difference to Wisconsin students, serving as role models for students of Hmong descent, and as capable, empathetic, cross-cultural, and bilingual educators who will serve students of all backgrounds and ethnicities. The most productive way to increase the number of Hmong teachers in Wisconsin is to support these students while they are earning their teaching degrees and certification.

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KEY FUNDING AREAS

FUND NAME: Science to Achieve Results (STAR) Program

AGENCY: U.S. Environmental Protection Agency

DESCRIPTION: The STAR Program includes student scholarships and scientific research programs, particularly the identification of “research centers” addressing specific problems relevant to the work of the EPA. This request seeks funds for continuing the “research center” component of the STAR program, especially the ecological indicator initiative that has supported the Great Lakes Ecological Indicator (GLEI) project.

CONTACT: Robert Howe, Professor of Natural and Applied Sciences (920-465-2272; hower@uwgb.edu)

NOTES: The research center approach to the STAR program has been very successful in fostering collaboration across institutions and across scientific disciplines. Significant outcomes of the work are beginning to appear and hold much promise for sustainable management of natural resources.

IMPACT ON WISCONSIN: *Benefit to Wisconsin.* The STAR program emphasizes scientific research that addresses current public policies and resource protection strategies. Like preventative medicine, rigorous diagnosis of environmental problems can save billions of dollars and irreplaceable resources over the long run. Current research funded by the STAR program aims to help local environmental authorities assess the environment accurately and in a broad geographic and historical context. Such assessments identify problems that need attention, as well as successful measures that deserve wider applications.

Benefit to UW System institutions. Research funded by the STAR program has helped train dozens of young scientists in the University of Wisconsin System during the past four years. These students (both undergraduates and graduates) receive training that will propel them into leadership positions in government agencies, academia, and private enterprise.

KEY FUNDING AREAS

FUND NAME: Sea Grant College Program

AGENCY: Department of Commerce, National Oceanic and Atmospheric Administration,
National Sea Grant Office

DESCRIPTION: The Sea Grant College Program is a national program of research, outreach and education dedicated to scientific inquiry for the wise development and protection of the nation's ocean and Great Lakes resources. The program's funds are awarded on a competitive, peer-reviewed basis. The UW Sea Grant Institute is a UW System program that receives nearly \$2 million in federal funding annually. UW Sea Grant combines that with over \$1 million in funds from the State of Wisconsin to serve as a grant agency, awarding over \$3 million to Wisconsin public and private universities and colleges.

The FY 2004 federal funding for UW Sea Grant supports 27 Great Lakes-related projects involving more than 100 faculty, staff, and students at UW-Madison, UW-Milwaukee, UW-Green Bay, UW-La Crosse, UW-Stevens Point, UW-Superior, and UW-Manitowoc. During its 36-year history, UW Sea Grant has helped 207 students earn Ph.D.'s and 312 students earn master's degrees through research and project assistantships.

CONTACT: Anders W. Andren, Director, UW Sea Grant Institute, 608.262.0905;
www.seagrant.wisc.edu

NOTES: "The National Sea Grant College Program Act Amendments of 2002" reauthorized the Sea Grant program for five years through FY 2008. It authorized \$77.5 million in FY 2005, with increases of \$2.5 million in appropriations in each of the following fiscal years. In addition, it authorizes \$5 million annually for zebra mussel/nonindigenous species research, \$5 million for oyster disease research, \$5 million for research on harmful algal blooms and \$3 million for enhancing fisheries extension activities.

IMPACT ON
WISCONSIN:

UW Sea Grant provides an essential link between Wisconsin researchers, users and managers of Great Lakes and ocean resources. UW Sea Grant research and advisory services activities in the areas of commercial fishing, coastal engineering and water resources management in one year alone saved or generated \$5.6 million at a time when the federal Sea Grant appropriation to Wisconsin was just \$1.8 million. Some of the specific impacts include:

- UW Sea Grant's Aquaculture Advisory Services Program has become a principal source of information and technical assistance to the state's rapidly developing, multimillion-dollar aquaculture industry. Over the last five years, more than 3,000 Wisconsin citizens have attended aquaculture conferences, workshops and lectures sponsored or co-sponsored by UW Sea Grant.
- UW Sea Grant's 10 Advisory Services and Communications specialists partner with organizations and individuals on more than 200 different outreach activities each year, providing outreach, training and information to thousands of Wisconsin residents.

- During the past year, UW Sea Grant supported both research and outreach on beach closings caused by bacteria (*E.coli*) as well as the excessive growth of Cladophora algae. Last summer, a UW-Milwaukee investigator sampled five Door County beaches and two Milwaukee beaches, and also evaluated samples from five Manitowoc-area beaches. She also assessed water quality along the west shore of the Door County peninsula and in waters adjacent to Milwaukee's beaches. UW Sea Grant's water quality specialist and science writer co-authored an article on the factors influencing Cladophora growth in Lake Michigan for the Wisconsin Coastal Management Program's newsletter, and tens of thousands of copies of the article have been reprinted and distributed throughout the state, especially in coastal counties.

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KEY FUNDING AREAS

FUND NAME: Small Business Development Centers

AGENCY: U.S. Small Business Administration

DESCRIPTION: America's small businesses have historically been the engine of our nation's economic growth, but in recent years they have not received the support they need from their government. With its array of counseling and training services, and a proven record of creating jobs and generating growth for our nation's small businesses, the U.S. Small Business Development Center (SBDC) network can help small businesses get started and succeed. Unfortunately, federal funding for our nation's SBDC network has actually decreased in real terms since FY 2001.

We appreciate your support for the SBDC network in past years. So that the network might continue with its contributions to our country's economic development, we urge your continued strong support for the SBDC in the FY 2006 budget.

CONTACT: Erica Kauten, Wisconsin SBDC State Director, 608.263.7794

IMPACT ON
WISCONSIN: *Benefit to Wisconsin.* Today 50 percent of Wisconsin's employment comes from firms that employ fewer than 50 individuals. The SBDC Network in Wisconsin has a proven record of creating jobs and generating growth for Wisconsin small businesses. Last year, its services helped create approximately 626 new full-time jobs and generated more than \$3 million in state tax revenues. We also help entrepreneurs avoid failure by discouraging unviable business ideas.

Funding for the Wisconsin SBDC program generates more state tax revenue than it costs the taxpayer. For every state dollar spent on SBDC services, over more than \$2 is generated in state tax revenue.

Benefit to UW System institutions. Through its services, the SBDC supports UW Extension's goals of a) educating and helping agricultural producers, related businesses, and consumers apply the knowledge gained from basic and applied research, and b) strengthening the economy of Wisconsin and the economic interests of working people through educational and counseling programs for business owners/managers, employees, and entrepreneurs.



Cooperative Extension
Dean and Director

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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
phone (608) 263-2775 • fax (608) 265-4545 • email: arlen.leholm@ces.uwex.edu

IMPACT ON
WISCONSIN: Wisconsin received \$7,892,188 in federal formula funds in 2004. 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. Taking inflation into account, the federal formula funds are on a steady decline, putting at risk our continuing ability to leverage state and local funds.

Funds from competitive sources (federal, other and non-federal) 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 bases on changing local needs, needs that may not always fit into federal competitive grant categories.

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 CESAs) to work with institutions of higher education in order to create and evaluate models for professional development. By helping teachers develop a deeper understanding and appreciation of U.S. history as a separate subject matter within the core curriculum, the Teaching American History Grants improve instruction and raise student achievement.

CURRENT
FUNDING:

All funds for the 2004 grants:	
CESA 11/UW-River Falls/UW-Stout:	\$749,589
CESA 10/UW-Eau Claire/et. al.	\$999,908
Milwaukee Public Schools/UW-Milwaukee/et. al.	\$875,997

IMPACT ON
WISCONSIN:

Benefit to Wisconsin. 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.

Benefit to UW Institutions. A number of UW System campuses have benefited from recent Teaching American History grants:

- UW-River Falls and UW-Stout collaborated with CESA 11 to create "History Through the Heartland on the I-94 Corridor." The professional development program for American History teachers takes participants on a metaphorical journey connecting the regional past to the nation's past. Readings focus on growth, politics, immigration and modernization, with the discussion connecting national themes to the physical environment of small towns and the urban metropolises of Wisconsin.
- UW-Eau Claire, CESA 10, and a number of other partners collaborated to create the "Learning by Doing: Public History in the Classroom" project. Participants receive content knowledge stressing connections among local, regional, and national narratives and hands-on experience in technology and instructional strategies; develop, implement and assess curriculum modules; oversee student projects in History Day; establish district-based study groups; and are introduced to public history theory and practice.
- The Milwaukee Public School District partnered with a number of institutions -- including UW-Milwaukee -- to create the "Weaving American History" initiative to

support students' and teachers' knowledge of traditional American history; increase academic achievement; develop a cadre of mentors and coaches; and develop an online course for sustaining professional development in history.

- In past years, UW-Oshkosh, UW-Green Bay, and UW-La Crosse have also received Teaching American History grants and have worked with CESAs to deliver professional development to Wisconsin history teachers.

KEY FUNDING AREAS

FUND NAME: Title III Part A—Strengthening Institutions Program

AGENCY: Department of Education, Office of Institutional Development and Undergraduate Education Service

DESCRIPTION: This competitive grant program helps strengthen higher education institutions. The grants are awarded for a broad range of purposes, such as faculty development, administrative management, institutional planning, academic programs and student services. The program awards small, one-year “planning” grants, followed by large, five-year “development” grants. By helping institutions where they need it most, Title III grant programs improve both academic quality and fiscal stability at grantee institutions.

In recent years, UW-Eau Claire, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Whitewater and UW Colleges have all won Title III Strengthening Institutions grants. Listed below are three examples of the programs funded by the grants:

- UW-Eau Claire received \$1.65 million over five years to increase retention and graduation rates through the use of telecommunications and to enhance the effectiveness of academic programs through the appropriate and selective application of informational technology to classroom instruction.
- UW-River Falls won an award in 1999 that provided \$1.5 million over five years to reinvent and expand its Outreach unit to better serve non-traditional students, businesses, and non-profits in the St. Croix Valley, and also to expand and improve its Academic Success Center. In 1998, the Outreach unit was very weak; today, it is a vibrant part of the university and provides services and programs crucial to the economic development of the area. Title III funding helped Outreach develop 20 new programs, convert 10 programs to online delivery, and increase their unit’s budget to \$1 million per year.
- UW-Stout received a Title III planning grant in FY 2003, followed by a five-year development grant starting in FY 2004, to integrate its advising and assessment with technologies that will better serve students. For the next four years, Title III grants will amount to \$1.75 million in support for UW-Stout. This support will translate into new programs for student engagement, advising, and career development that will improve student retention and graduation rates.

CONTACT: Bill Campbell, UW-River Falls, 715-425-3195.

NOTES: The Department of Education has decided not to hold a competition for Title III Strengthening Program grants in FY 2005, instead choosing to spend farther down the list of the excellent proposals submitted in 2004. This seems to be a fair decision, but it is important to continue the Title III grants because they have been extremely helpful to many UW institutions in the past, and they will be in the future.

IMPACT ON
WISCONSIN:

Title III grants have had significant impact on the academic and fiscal integrity of more than half of the UW System institutions by allowing the institutions to invest in the programs they need most. They have also helped Wisconsin institutions of higher education maintain a high level of academic excellence and a commitment to the fulfillment of the “Wisconsin Idea.”

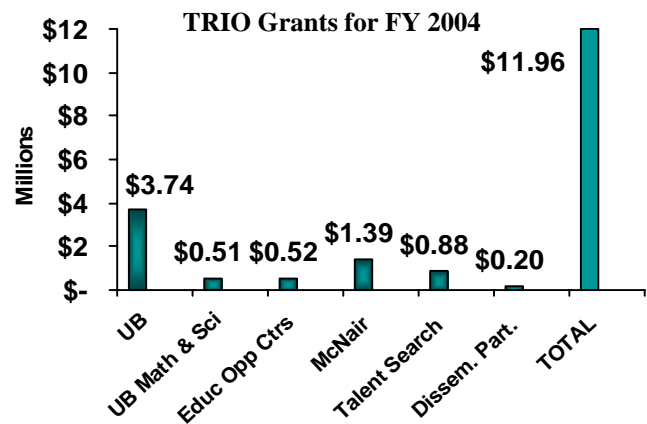
KEY FUNDING AREAS

FUND NAME: TRIO

AGENCY: Department of Education

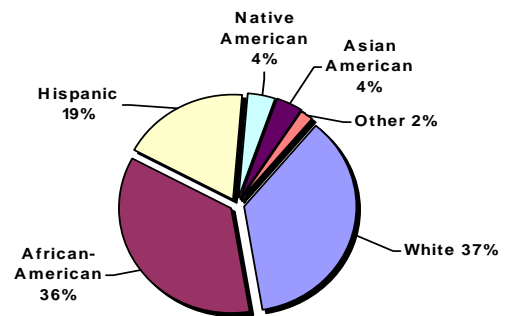
DESCRIPTION: TRIO is the umbrella name for several programs established under the Higher Education Act of 1965 that allow low-income students, first-generation college students, and students with disabilities to begin and complete a post-secondary education. There are currently seven TRIO programs:

- Upward Bound and Upward Bound Math & Science – precollege programs that help eligible students and veterans prepare for higher education.
- Educational Opportunities Centers – programs that serve displaced or underemployed workers by helping them choose a college and a suitable financial aid program.
- Student Support Services – Assistance for disadvantaged or disabled students.
- 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 better understand educational opportunities and options.
- TRIO Dissemination Partnership Program – provides grants to enable TRIO-funded 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

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



Benefit to UW System institutions. TRIO is essential to the UW System institutions. The TRIO college participation rate in the UW System exceeds the national rate of 73%. For example, at UW-River Falls, 100% of

UW System TRIO Program Recipients

Upward Bound students are accepted to a post-secondary institution; at UW-Green Bay, 92% of Upward Bound Math/Science students enroll in college, and 100% of UW-Manitowoc Upward Bound students enroll in postsecondary education. Without TRIO, and without Upward Bound in particular, UW System would experience a considerable decline in college participation rates for students of color and low-income students.

In 2004, the following UW System institutions received TRIO funding – a total of \$11,960,314 in TRIO grants and over 9,000 participating students:

Institution	TRIO \$	students	Institution	TRIO \$	students
• UW-Colleges	\$ 446,444	61	• UW-Parkside	\$ 268,733	150
UW-Waukesha	511,781	480	• UW-Platteville	338,366	300
• UW-Eau Claire	1,287,629	1,483	• UW-River Falls	825,238	344
• UW-Green Bay	1,088,770	340	• UW-Stevens Point	666,213	290
• UW-La Crosse	757,180	485	• UW-Stout	804,939	1,120
• UW-Madison	512,397	282	• UW-Superior	725,241	220
• UW-Milwaukee	1,684,997	2,203	• UW System Regents	460,659	95
• UW-Oshkosh	356,416	300	• UW-Whitewater	1,225,311	989
TOTAL for UW System				\$11,960,314	9,142

UW System is pleased with the support received for the *Upward Bound* program. However, funding levels for other TRIO programs have remained flat (see table below). In particular, as the UW System institutions focus efforts on increasing diversity across the sciences, *Upward Bound Math & Science* programs lag behind more general precollege programs. Most importantly, UW System has identified as a priority in the next five years improving the retention and graduation rates of students of color and low-income students. Efforts in this area have been hampered by flat funding levels in *Student Support Services*.

TRIO Program Funding in the UW System FY 2004 and FY 2003

TRIO Programs	FY2004 (millions)	FY2003 (millions)	Percent change
Upward Bound	\$3.74	\$3.17	18%
Upward Bound Math & Science	\$0.51	\$0.51	0%
Educational Opportunity Centers	\$0.52	\$0.52	0%
McNair Project	\$1.39	\$1.39	0%
Talent Search	\$0.88	\$0.88	0%
TRIO Dissemination Grant	\$0.20	\$0.20	0%
Student Support Services	\$4.72	\$4.72	0%
TOTAL	\$11.96	\$11.39	5%

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KEY FUNDING AREAS

FUND NAME: USDA Challenge Grants

AGENCY: Department of Agriculture; Cooperative State Research, Education and Extension Service

DESCRIPTION: The Higher Education Challenge Grants program is designed to increase the number and quality of undergraduates earning degrees in agriculture and agriculture-related fields. The program encourages innovative proposals with a potential for national impact that can serve as models for other institutions in curriculum design and materials development, faculty preparation and enhancement for teaching, instructional delivery systems, and student experiential learning.

CONTACT: Bill Campbell, Director of Grants & Research, 715/425-3195

NOTES: This program has supported a wide variety of undergraduate curricular, faculty development, and experiential learning programs at UW-River Falls. Since 1989, UW-RF has received 12 grants through this program for a total of almost \$1.1 million. These grants have been extremely important to the university's agriculture and biology programs. Faculty and staff have used them to create new and innovative courses, provide field experiences to students and faculty, and develop new teaching techniques. Without these grants, few of these projects would have been feasible.

Today, the Higher Education Challenge Grant program does not fund significant purchases of equipment. Easing that restriction is recommended; USDA should follow the example of NSF's Course, Curriculum, and Laboratory Improvement program, which allows grantees to purchase large pieces of equipment that are crucial to and integrated into undergraduate curricula.

IMPACT ON
WISCONSIN:

This program has funded projects like:

- *Electronic Distance Delivery of Agriculture Courses*: creating the technical capability to teach agriculture courses over the Internet to students at La Courte Oreilles Ojibwa Community College.
- *Teaching at a Distance: Training Faculty for Interactive TV*: preparing faculty at four UW institutions to teach online courses.
- *Teaching Improvement through Faculty Externships*: placing faculty with agribusinesses during the summer.
- *Laboratory Materials and Multimedia Resources for Plant Pathology Education*: preparing digital materials for plant pathology courses and laboratories.
- *Experiential Learning Across the Disciplines*: creating an interdisciplinary course in which students address and solve complex, real-world agriculture problems.
- *Infusion of Business Content into the Horticulture Curriculum*: creating and disseminating the Horticulture Business Simulator, a computer program based on the business decisions made by greenhouses and seed producers.

- *Creating a Student-Centered Ag Engineering Tech Curriculum*: providing experiential learning opportunities throughout the agriculture engineering major.
- *UWRF Research Internship Program*: placing undergraduates into summer research internships at businesses and research laboratories across the country.
- *From Pig to Plate: Creating a Model for Value-Added Agriculture Education*: implementing a market-driven, student-operated pork enterprise on the lab farm.
- *Infusion of Legal Content into the Existing College Curriculum*: providing agriculture instructors with materials and consultants to enable them to address course-related legal issues.

Benefit to Wisconsin. USDA Challenge grants have significantly improved agriculture and ag-related courses, teaching, and co-curricular programs. As a result, UW-RF graduates are better prepared to serve Wisconsin as county extension agents, production farmers, farm credit providers, and agri-business persons. Most importantly, these grants have helped improve the education provided to Wisconsin's agriculture teachers in high schools, virtually all of whom are UW-River Falls graduates.

Benefit to UW System institutions. Most of the curricular improvements funded by this program have been integrated into UW-RF's agriculture programs, and the faculty development activities continue to pay dividends in our classrooms and laboratories. The net result: 1,200 agriculture students now have opportunities for distance-education classes, research internships, and field experience—education that was not available before receiving these Challenge grants. And more than 40 faculty in the College of Agriculture, Food, and Environmental Sciences now have access to externships, training in new teaching techniques, and new content through these grants.

Furthermore, the distance-education initiatives UW-RF has launched, thanks to Challenge grants, have benefited students at UW-Madison, UW-Platteville, UW-Stevens Point, and La Courte Oreilles Ojibwa Community College.

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KEY FUNDING AREAS

FUND NAME: Water Resources Research Institute Program

AGENCY: Department of the Interior, U.S. Geological Survey

DESCRIPTION: The Water Resources Research Institute (WRRI) Program is a federal-state partnership of research, outreach and education dedicated to planning, facilitating and funding activities related to state, regional and national water problems. WRRI funds are awarded on a competitive, peer-reviewed basis. One of 54 Water Resources Research Institutes nationwide (including Puerto Rico, Guam and the U.S. Virgin Islands), the University of Wisconsin Water Resources Institute (WRI) is a UW System-wide program that serves as the only source of federal WRRI funds in the state. As such, it also serves as a granting agency by awarding or passing through federal dollars to public and private colleges and universities in Wisconsin. Base program funding provides approximately \$93,000 per year from the U.S. Geological Survey. The WRI must match every federal dollar with at least two non-federal dollars. In our case, base support is matched at a level of \$168,000 by state and university support. Research project funding totals \$400,000 to \$500,000 per year, largely due to state support for the UW System's Wisconsin Groundwater Research Program (WGRP), which is administered through WRI. The WGRP has been responsible for support that has established the UW System as a national leader in groundwater research. Currently, over a dozen departments at four UW System campuses and UW-Extension are involved in the overall WRI program, through base support, WGRP funds and successful projects funded through the WRRI's national competitive grants program.

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NOTES: *Authorization:* The Water Resources Research Act of 1984, Public Law 106-374, was reauthorized for the period October 1, 2001, through September 30, 2005. The total funding amount for FY 2001-2005 is \$53 million. It also provides new authorization levels for research grants that focus on water problems of an interstate nature of \$23 million for FY 2001-2005. Reauthorization of the program is being sought for FY 2006-2010.

Appropriations: The FY 2006 funding level recommended by the National Institutes of Water Resources (NIWR) is \$8.775 million, of which \$7.0 million is for the base program. \$1.5 million is earmarked to support 1:1 competitive matching grants for research addressing regional problems, and \$225,000 is for USGS administrative costs. The proposed full FY 2006 authorization level for the WRRI Program is \$18 million.

IMPACT ON WISCONSIN: *Benefit to Wisconsin.* During the past year, 58 faculty, staff and students at UW-Madison, UW-Milwaukee, UW-Parkside, UW-Stevens Point and UW-Extension have been involved in projects supported by or through the WRI. WRI provides a vital link between Wisconsin researchers, managers and users of water resources throughout the state. Specific benefits to Wisconsin include:

- Support of critical research on groundwater and surface water, water supply and quality, wastewater treatment and disposal, watershed management and nonpoint pollution, pollution cleanup and remediation, and public health. Economic, social and public policy issues are investigated as well as scientific, technical and engineering aspects of water problems.
- Through the WRI, strong cooperative efforts exist between the University of Wisconsin and federal and state water management agencies.
- Current water-related information is easily accessible to anyone with an interest in water-related issues through a Web site (www.wri.wisc.edu) and the Water Resources Library (WRL), which houses a nationally unique collection of documents covering all major topics in water resources. The library's catalog is available online, making the WRL a global resource whose extensive holdings are searchable via the Internet. The collection includes over 30,000 documents available for loan, thousands of which are loaned annually. During 2003, the WRL developed "Wisconsin's Water Library" (www.aqua.wisc.edu/waterlibrary) as a special Wisconsin Year of Water outreach project and became the first academic library in the state to make its collection available online to the public. Books and other library materials may be checked out by any Wisconsin resident free of charge and are sent to the user's local public library for pick up and return.
- During the past year, two new fact sheets were produced describing two of Wisconsin's leading groundwater resource problems—arsenic contamination and excessive drawdown—and how research funded by the WRI is addressing them. Effective in 2006, the new federal maximum for arsenic in drinking water will be lowered to 10 parts per billion—a maximum level exceeded in public or private wells tested in 30 of Wisconsin's 72 counties. The arsenic problem is being exacerbated by large, long-term drawdowns in groundwater levels caused by excessive pumping in populous Southeastern Wisconsin, the Lower Fox River Valley and Dane County.
- WRI cosponsors the annual conference of the Wisconsin Section of the American Water Resources Association, which is attended regularly by approximately 300 water resource managers, professionals and students. The 2002 conference featured a joint meeting with the Wisconsin Ground Water Association.

Benefit to UW System institutions. The University of Wisconsin System, through the WRI, coordinates and conducts a wide-ranging program of state-supported priority groundwater research in the state. An average of 15 short- and long-term projects of either a fundamental or applied nature have been funded annually. They have provided a balanced program of laboratory, field and computer modeling studies and applications designed to preserve or improve groundwater quality in Wisconsin.

Each year, WRI provides 25 to 30 graduate and undergraduate students in the UW System with opportunities for training and financial support while they work toward their degrees. During the past year, the program supported 31 students (16 graduate and 15 undergraduate students).