

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.

CONTACT: Pamela Proulx-Curry, 262-595-2002

NOTES: Suggested changes to this funding area:

- Work towards making the Education Award earned by AmeriCorps and AmeriCorps*VISTA members tax exempt.
- Increase funding for program operation support.
- Increase grant dollars to provide relevant, local Pre-Service Orientation (PSO) for project members rather than having members attend regional PSO.

IMPACT ON
WISCONSIN:

Benefit to Wisconsin: Wisconsin Campus Compact AmeriCorps*VISTA members collectively earn up to \$165,200 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. In the 2nd full year of operation (2005-2006), 32 Wisconsin Campus Compact AmeriCorps* VISTA members generated 6,211 community volunteers who performed 60,231 hours of community service. AmeriCorps*VISTA members also generated more than \$384,429 toward local projects through monetary and in-kind grants, donations, and fundraising.

Benefit to UW System institutions. UW-Parkside, through Wisconsin Campus Compact (WiCC), has received the nation's largest grant for a state Campus Compact 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-12 students. The program is designed to improve achievement and academic efficacy of low-income K-8 students. During the past academic year, WiCC VISTAs have assisted 211 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 3,540 college students. More than 9,599 low-income K-8 students were impacted through the service-learning courses and volunteer projects. WiCC VISTA projects have been recognized over 250 times in the local/regional media, increasing awareness of service-learning initiatives around the state.

KEY FEDERAL FUNDS

FUND NAME: Corporation for Public Broadcasting Community Service Grants
Corporation for Public Broadcasting Digital Funding Grants
PTFP funds within the National Telecommunications Infrastructure Agency
Ready to Learn- Department of Education
Ready to Teach – Department of Education
USDA Rural Utilities Service (for digital translators)

AGENCY: Broadcast & Media Innovations (Wisconsin Public Television, Wisconsin Public Radio)

DESCRIPTION: Local stations receive annual federal funding for general operations through the Corporation for Public Broadcasting (CPB)'s Community Service Grant (CSG), which provides funding for programming and operations. Although it is a fraction of a station's overall revenues, it represents an important source of funding for general operations and maintaining infrastructure. CPB is advance-funded by two years. The CPB FY2008 request (submitted in FY2006) was funded at \$400 million, \$30 million less than what CPB requested. Additional programs fund equipment replacement (Commerce), Digital translators (Rural Utilities-Dept. of Ag) and Ready to Teach/Ready to Learn (Education)

CONTACT: Malcolm Brett, Interim Director, Broadcast & Media Innovations. (608) 263-9598

NOTES: Cuts to CPB were proposed in 2006; restoration was accomplished through concerted efforts by CPB supporters nationwide.

IMPACT ON WISCONSIN: Wisconsin Public Radio and Wisconsin Public Television serve as "portals to the world" for the citizens of Wisconsin. Every week, more than 414,000 listeners and 547,000 viewers depend on access to information that connects residents to cultural, civic and educational resources. WPT & WPR are critical to the University of Wisconsin mission of extending the boundaries of our campuses to the borders of the state and beyond. The federal funding received allows WPT/WPR to leverage other funds to develop greater broadcasting capacity to serve the public good and to explore new technologies which support the educational, research and public service missions of the University of Wisconsin-System. These funds become increasingly important with the emerging opportunities (and costs) associated with digital broadcasting.



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 38-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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State Program Leader and Assistant Dean/Director
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SIGNIFICANCE:

In Wisconsin, 82% of those reached by EFNEP reported incomes below the federal poverty level. More than three-fourths were racially, culturally/ethnically diverse (50% African American, 1% Native American, 3% 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:

- 78% improved in one or more nutrition practices, such as considering healthful choices when selecting food, reading nutrition labels, planning meals, feeding children breakfast.
- 71% improved in one or more food resource management practices, such as planning meals, comparing prices, using grocery lists.
- 63% 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 FY07, Cooperative Extension in Wisconsin had an EFNEP budget of approximately \$900,000 and operated in six urban counties (Milwaukee, Rock, Dane, Racine, Kenosha, and Waukesha). EFNEP reached 1506 youth and 2041 adults with educational programs in 2004.

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 \$68 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.

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, which 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 given to increasing funding for the SEOG and FWS programs. Consideration should also be given to providing new Federal Capital Contribution (FCC) funding for the Federal Perkins loan. Institutions have not received an allocation for the FCC since federal FY2004, which has decreased the amount of Perkins loan funds available to University of Wisconsin students by 15% (\$7 million) since 2004-05.

CONTACT: Kristofer Frederick, 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. 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 2005-06, UW System schools received \$24.3 million in SEOG and FWS, while no funds were provided for the Perkins Loan Federal Capital Contribution. Additionally, schools were authorized to distribute \$40.6 million in Perkins Loan funds to students. Approximately 41,000 students will receive funding from one or more of those programs. Last year, 14,815 students received \$10 million in SEOG funds for an average grant of \$676. This is a 4% decrease in SEOG funds available from the previous year. For FWS, 9,576 students received \$14.3 million and an average award of \$1,493. In 2005-06, 16,902 Perkins Loan recipients received an average of \$2,190. 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.

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. Thomas Schnaubelt, 262-595-2208

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. Since July 2003, Wisconsin's unemployment rate has fallen from 5.7% to 4.7%, and 78,800 jobs have been created.¹ Some examples of Wisconsin initiatives supported by the DOL:²

- Since 2001, Wisconsin has received \$1.0 billion from the DOL's Employment and Training Administration to provide skills training and career development assistance to dislocated workers and other participants.
- Over the past four years, the Mine Safety and Health Administration has awarded \$954,882 to provide safety training for Wisconsin's miners.
- Fulfilling its role in the Energy Employee Occupational Illness Compensation program, the DOL has awarded nearly \$150,000 to Wisconsinites who developed cancer and other covered diseases while working on nuclear weapons and related projects for the United States.
- Funding from the DOL has supported several One Stop Career Centers across Wisconsin. At One Stop Centers, workers, job seekers, and other participants can receive training and education, build their skills, and access federal assistance programs, while employers can use One Stop Centers to help recruit workers.

Benefit to UW System institutions. Funding from the DOL has fostered collaborative partnerships between labor-related organizations/agencies in Wisconsin and UW System institutions. The University of Wisconsin-Parkside is involved in several of these

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

² U.S. Department of Labor: <http://www.dol.gov/dol/accomplishments/WI.htm>

collaborations, specifically with the Workforce Development Center (WDC) in Racine County and the Kenosha County Job Center (KCJC). The WDC, a One Stop Career Center, 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 KCJC, also a One Stop Career Center, consists of more than 18 agencies and provides a coordinated network of services to make connections between employers and job seekers. Both the WDC and the KCJC have teams that work in the areas of employment resources and career development, employment related instruction, employer services, specialized services for targeted groups, and employment supports.

The WDC, through the Racine County Human Services Department, has funded collaborative partnerships with UW-Parkside for several years with federal “pass-through” funds from the DOL. Examples of current projects and services provided by UW-Parkside that are supported by WDC funding include:

- Providing an Employment and Training Coordinator for several of the Specialized Services and Educational Services Functional Teams at the WDC; the Coordinator assists with the provision of core services at the WDC.
- Providing a Youth Team Leader who is responsible for the overall organization, development, coordination, and implementation of youth services at the WDC.
- Facilitating planning initiatives responsive to the Racine County Workforce Development Board planning committee and the Ad-Hoc education round table.
- Providing student interns for the Just-in-Time Translation Program; the interns provide bilingual interpretation services for WDC customers.
- Coordinating the Rapid Response Student Program where students work with business experts to solve real world problems.
- Employing interns to assist in implementation of the Racine County Juvenile Detention Center’s operations.
- Providing evaluation services for the Youthful Offender Re-Entry Program.

The KCJC, through the Kenosha County Department of Human Services Division of Workforce Development, has also funded collaborative partnerships with UW-Parkside. Examples of current projects and services provided by UW-Parkside that are supported by KCJC funding include:

- Small business development: providing assistance to entrepreneurs in starting up new businesses through training.
- Workforce development area management: acting on behalf of Kenosha, Racine, and Walworth counties to complete tasks necessary to represent the southeast Wisconsin Workforce Development Area to the State of Wisconsin and federal Department of Labor as a single point of contact for workforce development policy, funding, and services.

KEY FUNDING AREA

FUND NAME: Environmental Education and Training Partnership (EETAP)

AGENCY: U.S. Environmental Protection Agency, Office of Environmental Education

DESCRIPTION: The Environmental Education and Training Partnership (EETP) serves as a national leader in delivery of environmental education training to education professionals. EETP supports a wide array of education professionals and is committed to ensuring that ethnically diverse and low-income communities benefit from and actively participate in education that advances student learning and environmental literacy.

CONTACT: Dr. Richard Wilke, University of Wisconsin-Stevens Point, College of Natural Resources, Telephone (715) 346-4766; Email: rwilke@uwsp.edu

IMPACT ON WISCONSIN:

The University of Wisconsin-Stevens Point is the managing partner for the United States Environmental Protection Agency's national environmental education program. UW-Stevens Point is proud of the success of the second Environmental Education Training Partnership under its leadership, and plans to build upon those achievements to deliver environmental education training and long-term support to education professionals across the U.S. to enable them to effectively teach about environmental issues. The Third Environmental Education and Training Partnership will be structured so that the environmental educators trained will become the cornerstone of high-quality, sustainable, coordinated, and comprehensive environmental education programs across the United States. The program will continue the long-term outcome of developing a more environmentally literate public whose behavior leads to improved environmental quality.

UW-Stevens Point is joined in this project by nationally-recognized organizations that will be responsible for implementing program activities. The organizations include North American Association for Environmental Education, Project Learning Tree, Northern Illinois University, the Association for supervision and Curriculum Development, the Council on Environmental Education, Project WET, National Audubon Society, and the U.S. Fish and Wildlife Service's National Conservation Training Center.

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.
- CONTACT: John Koker, 920.424.1210; koker@uwosh.edu
Linda S. Freed, 920.424.1415; freed@uwosh.edu
- 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. According to the Department of Education, fewer than 8 percent of undergraduates in the United States take foreign language courses, and fewer than 2 percent study abroad in any given year. Foreign language degrees account for approximately 1 percent of undergraduate degrees conferred in the United States.
- 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. This priority meets the objectives of the National Security Language Initiative that President Bush proposed in January, 2006. It also meets the objectives of the Wisconsin Department of Public Instruction's December 2005 Report *Global Literacy for Wisconsin*. That report recommends initiatives along five major themes: global literacies for all students; world languages for all students; global training for all teachers; intercultural experiences for all citizens; and international linkages for Wisconsin businesses and government
- 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.

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

IMPACT ON WISCONSIN: When FIPSE managers cancelled the annual grant competition for 2005, it was a loss to UW System because FIPSE has supported innovation in our undergraduate and outreach efforts.

In Fiscal Year 2006, the following FIPSE funding was awarded to UW System schools:

UW-Stout was the recipient of a \$450,000 award that will expand upon a new approach to teaching introductory algebra courses, assess long-term impact and expanding the program to higher level general education math courses, adapt the program to pre-college preparatory programs, and foster a workshop series.

UW-Madison was the recipient of two FIPSE awards: A two-year, \$65,000 policy project to evaluate the environmental policies of institutions that affect natural resources and relate finding to educational policy; and a two-year, \$65,000 policy project to study quality assurance issues in transatlantic engineering.

Over the course of several years, FIPSE 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.

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 six-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 who participate in the program. 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 these programs should be maintained. Serious consideration should also be given to additional 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 targeted rural and urban school districts across the state are provided early intervention and college awareness services. 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 2005, UW-Eau Claire was awarded \$2.46 million over six years, while UW-Milwaukee was awarded \$7.998 million for the same period. At UW-Eau Claire, the program enrolled 500 students in four schools in northern Wisconsin. Approximately 75% of the participating students are Native American. At UW-Milwaukee, a comprehensive pre-college academic support program will be provided to a cohort of sixth and seventh grade students enrolled in seven high poverty schools in Milwaukee. Data from previous partnership grants at these institutions demonstrate that students perform better in school, stay in school and graduate at a higher rate than before the funding was available. Expansion of this program to other institutions across the state would provide the same benefits to more students, schools and communities.

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 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. UW-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, 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.

KEY FEDERAL FUNDS

FUND NAME:	Head Start
AGENCY:	U.S. Department of Health and Human Services
DESCRIPTION:	Head Start provides a comprehensive child development program for children and their families. Head Start is family-centered and community-based, providing developmentally appropriate activities for children and support for parents in their work and child-rearing roles. Head Start programs serve nearly one million children and their families nationwide.
CONTACT:	Sally Wilke, Director, UW-Oshkosh Head Start. Phone: 920.424.7456. Email: wilke@uwosh.edu Linda Freed, Director, UW Oshkosh Office of Grants. Phone: 920.424.1415. Email: freed@uwosh.edu
NOTES:	<p>The UW-Oshkosh Head Start Program has a waiting list of nearly 100 eligible children that we are not able to serve at all. Most of the children served are four years old, with some three years of age. Without funding for Early Head Start, we are not able to serve the younger siblings or children from birth to age three born to other poor families in our communities.</p> <ul style="list-style-type: none">• Increasing the poverty threshold would make it easier to serve needy families who now are left out of the present system.• Early Head Start funding needs to be increased to meet a growing need for services at all Head Start locations rather than a select few.• Cost of Living adjustments also need to be addressed. They have not kept up with increased costs for program operations, including increased accountability standards and credentialing requirements for teachers.
IMPACT ON WISCONSIN:	In Wisconsin, state and federal funding has ensured over 16,000 children and their families receive the benefits of participation in Head Start. UW-Oshkosh has operated a Head Start program for nearly 40 years; Head Start grants to UW-Oshkosh serve over 600 children and their families living in poverty in Calumet, Outagamie, Shawano, and Winnebago Counties.

KEY FEDERAL FUNDS

FUND NAME: Improving Teacher Quality Grants - SAHE
(Formerly Eisenhower Professional Development Program)

AGENCY: Department of Education, Office of Elementary and Secondary Education

DESCRIPTION: This funding is to conduct a competition and to award subgrants to eligible partnerships comprised of at least (1) one Institution of Higher Education (IHE), including its division that prepares teachers and principals, (2) one school of arts and sciences, and (3) one high-need Local Education Agency. The partnerships use the funds to conduct professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals and principals have the subject-matter knowledge and pedagogy skills for the academic subjects they teach. The funds received are 2.5% of 99% of Wisconsin's NCLB Improving Teacher Quality State Grants ESEA Title II, Part A allocation.

CONTACT: Phillip Makurat, WITQ Coordinator, UW-Whitewater, 800 W. Main St., Whitewater, WI 53190, Phone 262.472.5802, Email: makuratp@uww.edu

CURRENT FUNDING: FY 2006 Allocation Amount for Subgrants and Administration \$1,172,249

NOTES: The definition of a high-need LEA for this program requires that the annually adjusted census data be used to identify high-need LEAs as those the districts that have at least 20 percent of the children from families with incomes below the poverty line. With this definition less than 4% of Wisconsin's LEAs qualify, however, many more Wisconsin school districts have serious teacher professional development needs as indicated by statewide test results.

IMPACT ON Wisconsin: During the 2006-07 year there are twenty professional development projects taking place. The projects are the result of subgrants awarded to public and private IHEs with a teacher preparation program. These projects are improving the content knowledge and pedagogical skills of 1015 educators. The participating educators include school administrators, pre-service teachers, and K-12 teachers of all core academic subject areas.

A benefit of the three-way partnership is the improved communications between the higher education teacher preparation faculty and the content area faculty, as well as the improved communications between all higher education faculty and the local education agencies.

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 33 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 over 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

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 rather than through simply hearing or seeing. 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 go directly to support students and faculty, and the majority of these competitive awards are given to individuals at UW System schools. In 2005 alone, at least 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 members in every congressional district, including 9 private and 9 UW-System schools, 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.

We hope Congress will:

- Examine the growing need for a high-technology workforce in Wisconsin and work towards 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 this rapidly expanding need.
- Increase WSGC base funding. In the last five years, membership has increased by 70%, while applications to our grant opportunities have increased in some cases by 400%.

KEY FEDERAL FUNDS

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 and medical research agency of the Federal Government. NIH is a part of the U.S. Department of Health and Human Services. The mission of NIH is "...science in pursuit of fundamental knowledge about the nature and behavior of living systems and the application of that knowledge to extend healthy life and reduce the burdens of illness and disability."¹

NIH uses three venues to support extramural research—grants, cooperative agreements, and contracts—with most awards going to universities, hospitals, and other research institutions. The majority of awards are given for research, training, and R&D contracts (82% in FY2004).² 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. In Fiscal Year 2004, over 40,000 research proposals were reviewed, but only the top 24% were funded.³

CONTACT: Dr. Daphne Pham, 262-595-2172

IMPACT ON WISCONSIN: *Benefit to Wisconsin/UW System Institutions.* Campuses in the UW System together receive on average 900 NIH awards per year. Of those, approximately 150 awards per year are for new projects.⁴ 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 recently funded research projects in Wisconsin include:

- Obesity and Cardiac Risk in American Indian Children
- Novel Approaches to Detect Virus-Cancer Associations
- Tobacco Dependence: Treatment and Outcomes
- Alcohol Biomarkers in General Clinical Settings
- Wisconsin Longitudinal Study: Tracking the Life Course
- University of Wisconsin Transplant Research Training Program
- Immunogenetics of Primates Used for Bioterror Research
- Host Range Restriction of Human Influenza Viruses
- Stem Cell Research Training Program

Funding from NIH has supported a variety of research programs at the University of Wisconsin-Parkside (UWP), and has fostered the development of collaborative

¹ About NIH: <http://www.nih.gov/about/>

² Office of Extramural Research Award Data information: <http://www.grants.nih.gov/grants/award/awardtr.htm>

³ Office of Extramural Research: <http://www.grants.nih.gov/grants/intro2oer.htm>

⁴ Computer Retrieval of Information on Scientific Projects (CRISP) searchable database: <http://crisp.cit.nih.gov/>

partnerships between our campus and other institutions. For example, a faculty member at UWP received over \$1.5 million for two projects conducted in collaboration with the University of Arizona:

- 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 FEDERAL FUNDS

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 Research Center for Cultural Diversity and Community Renewal (CDCR) at the University of Wisconsin-La Crosse obtained federal grants to initiate Project TEACH and Project FORWARD, two career ladder programs that fund Hmong students who want to pursue education related careers. The programs offered graduate and undergraduate tuition support, professional development opportunities, and academic support for paraprofessionals, high school graduates, and non-traditional students of Hmong descent. Project TEACH began in 1999 and will end in 2007. It was implemented at UW-La Crosse, UW-Eau Claire and UW-Stout. Project FORWARD began in 2000 and ended in 2006. It was implemented at UW-Stevens Point and UW-Marathon County. An extension to Project Forward was given in 2006 and Project Teach/Project Forward Carry-over was created. This program ends in 2007. The institutions receiving funding through this carry-over are UW-La Crosse, UW-Eau Claire, UW-Stout and UW-Stevens Point.

Additionally, the UW-L CDCR obtained two Congressionally-directed grants to further assist students of Hmong descent who are seeking teacher education and education related degrees. These two programs, entitled Project Teach and Project Forward Enhancement, and the Hmong Mentoring Program, total approximately \$500,000.00. Institutions receiving funding include UW-La Crosse, UW-Eau Claire, UW-Stout, and UW-Stevens Point. Internships, mentoring and PK-12 tutoring programs are supported through these grants. The Internship and Mentoring programs focus on offering students access to working professionals in their field of interest. The PK-12 tutoring program provides students with the opportunity to serve as mentors and tutors to area youth as well as encouraging them to pursue higher education.

CONTACT: Ahmed Ali, Director, CDCR 608.785.5080

IMPACT ON
WISCONSIN: The state of Wisconsin, like most of the nation, is experiencing rapid demographic changes. The number of families for whom English is a second or additional language is growing. According to the Wisconsin Refugee Services Office, the Hmong population in Wisconsin increased 130% from 2000 to 2005. The programs described above are designed to assist students and professionals of Hmong descent in overcoming barriers to educational advancement and promote equitable access to this underserved and underrepresented group of citizens. Several of our graduates have received teacher certification and are currently teaching in PK-12 schools across the state of Wisconsin.

Within Project Teach and Project Forward Carry-Over, Project Teach and Project Forward Enhancement, and Hmong Mentoring, educational and professional opportunities are made available for undergraduate, graduate and non-traditional students of Hmong descent.

Additionally, existing bilingual Hmong American teachers have the opportunity to advance their credentials through developmental training that can help them to become policy makers, education specialists, teacher leaders, school administrators, and curriculum development specialists.

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: Rebecca Martin, Interim Senior Vice President for Academic Affairs, UW System Administration, phone: (608) 262-3826, e-mail: rmartin@uwsa.edu

IMPACT ON
WISCONSIN:

UW System institutions received funding from the National Science Foundation (NSF) totaling \$132,089,000 in FY2006. These grants support basic research, undergraduate research and curriculum development. Examples of projects funded by NSF at UW System institutions include:

- At UW-Eau Claire, a grant for major research instrumentation to acquire an instrument for faculty-student collaborative research in chemistry;
- At UW-La Crosse, two Research in Undergraduates awards to support high resolution spectroscopy of stable molecular species and solid/liquid phase diagrams of Aqueous inorganic and organic substances;
- At UW-Milwaukee, UW-Milwaukee, Milwaukee Public Schools and the Milwaukee Technical College received a multi-million dollar award to improve math achievement for K-12 students;
- UW-Platteville received a NSF grant for scientific understanding of nanophotonics;
- At UW-River Falls, a NSF grant award will be used to develop an intensive laboratory for an intermediate astrophysics class;
- At UW-Parkside, a grant award will be used to develop improve theoretical techniques for analyzing high-resolution electronic spectra;
- Approximately 450 grants at UW-Madison, including the IceCube Program and the Synchrotron Radiation Center, a national facility which serves as the focus for basic research in materials science and other areas

KEY FEDERAL FUNDS

- FUND NAME: Nursing Workforce Diversity (CFDA 93.178)
- AGENCY: U.S. Dept. of Health and Human Services, Health Resources and Services Administration
- DESCRIPTION: Grants are awarded to increase nursing education opportunities for individuals from disadvantaged backgrounds (including racial and ethnic minorities under-represented among registered nurses) by providing student scholarships or stipends, pre-entry preparation, and retention activities.
- CONTACT: Stephanie Stewart, College of Nursing, 920.424.1824. Email: stewart@uwosh.edu
Linda Freed, Office of Grants, 920.424.3215. Email: freed@uwosh.edu
- NOTES: Programs to increase opportunities for minority populations, especially Native American populations, need to have the flexibility to address population-specific issues. For example, most training grants require full time enrollment, which is often not possible for Native American students. Ideally these students need to have dedicated flexible faculty who will build trust, walk through the curriculum, know students and social situations, and be willing to go the extra mile to get students to the point where they are meeting expectations and outcomes. Specific issues where greater flexibility is required include:
- Life stressors such as family issues, un- and under-employment, guns, courts, and single parenting greatly affect students' ability to focus and meet expectations.
 - Finances affect ability to direct attention to academics: students are often involved in support of other members of family, IHS grants are not attractive to most due to required service and fear of needing to move in order to serve.
 - Lack of a pool of students who are ready to enter advanced programs. Many students are part-time or drop out for various reasons, and are not always able to achieve the prerequisite courses in a timely manner.
 - The best response is elicited from students when professors are able to teach limited content; give intensive, individualized instruction; hold added sessions; and repeat exams to achieve outcomes.
- IMPACT ON WISCONSIN: Native Americans constitute early 10% of Wisconsin's population, and one of the most rapidly expanding population groups. They are also the most medically underserved group in the state, with the highest rates of infant mortality and chronic disease, and have the highest rate of medically uninsured in the state. Native Americans also have the lowest representation in the health care professions. An aging population has produced an increased demand for nurses at a time when the nursing workforce is shrinking. The nursing profession is remarkably homogeneous: nearly 85% of all nurses are white. Nursing retention studies have shown that the profession's 20% annual attrition rate can be reduced when nurses are able to work in their home communities. Targeting minority students to serve their home communities can address all of these needs.

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 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, \$6,000 on average.

CONTACT: Kristofer Frederick, Budget and Policy Analyst
Phone: 608.262.8939 • Fax: 608.265-3175 • Email: kfrederick@uwsa.edu

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 2005-06, about 25,600 UW System students received a Federal Pell Grant. The total dollars expended for the program was approximately \$62.3 million with an average award of \$2,434. This reflects a 5% decrease in both the number of Pell grant recipients and total Pell funds available from 2004-05. Although funding for the Pell grant increased in the last decade, borrowing among UW System students increased at a much higher rate. In 1994-95, 56,663 borrowers took out \$253.1 million in loans. In 2005-06, those numbers increased to 86,548 borrowers and \$592.7 million in loans. The amount of money borrowed increased 134% during that time period. In contrast, dollars for the Pell grant program increased only 77.5%. In 2005-06, 66% of the undergraduates who graduated in May 2006 left the university with more than \$19,800 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 FEDERAL FUNDS

FUND NAME: Projects With Industry

AGENCY: Department of Education

DESCRIPTION: The Projects With Industry Program was created by Congress in 1968 to establish private-public partnerships to enhance employment opportunities for individuals with significant disabilities. Grants are available to public and private entities for training, job development, job placement, job retention, and follow-up activities. The unique aspect of the program, at the time of its creation, was the requirement that private sector employers be involved in the development and ongoing operation of every funded project. The success of the Projects With Industry model has led to the creation of numerous private-public partnership employment programs within the Department of Education, the Department of Labor and the Department of Veteran's Affairs.

CONTACT: Cheryl Fine, PWI Director
221 Vocational Rehabilitation Building
University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-1794

NOTES: The University of Wisconsin-Stout initially received Federal support for a Projects With Industry Program in 1983. Since that time UW-Stout has received over 4.5 million dollars in Federal support for its job placement services under the Projects with Industry initiative.

IMPACT ON WISCONSIN: Over 2,800 individuals with significant disabilities who reside in Eau Claire, Chippewa, Barron, St. Croix, Dunn, Polk, Pepin, Pierce, and Clark counties of Wisconsin have moved from unemployment to competitive employment through the Projects With Industry program at UW-Stout. While the financial impact of the project on the individuals who obtained employment is obvious, the impact on the local and national economies is a bit more obscure. The following chart highlights the financial impact of the project on the economy for the five year period of 1998-2001 (the latest five-year period for which data is currently available). As the chart indicates, individuals placed into employment through Projects With Industry generated total state and federal taxes of \$4,430,426 with a total investment of \$1,193,900 in federal grant support. The impact of the taxes paid by Projects With industry participants was further enhanced by the significant savings in state and county tax dollars that were previously paid to participants through various economic support programs while they were unemployed.

Projects With Industry has generated similar results in each of the three to five year funding cycles for which it has received federal support. The financial impact of the project on the West Central Wisconsin economy has been substantial.

KEY FEDERAL FUNDS

FUND NAME: Refugee School Impact Grants

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

DESCRIPTION: The Research Center for Cultural Diversity and Community Renewal (CDCR) at the University of Wisconsin-La Crosse received a Refugee School Impact Grant in 2004 from the Wisconsin Department of Public Instruction to increase the number of Hmong educators. This grant helped to provide tuition support, academic support and professional development opportunities for paraprofessionals, high school graduates and non-traditional students of Hmong descent pursuing degrees in education.

Project goals included: [1] provide bilingual Hmong teachers for the school districts, (which schools are now not able to hire); [2] provide new career opportunities for Hmong paraprofessionals and young Hmong adults; and [3] provide professional role models for Hmong students who have Hmong teachers in their schools and communities. CDCR received a one year extension to the grant in August 2005. This grant ended in August 2006.

CONTACT: Ahmed Ali, Director, CDCR 608.785.5080

NOTES:

IMPACT ON

WISCONSIN: The Hmong refugees to the United States, from the hills of Laos at the end of the Viet Nam conflict, have primarily settled in three states: California, Minnesota, and Wisconsin. According to the Wisconsin Refugee Services Office, the Hmong population in Wisconsin has increased by 130% since 2000. Wisconsin ranks third after California and Minnesota in Hmong population concentration with over 55,000 Hmong residents. In contrast to Minnesota, the Hmong in Wisconsin have not settled in one geographic location, but are dispersed in rather large numbers throughout many medium-sized communities.

The adjustment of the Hmong to the United States has been difficult due to secondary migration patterns within the U.S. where significant numbers concentrate in one neighborhood as a result of clan or extended family relationships. While this migration has assisted in maintaining their language and retaining significant elements of their cultural patterns, it has hampered English language acquisition and social integration within the larger society. Hmong children, often LEP students, are concentrated in several Wisconsin communities where school administrators have had difficulty in hiring Hmong bilingual teachers. Subsequently, the public schools have hired Hmong paraprofessionals, who are locked into their positions, without a career ladder.

This grant helped increase the number of refugee educators by providing tuition support, academic support and professional development opportunities to Hmong students in teacher education and education related fields at the University of Wisconsin-La Crosse. Several of our graduates have received teacher certification and are currently teaching in PK-12 schools across the state of Wisconsin.

KEY FUNDING AREAS

- FUND NAME:** National Sea Grant College Program
- AGENCY:** Department of Commerce, National Oceanic and Atmospheric Administration, Office of Oceanic and Atmospheric Research, 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 practical use and conservation of the nation's ocean, Great Lakes and coastal resources. The program's funds are awarded on a competitive, peer-reviewed basis. The University of Wisconsin Sea Grant College Program is a statewide UW System program that receives nearly \$2 million in federal funding annually. Administered by the UW-Madison Sea Grant Institute, it is the only source of federal Sea Grant funding in the state. UW Sea Grant combines those funds with over \$1 million in funds from the State of Wisconsin to serve as a grant agency, awarding a total of about \$3 million annually to public and private universities and colleges in Wisconsin.
- During 2006-07, 124 faculty, staff and students are involved in Sea Grant projects at UW-Madison, UW-Manitowoc, UW-Milwaukee, UW-Green Bay, UW-La Crosse, UW-Stevens Point, Marquette University and Lawrence University. During its 38-year history, UW Sea Grant has helped 223 students earn doctoral degrees and 332 students earn master's degrees through research and project assistantships.
- CONTACT:** Anders W. Andren, Director, UW Sea Grant Institute, telephone (608) 262-0905, email awandren@aqua.wisc.edu, website www.seagrants.wisc.edu
- NOTES:** *Authorization:* "The National Sea Grant College Program Act Amendments of 2002" reauthorized the Sea Grant program for five years through FY 2008. It authorized \$80 million in FY 2006, \$82.5 million in FY 2007 and \$85 million in FY 2008 for program base funding. In addition, it authorized \$5 million annually for zebra mussel/aquatic invasive species research, \$5 million for oyster disease research, \$5 million for research on harmful algal blooms and \$3 million for enhancing fisheries extension activities. Preparations for reauthorization of the program will begin in 2007.
- Appropriation:* The Sea Grant community requests a FY 2008 appropriation of \$72 million for program base funding—the same amount recommended by the Senate for the last two years. This does not include \$5 million to provide merit funding for deserving Sea Grant College Programs (*a recent federal review rated the Wisconsin Sea Grant program as the best in the nation*). The FY 2007 joint funding resolution will continue Sea Grant's appropriation at the FY 2006 total of \$55.5 million, which was a \$7.25 decrease in funding compared to the FY 2005 total appropriation of \$62.75 million. The Administration's FY 2008 budget request for NOAA includes \$55 million for the Sea Grant program, which, if approved, would freeze the program's budget for the third consecutive year. Base appropriations for the program during the last two decades have not kept pace with inflation, which has decreased the program's "buying power" by nearly 40 percent.
- 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 outreach 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 examples of the specific impacts include:

- UW Sea Grant is supporting research and outreach on beach closings caused by bacteria (*E. coli*) as well as the excessive growth of *Cladophora* algae. A UW-Milwaukee investigator is evaluating samples from five Door County beaches, five Manitowoc-area beaches and two Milwaukee beaches. She has identified two major sources of fecal pollution at Milwaukee's Bradford Beach, which resulted in several actions by the City of Milwaukee and Milwaukee County to remediate the problem.
- The problem of accelerated corrosion of 13 miles of steel pilings in Duluth/Superior harbor has been a major focus of UW Sea Grant's coastal engineering program since August 2004. To date, his effort has included sponsoring an expert panel workshop on possible causes, several public presentations and two new research studies to help characterize the problem and guide future studies. If the problem isn't addressed, the Duluth Seaway Port Authority estimates the weakened steel structures could cost more than \$90 million to repair.
- UW Sea Grant's 11 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. These outreach activities cover such diverse topics as Great Lakes boating and water safety, toxic chemical contaminants in fish, nuisance algae blooms, coastal erosion and aquatic invasive species.
- UW Sea Grant's aquaculture outreach program is a principal source of information and technical assistance to the state's rapidly developing, multimillion-dollar aquaculture industry. During the last five years, more than 3,000 Wisconsin citizens have attended aquaculture conferences, workshops and lectures sponsored or co-sponsored by Wisconsin Sea Grant. In 2005, UW Sea Grant published *Best Management Practices for Aquaculture in Wisconsin and the Great Lakes Region*, a first-of-its-kind, 125-page manual designed to support the growth and development of a sustainable regional aquaculture industry.
- Developed by UW Sea Grant's geographic information systems specialist, the Great Lakes Coastal Communities section of the online Community Planning Resource (CPR) provides a toolkit to support comprehensive planning and sustainable development along the Lake Michigan and Lake Superior coasts of Wisconsin. It includes hundreds of annotated resource pointers on coastal issues, natural hazards, laws and regulations, model plans and ordinances, training opportunities, maps and data, and news and current events. Recently, the UW Sea Grant Institute began working with Wisconsin Department of Natural Resources (WDNR) Land Use Team to share information on computer tools to support planning, conservation and environmental protection and to apply them to coastal watersheds and communities. The WDNR is part of the Midwest Spatial Decision Support System Partnership, which is designed to develop information and resources for citizens and local governments interested in addressing land use issues.

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 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 2008 budget.

CONTACT: Debra Malewicki, 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 or retain over 2400 full-time jobs and generated more than \$250 million in sales increases for clients. 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 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.



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, receives 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: Rick Klemme, Interim Dean of Cooperative Extension
phone (608) 263-2775•fax (608) 265-4545•email:richard.klemme@ces.uwex.edu

IMPACT ON
WISCONSIN: Wisconsin received \$7,752,294 in federal formula funds in 2006. (This represents a reduction of the FY05 formula funds of \$74,726). These funds leveraged 27.56 million dollars of state general purpose revenue (GPR) funds and 19.81 million dollars of county tax levy support. 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 compete for other 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.

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 2005 grants:	
La Crosse School District/UW-La Crosse	\$999,118
CESA 10/UW-Eau Claire	\$1,522,596
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:

- In Fiscal Year 2005, UW-La Crosse, the La Crosse School District, and a number of other partners collaborated to provide an intensive, content-rich professional development program in history education for 60 fourth through twelfth grade teachers in primarily rural districts in western and central Wisconsin. The program is called, "Central Wisconsin History Collaborative."
- CESA 10, UW-Eau Claire, and a number of consortium partners collaborated to create "Making Americans, Making America: Community, Citizenship, and the Constitution," a program to help teachers increase student achievement levels in traditional American history.
- In Fiscal Year 2004, 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 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 the unit’s budget to \$1 million per year.
- UW-River Falls and Chippewa Valley Technical College won a cooperative Title III grant in 2006: \$2.5 million over five years, divided roughly equally between the two institutions. *Stronger Together: An Educational Partnership for the Changing Economy* will help both institutions expand their capacity to deliver courses and programs to working adults through non-traditional means of delivery: online instruction, combinations of online and face-to-face, interactive TV and webcasts, flexible scheduling.
- 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.

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

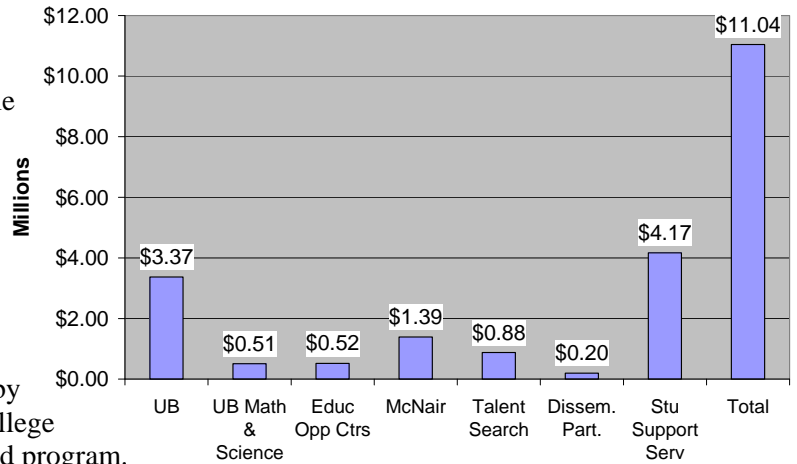
FUND NAME: TRIO

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:

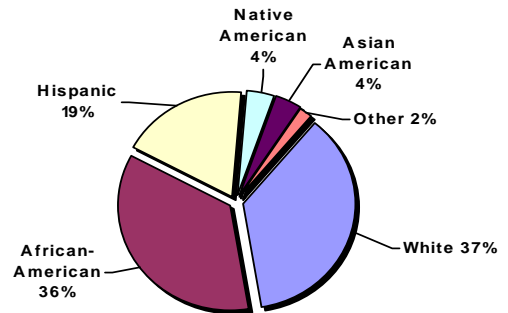
- Upward Bound and Upward Bound Math & Science – precollege programs that help eligible students and veterans prepare for higher education.
- Educational Opportunities Centers – programs that serve displaced or underemployed workers by helping them choose a college and a suitable financial aid program.
- 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.

TRIO Grants for FY 2005



CONTACT: Vicki Washington, Office of Academic Diversity and Development
Phone: 608.262.8636

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. 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

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 2005, the following UW System institutions received TRIO funding – a total of \$11,044,036 in TRIO grants and over 8,600 participating students:

Institution	TRIO \$	students	Institution	TRIO \$	students
• UW-Manitowoc	\$ 307,258	61	• UW-Parkside	\$ 276,793	160
• UW-Waukesha	526,629	450	• UW-Platteville	348,516	300
• UW-Eau Claire	1,218,452	1,483	• UW-River Falls	833,343	294
• UW-Green Bay	582,443	115	• UW-Stevens Point	674,129	290
• UW-La Crosse	767,654	460	• UW-Stout	820,449	1,130
• UW-Madison	520,502	300	• UW-Superior	733,346	230
• UW-Milwaukee	1,709,487	2,203	• UW System	460,659	95
• UW-Oshkosh	367,108	300	• UW-Whitewater	913,268	803
TOTAL for UW System			\$11,044,036	8,674	

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 2005 and FY 2004

TRIO Programs	FY2005 (millions)	FY2004 (millions)	Percent change
Upward Bound	\$3.37	\$3.74	-10%
Upward Bound Math & Science	\$0.51	\$0.51	0%
Educational Opportunity Centers	\$0.54	\$0.54	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	\$4.17	\$4.72	-12%
TOTAL	\$11.04	\$11.96	-8%

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 14 grants through this program for a total of more than \$1.7 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 agri-businesses 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.
- *Service-Learning Network—Integrating Service Learning in Wisconsin Colleges of Agriculture, Life Science, and Natural Resources*: helping UW-River Falls, UW-Platteville, and UW-Stevens Point infuse service learning into agriculture and ag-related programs.

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 graduates of UW-River Falls.

Benefit to UW System institutions. Most of the curricular improvements funded by this program have been integrated into UW-River Falls' 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, service learning, and field experience—opportunities that were 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.

KEY FEDERAL FUNDS

FUND NAME: U. S. Geological Survey, Biological Resources Division, Upper Midwest Environmental Science Center (UMESC)

AGENCY: U. S. Department of Interior

DESCRIPTION: The USGS is the primary science agency in the Department of Interior and, therefore is the primary agency responsible for research within the Department. Since 2000, funding for research in the Department of Interior has barely kept pace or lost ground with inflation and, consequently, is approximately 25% below funding levels of the previous decade. The Upper Midwest Environmental Science Center (UMESC) conducts research on ecological concerns of the upper Mississippi River and surrounding region and also administers the Long Term Resource Monitoring Program (LTRMP) of the Environmental Management Program.

CONTACT: Mark Sandheinrich, River Studies Center, University of Wisconsin-La Crosse, 608-78-8261

NOTES: Increase funding for R&D and for LTRMP

IMPACT: *BENEFIT TO WISCONSIN:* A healthy natural environment is essential to the tourism industry and economy of Wisconsin. For example, the economic impact of fishing in Wisconsin is more than \$2 billion annually. Research by UMESC and the LTRMP on ecological issues is vital to the economic interests of the State. In addition to more than 100 federal employees, UMESC also employs approximately 100 state and university staff within the region. Research training to undergraduate and graduate students through these funds has certainly added many better prepared and scientifically trained individuals to the workforce in Wisconsin.

BENEFIT TO UW SYSTEM INSTITUTIONS: Since, 1995, UMESC has provided a total of more than \$9 million in support to the University of Wisconsin-La Crosse through an interagency Cooperative Education Agreement (CEA). These funds have supported research associates, technicians, and students to further the mission of UMESC and the CEA. The CEA has enhanced the educational mission of the institution by providing research training opportunities to undergraduate and graduate students, especially to those from under-represented groups.

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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 Wisconsin, this 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.

CONTACT: Anders W. Andren, Director, UW Water Resources Institute, telephone (608) 262-0905, email awandren@aqu.wisc.edu, website www.wri.wisc.edu

NOTES: *Authorization:* The Water Resources Research Institute Program is authorized by the Water Resources Research Act of 1984 (P.L. 98-242, as amended by public laws 101-397, 104-147 and 106-374). The most recent reauthorization legislation reauthorized the Water Resources Research Institute Program for a period of five years, beginning October 1, 2001, and ending September 30, 2005. On September 27, 2005, the Senate unanimously passed S. 1017 to reauthorize the Water Resources Research Act for five years, through 2010. S. 1017 has been referred to the House Resources Committee for action.

Appropriations: The Administration did not request funding for the Water Resources Research Institute Program in the FY 2008 U.S. Geological Survey budget. The FY 2008 funding level recommended by the National Institutes of Water Resources is \$8.775 million, an increase of \$2.371 million over the FY 2007 WRRI appropriation of \$6.4 million.

IMPACT ON WISCONSIN: WRI provides a vital link between Wisconsin researchers, managers and users of water resources throughout the state. The UW System, through the WRI, coordinates and conducts a wide-ranging program of state-supported priority groundwater research in the state. The WRI annually funds an average of 15 short- and long-term projects of either a fundamental or applied nature. It provides a balanced program of laboratory, field and computer modeling studies and applications designed to preserve or improve groundwater quality in Wisconsin. During the past year, 52 faculty, staff and students in a dozen departments at UW-Madison, UW-Milwaukee, UW-Parkside, UW-Stevens Point

and UW-Extension have been involved in projects supported by or through the WRI. 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-source 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.
- The WRI makes current water-related information easily accessible to anyone with an interest in water-related issues by supporting 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 more than 30,000 documents available for loan. During 2003, the WRL developed "Wisconsin's Water Library" (www.aqua.wisc.edu/waterlibrary) 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.
- 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.
- 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).