



**Board of Regents of the University of Wisconsin System**  
**Office of the Secretary**  
1860 Van Hise Hall  
Madison, Wisconsin 53706  
(608)262-2324

August 13, 2008

REVISED 08/18/2008

TO: Each Regent

FROM: Judith A. Temby

A handwritten signature in dark ink, appearing to read "J. A. Temby", written over the printed name.

**PUBLIC MEETING NOTICE**

RE: Agendas and supporting documents for meetings of the Board and Committees to be held at UW-Madison on August 21 and 22, 2008.

**Thursday, August 21, 2008**

10:00 a.m. – All Regents Discussion

- 2009-11 Biennial Operating Budget
- 2009-11 Biennial Capital Budget

1820 Van Hise Hall

12:00 p.m. – Box Lunch

12:30 p.m. – Joint Meeting of the Business, Finance, and Audit Committee and Education Committee

- The University of Wisconsin School of Medicine and Public Health: Wisconsin Partnership for a Healthy Future – Approval of the Fourth Annual Report
    - Resolution I.2.a.
- 1820 Van Hise Hall

12:30 p.m. – Capital Planning and Budget Committee  
1418 Van Hise Hall

1:00 p.m. – Education Committee reconvened  
1820 Van Hise Hall

Business, Finance, and Audit Committee reconvened  
1920 Van Hise Hall

9:00 a.m. – Board of Regents meeting  
1820 Van Hise Hall

*Persons wishing to comment on specific agenda items may request permission to speak at Regent Committee meetings. Requests to speak at the full Board meeting are granted only on a selective basis. Requests to speak should be made in advance of the meeting and should be communicated to the Secretary of the Board at the above address.*

*Persons with disabilities requesting an accommodation to attend are asked to contact Judith Temby in advance of the meeting at (608) 262-2324.*

*Information regarding agenda items can be found on the web at <http://www.uwsa.edu/bor/meetings.htm>, or may be obtained from the Office of the Secretary, 1860 Van Hise Hall, Madison, Wisconsin 53706 (608)262-2324.*

*The meeting will be webcast at <http://www.uwex.edu/ics/stream/regents/meetings/> Thursday, August 21, 2008, at 10:00 a.m. until approximately 12:00 p.m., and Friday, August 22, 2008, at 9:00 a.m. until approximately 12:00 p.m.*

2009-11 UW System Biennial  
Operating Budget Request

BOARD OF REGENTS

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the submission of its 2009-11 Biennial Operating Budget request, totaling an ongoing increase of \$124.1 million in GPR/Fees, including the Growth Agenda, and Estimated Cost to Continue Requests; an ongoing increase of \$70.2 million in Program Revenue Requests; Statutory Language Changes; and Performance Measures. The Board delegates authority to the UW System President to make minor changes as needed to the Cost to Continue request prior to the statutorily required September 15, 2008 submission date.

BOARD OF REGENTS

Resolution:

That, upon the recommendation of the President of the University of Wisconsin System, the 2009-11 Capital Budget be submitted to the Department of Administration and the State Building Commission. The 2009-11 Capital Budget request includes the following:

1. Enumeration of twelve projects at a cost of \$139.7 million General Fund Supported Borrowing (GFSB) and \$24 million Program Revenue Supported Borrowing (PRSB).

Note: \$97.4 million of 2009-11 General Fund Supported Borrowing was advance enumerated in the 2007-09 Capital Budget and will become available on July 1, 2009 for three major projects.

2. Enumeration of sixteen projects funded by non-GFSB sources (\$257.0 million PRSB and \$88.9 million Gift/Grant Funds).
3. Advance Enumeration of three pre-design projects at a cost of \$155.5 million GFSB, \$7.2 million PRSB, and \$69 million Gift/Grant Funds for the 2011-13 biennium with GFSB funding to become available on July 1, 2011.
4. Enumeration of \$130 million GFSB and \$25 million PRSB for UW maintenance, repair, and renovation projects through the State Building Commission's All Agency program.
5. That the Board authorizes the UW System President or designee to adjust individual project budgets as necessary in the development of the final 2009-11 Capital Budget recommendation with the Wisconsin Department of Administration.





# **2009-11 Biennial Operating & Capital Budget**

The University of  
Wisconsin System  
August, 2008

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# **BOARD OF REGENTS 2009-11 BIENNIAL BUDGET**

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## A. EXECUTIVE SUMMARY AND BACKGROUND

## **2009-11 UW SYSTEM BIENNIAL BUDGET**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

The 2009-11 Biennial Budget request for the University of Wisconsin System is a continuation of the Growth Agenda for Wisconsin. The Growth Agenda was first introduced by UW System President Kevin Reilly at the February, 2006 meeting of the Board of Regents. The Growth Agenda includes three strategic goals that reflect broad consensus: Growing People, Growing Jobs, and Growing Communities.

Under these strategic goals, the UW System will seek to:

- Produce more baccalaureate degree holders by creating more seats in UW classrooms, enrolling more working adults, helping prepare more young people for college, expanding transfer opportunities, and keeping college affordable for Wisconsin citizens.
- Create more well-paying jobs by helping address business needs; by developing online, accelerated and collaborative programs to meet regional needs; and by transforming research into well-paying, knowledge based jobs.
- Grow communities by expanding college offerings in high school, engaging with the community, and increasing access to education for all Wisconsin citizens.

The Governor's 2009-11 Major Budget Policies document reinforces the Growth Agenda as a priority for the state. Among the top priorities for the state, the Governor listed access to higher education for all Wisconsin citizens, and implementation of Grow Wisconsin initiatives that support high-skill/high-wage employment. The Growth Agenda includes initiatives that directly address both of these priorities. The Governor's 2009-11 budget instructions asked state agencies not to submit requests for increased state (GPR). However, in recognition of the UW System as a major engine of economic growth for the state, the budget instructions include a specific exemption that allows the UW System to submit initiatives for instruction and research activities focused on economic growth.

The Governor's and Department of Administration's (DOA) 2009-11 major policy guidelines are included in the reference section. The instructions require agencies to prepare plans to absorb a ten percent (10%) permanent base cut in administrative operations. The Board of Regents will review the UW System reduction plan in November, prior to the due date. State agencies are also directed to plan how they might reduce the size of the work force without layoffs. Making such reductions, if required, would be a significant challenge, given that the UW System spends 56% less than the national average per student for institutional support (higher education's definition of administration) and 28% less than the Midwest average in dollars per gross square foot for operations and maintenance of facilities. This equates to \$125 million less in institutional support and \$39 million in facilities operations than if we were at the national and midwest averages.

## **OPERATING BUDGET REQUEST**

This document includes the 2009-11 biennial budget request for GPR/Fee funded Growth Agenda initiatives and cost to continue. It also includes program revenue requests, statutory change requests, and performance measures. This document does not include a request for new faculty and staff pay plan or benefit increases for the biennium. That request is typically presented to the Board of Regents in late fall of even numbered years and forwarded to the Office of State Employment Relations (OSER) before the end of the calendar year.

## **GROWTH AGENDA FOR THE STATE OF WISCONSIN**

As noted, the Board of Regents and the Governor have identified access to higher education for all Wisconsin residents and implementation of initiatives to support high-skill, high-wage employment as priorities for the 2009-11 biennial budget. The University of Wisconsin System has been, and will continue to be, a key player in meeting these goals. The GPR/Fee operating budget request focuses on Growing People, Growing Jobs, and Growing Communities, with a particular emphasis on helping to grow the Wisconsin economy through expanded research and technology transfer initiatives.

### Growing People

The initiatives included in the 2009-11 Biennial Budget request would allow the UW System to provide additional access for more than 7,000 students. Many of these initiatives target adult non-traditional students, who are more likely to remain in the state following graduation. The UW Colleges and UW-Extension, in particular, seek to increase adult student participation by developing six (6) additional online degree programs, four bachelor's degrees and two master's degree programs, working collaboratively with UW System four-year institutions. UW-Oshkosh plans to increase the number of adult students on campus and UW-Superior will provide additional support services for adult students through a One-Stop Adult Center that will utilize a combination of paper information, web services, and personal support to reduce the number of visits a student must physically make to the campus. [In addition, UW System institutions have worked, and will continue to work, with one another and the Wisconsin Technical College System to expand opportunities for Wisconsin citizens to participate in collaborative programs while reducing unnecessary duplication.]

The Growth Agenda also includes plans to increase traditional enrollment and student success at six of the four year institutions as well as the UW Colleges and Extension. UW-Green Bay, UW-Oshkosh, UW-Whitewater, UW Colleges, and UW-Extension will focus on increasing access while UW-Parkside and UW-Superior will focus on improving success of students as demonstrated through increased retention and graduation rates. UW-La Crosse will increase enrollment through its differential tuition initiative, approved by the Board in December 2007, and maintain access of low income students through a request for additional financial aid to offset the impact of the increased tuition.

### Growing Jobs

The second component of the UW System's budget request seeks to increase jobs in the state through technology and workforce development. UW-Milwaukee's "Powering Southeastern Wisconsin's Knowledge Economy Phase II" initiative requests seed money for selected research projects, anticipates cluster hires in areas of regional strength, and plans support for the creation of two new schools. The budget request also seeks resources to maintain the federal grant funding that flows through UW-Madison to support graduate education; to expand engineering education to UW-Washington County and UW-Sheboygan through a collaborative program with UW-Platteville; to create seamless, dual enrollment degree programs in Agricultural sciences, as well as to develop a Tissue and Cellular Innovation Center at UW-River Falls; to develop an Institute for Sustainable Technology and majors to meet regional needs at UW-Stevens Point; and to support the development of a Discovery Center at UW-Stout where students and faculty could address applied research projects.

### Growing Communities

The third component of the UW System's budget request addresses state and community needs. UW-Platteville will develop the Pioneer Engagement Center which will serve as a portal for matching scholarly resources with needs in civic, nonprofit, business, and other community ventures. UW-Eau Claire will increase access to its Applied Behavior Analysis program to meet the state's need for additional graduates to work with autism and other developmental disabilities.

### Productivity

The UW System stretches its base resources through improved productivity and efficiency in order to limit its need for new state resources. The UW System has demonstrated these improvements in a number of different ways:

- The UW System has increased student enrollment by 20,306 FTE students over the past 10 years (an 18% increase), while experiencing significant state budget reductions.
- The System has decreased the number of credits to degree from a systemwide average of 145 credits in 1993-94 to 134 credits in 2006-07. The average reduction of 11 credits to degree has opened up seats in UW System classrooms for an additional 13,500 FTE students.
- The UW System's four year universities offer more than 50 baccalaureate and graduate programs at UW College campuses, providing greater access to degrees without unnecessary duplication.
- UW-Madison has expanded access through its UW Connections program in which students complete lower division courses at a two-year public college and then enroll at UW-Madison to earn a bachelor's degree. UW-Madison has established a similar agreement with UW-Green Bay and other UW System institutions offer similar programs with local technical colleges.

- UW System institutions have more than doubled the number of distance education offerings and enrollments over the past five years. In the past year, distance education offerings increased 25 percent and headcount enrollments exceeded 46,000.

These improvements have garnered national recognition. In December, 2005, the UW System was ranked by the National Center for Higher Education Management (NCHEMS) as fourth most productive nationally in the public research sector (UW-Madison and UW-Milwaukee) and fifth most productive nationally in the public comprehensive sector (the eleven four-year UW Comprehensive Universities) relative to resources.

The UW System is committed to searching for ways to improve productivity. However, to maintain the quality of a UW degree, further increases in enrollment need to be matched with increases in state resources

#### Cost-to-Continue and Program Revenue Initiatives

Cost-to-Continue initiatives (Section B, Page B-21) are determined in consultation with DOA. These requests fund items that DOA has agreed are needed to maintain an agency's base budget for ongoing operations. The majority of these items are related to pay plan and fringe benefit increases previously approved by the Joint Committee on Employment Relations (JCOER). Estimated utility costs for new buildings and funding for maintenance of the UW-Madison-cogeneration plant are also included. These utility estimates for new space do not include increased maintenance costs for other. Nor do they include utility inflation factors, which will need to be added by DOA, to fully reflect cost increases for the 2009-11 biennium.

The Program Revenue Requests (Section B, Page B-23) represent estimated increases in funding needed to reflect projected growth and cost increases during the 2009-11 biennium. Program Revenue funds will need to be generated in order to be spent.

#### Statutory Language Changes

Statutory Language Changes (Section B, Page B-24) include proposals that would enable the UW System to use resources more efficiently, streamline procedures, eliminate costly duplication, and make technical corrections. With these increased efficiency measures, the UW System would be better equipped to manage resources more effectively in an era of limited state funding.

### **CAPITAL BUDGET**

The 2009-11 Capital Budget request:

1. Seeks General Fund Supported Borrowing (GFSB) for 15 Major Projects totaling \$237 million (including \$97.4 million for three projects already enumerated).
2. Includes a six-year plan that anticipates funding approximately 30 Major Projects totaling \$773 million GFSB by 2015.

3. Includes \$130 million GFSB for the UW System share of the state's All Agency Fund for maintenance, repair, and renovation. To accomplish this goal, the total state fund should be \$200 million.
4. Requests enumeration of sixteen projects funded by non-GFSB (\$257.0 million Program Revenue Supported Borrowing and \$88.9 million Gift/Grant Funds).

## **PERFORMANCE MEASURES**

The DOA budget instructions (see Reference section) require agencies to update the performance measures that were developed and submitted with each biennial budget request, beginning in 2003-05. This section (Section E, page E-1) includes updates for the following four performance measures:

- Enrollments
- Retention of Students to the Second Year
- Graduation Rates
- Contribution to Wisconsin Income

The Performance Measure updates will be provided at the August Board meeting.

## **REQUESTED ACTION**

Approval of Resolutions I.a (operating budget), and I.b (capital budget), to advance these items to the Department of Administration in compliance with state statutes, to request funding increases for 2009-11, to request certain statutory changes, and to update performance measures.

## **RELATED REGENT POLICIES**

GPR Ranking Criteria for the 2009-11 Capital Budget (Resolution 9425, December 2007)  
Long Range Plan for Facilities Maintenance Plan (Resolution 8277, December 2000)  
Funding of University Facilities Capital Costs (Policy 90-3)



# UNIVERSITY OF WISCONSIN SYSTEM

## 2008-09 Operating Budget

**Total Budget: \$4.731 Billion**

Federal Funds include funding for: educational opportunity grants, student loans, Pell grants, nursing loans, work study, federal indirect cost reimbursement and research.

Less Federal Funds: - 1.108

Less Gifts, Grants & Contracts: - .537

Gifts, Grants and Contracts include: gifts, grants and bequests for loans, for purposes laid out in the bequest; and grants for specific entities (forestry cooperatives, for example)

Less Auxiliaries, Hospitals, and  
Other Receipts: - .915

Auxiliaries, Hospitals and Other Receipts include: housing, food services, student union, textbook sales, parking, and hospitals and athletics.

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**GPR/Fee Total: \$2.171 Billion**

GPR: 1.190 Billion  
Tuition: .981 Billion

Less Restricted GPR - .330

Restricted GPR includes funding for: debt service, energy costs, State Lab of Hygiene, industrial & economic development research, distinguished professorships, Veterinary Diagnostic Lab, and Extension outreach.

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**Net for Educating Students: \$1.841 Billion**

**\$860 Million GPR**

**\$981 Million Tuition**

B. 2009-11 BIENNIAL OPERATING BUDGET REQUEST

UNIVERSITY OF WISCONSIN SYSTEM  
2009-11 BIENNIAL BUDGET  
NEW GPR/FEE FUNDED INITIATIVES

	<u>FY 10</u>	<u>FY11 Increase</u>	<u>Ongoing Base FY 09-11</u>	<u>Biennial Increase</u>
Faculty Recruitment and Retention	5,000,000	5,000,000	10,000,000	15,000,000
Library Research Infrastructure	0	6,000,000	6,000,000	6,000,000
Increased Baccalaureate Degrees:				
Colleges & Extension	0	2,500,000	2,500,000	2,500,000
Green Bay	0	3,600,000	3,600,000	3,600,000
La Crosse	335,200	500,000	835,200	1,170,400
Oshkosh	0	2,300,000	2,300,000	2,300,000
Parkside	0	584,500	584,500	584,500
Superior	0	789,900	789,900	789,900
Whitewater	0	2,805,800	2,805,800	2,805,800
Technology & Workforce Development:				
Madison	3,023,900	2,226,100	5,250,000	8,273,900
Milwaukee	0	10,000,000	10,000,000	10,000,000
Platteville & Colleges	0	780,500	780,500	780,500
River Falls	0	1,705,900	1,705,900	1,705,900
Stevens Point	0	1,702,800	1,702,800	1,702,800
Stout	0	657,800	657,800	657,800
Community Outreach/Public Service:				
Eau Claire	0	941,800	941,800	941,800
Platteville	0	509,400	509,400	509,400
<b>GPR Request</b>	<b>6,609,100</b>	<b>30,935,800</b>	<b>37,544,900</b>	<b>44,154,000</b>
<b>Fee (Tuition) Request</b>	<b>1,750,000</b>	<b>11,668,700</b>	<b>13,418,700</b>	<b>15,168,700</b>
<b>GPR/Fee Request</b>	<b>8,359,100</b>	<b>42,604,500</b>	<b>50,963,600</b>	<b>59,322,700</b>

Rules of thumb for tuition and GPR increases are provided in the Reference section.

UNIVERSITY OF WISCONSIN SYSTEM  
2009-11 BIENNIAL BUDGET  
ESTIMATED COST TO CONTINUE

	<u>FY 10</u>	<u>FY11 Increase</u>	<u>Ongoing Base FY 09-11</u>	<u>Biennial Increase</u>
Full Funding of June 2009 2% Increases	24,376,600	0	24,376,600	48,753,200
Classified Increases Above 2%, 1% ,and 2%	6,385,100	0	6,385,100	12,770,200
2006-07 & 2007-08 Craftworker Increases	366,100	0	366,100	732,200
Full Funding of Fringe Benefits	19,170,000	0	19,170,000	38,340,000
2006-07& 2007-08 Pay PRAs and DCAs	1,983,600	0	1,983,600	3,967,200
Smith Lever Increases	221,200	0	221,200	442,400
2009-11 New Space and Co-Gen Utilities	6,901,400	3,716,100	10,617,500	17,518,900
Maintenance Funding for New Space	2,220,400	2,891,600	5,112,000	7,332,400
Full Funding of Lease & Directed Moves	165,700	4,600	170,300	336,000
M&D Financial Aid Increases	768,700	811,000	1,579,700	2,348,400
Student Technology Fee Increases	106,900	1,089,100	1,196,000	1,302,900
Increases in Insurance Premiums	1,915,800	0	1,915,800	3,831,600
<b>GPR Request</b>	<b>45,123,100</b>	<b>5,098,700</b>	<b>50,221,800</b>	<b>95,344,900</b>
<b>Fee (Tuition) Request</b>	<b>19,458,400</b>	<b>3,413,700</b>	<b>22,872,100</b>	<b>42,330,500</b>
<b>GPR/Fee Request</b>	<b>64,581,500</b>	<b>8,512,400</b>	<b>73,093,900</b>	<b>137,675,400</b>
<b>New Initiatives and Cost to Continue (Combined)</b>				
<b>GPR Request</b>	<b>51,732,200</b>	<b>36,034,500</b>	<b>87,766,700</b>	<b>139,498,900</b>
<b>Fee (Tuition) Request</b>	<b>21,208,400</b>	<b>15,082,400</b>	<b>36,290,800</b>	<b>57,499,200</b>
<b>GPR/Fee Request</b>	<b>72,940,600</b>	<b>51,116,900</b>	<b>124,057,500</b>	<b>196,998,100</b>

## **Recruitment and Retention of Faculty, Research, and Instructional Academic Staff**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$3,250,000	\$3,250,000	\$6,500,000
Fees (Tuition)	\$1,750,000	\$1,750,000	\$3,500,000
GPR/Fees	\$5,000,000	\$5,000,000	\$10,000,000

In order to help achieve the Governor's goals of increasing federal funds returning to the state of Wisconsin and providing access to higher education for all Wisconsin citizens, the UW System must continue to recruit and retain top faculty and staff. This requires competitive, market based salaries. The requested funds will provide a mechanism beyond regular pay plan to address critical recruitment and retention needs. This will allow institutions to compete with others in higher education and reduce the loss of our faculty, research, and instructional academic staff who are sought by other institutions, and allow them to "be in the market" for new, bright academic talent.

At the end of the 2001-03 biennium, the UW System was within 4% of its peers in the average salary paid to faculty and staff. However, the salary increases provided by the state in subsequent years have averaged less than those of peer institutions, and the distance between UW System faculty and their peers has increased. A preliminary assessment of salary data indicates that, when the salaries are adjusted for inflation, UW faculty will end the 2007-08 fiscal year 9.9% behind their peers. The pay plan increase of 3.02% in the 2008-09 fiscal year, paired with the recruitment and retention fund, is expected to decrease the gap slightly to 9.4%. The UW System will submit a 2009-11 pay plan request to the Office of State Employment Relations (OSER) later this year but a gap of this magnitude will be very difficult to close.

This funding request will build upon the \$10 million of ongoing funding provided by the Governor and the Legislature in the 2005-07 and 2007-09 budget. That funding has been helpful in retaining some faculty, but more resources are needed. The new funding would only be used in selective cases to compete with other outside offers or to bring salaries that are significantly out-of-market closer to market in areas of high demand. These funds do not replace the core need to improve salaries for all faculty and academic staff, which will be addressed in the overall pay plan requested by the Board and recommended by OSER in future years.

**Outcomes:** Between 500 and 1,000 faculty and staff will be recruited or retained through the use of these funds.

### **Advantage Wisconsin: Growing the Research Infrastructure**

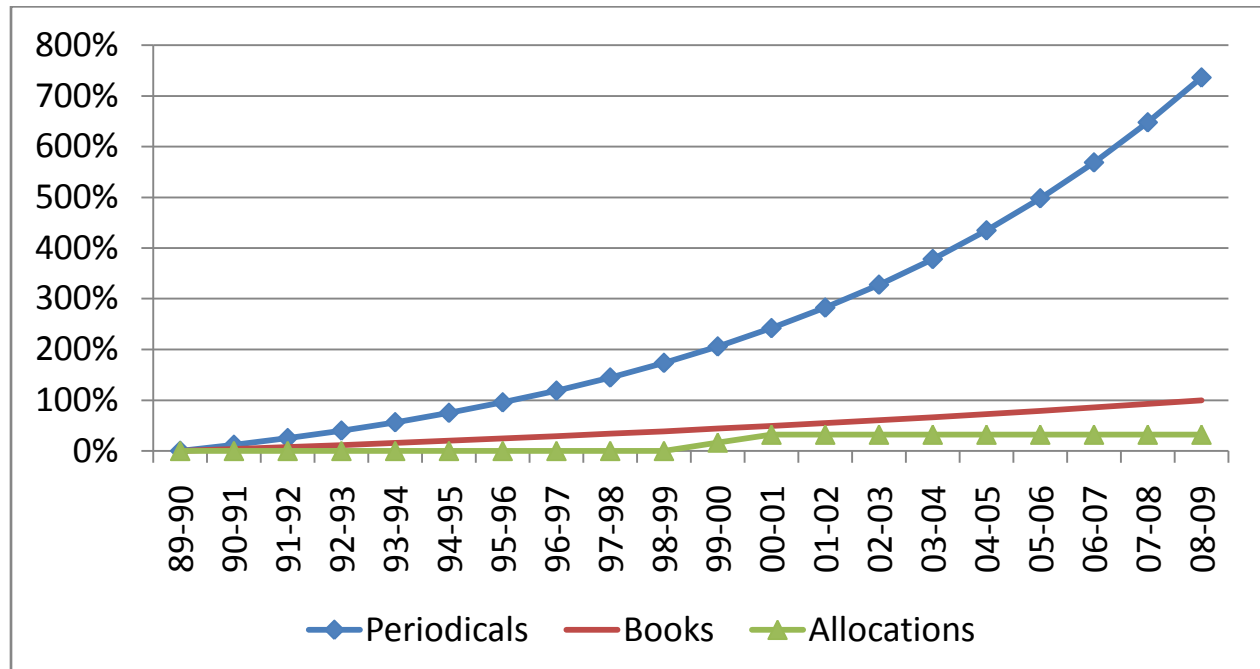
	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$3,900,000	\$3,900,000
Fees (Tuition)	\$0	\$2,100,000	\$2,100,000
GPR/Fees	\$0	\$6,000,000	\$6,000,000

This initiative will provide funding to expand access to electronic library content for UW System students, faculty, and staff. It will also serve to increase availability of UW-Madison's electronic collections to a greater number of faculty across the system. Overall benefits will include:

- Recruiting, retaining, and graduating the best and brightest undergraduate and graduate students by equipping them with the information and tools they need to do their best work
- Expanding student participation in research to achieve a more competitive intellectual edge system-wide
- Attracting and retaining a highly accomplished faculty whose expertise and drive contribute to the discovery and dissemination of knowledge
- Supporting the production of technologies and products that generate license fees and spur the creation of start-up companies, which tend to arise and flourish within 50 miles of the "home" university
- Accelerating grant awards and related revenue flows to the UW System by providing faculty with access to the most comprehensive, up-to-date knowledge base
- Fostering more R&D at state and local government agencies through connections with UW library resources.

In recent decades, the information marketplace has exploded with new areas of knowledge that must be supported by libraries. This has been compounded by staggering cost increases for periodicals. A growing gap exists between cost increases and allocation increases. This relationship, which is illustrated on the next page, has had a devastating effect on faculty research, limiting their ability to keep up-to-date in their field, to pass knowledge on to their students, and to ultimately transfer their research into economic growth for the state. All campuses are reporting grave difficulties attracting and retaining quality faculty in the absence of core information resources. Inadequate electronic resources also impact campus' ability to compete for research grants because it takes too long to retrieve materials through interlibrary loan. Bringing the UW System to a competitive level with its peers would require more than \$20 million. Full funding of this initiative will help begin to address the problem of limited resources that is hindering the UW System's research infrastructure.

# Library Periodical and Book Price Increases and Funding Allocation Increases 1989-90 Through 2008-09



**Outcomes:** Full funding of this initiative will expand access to many of the core resources in a wide range of subject areas, with emphasis in the biomedical and life sciences. Research grants and related revenue flows will result from high quality faculty research supported by the new research infrastructure. Additional funds will be generated through license fees.

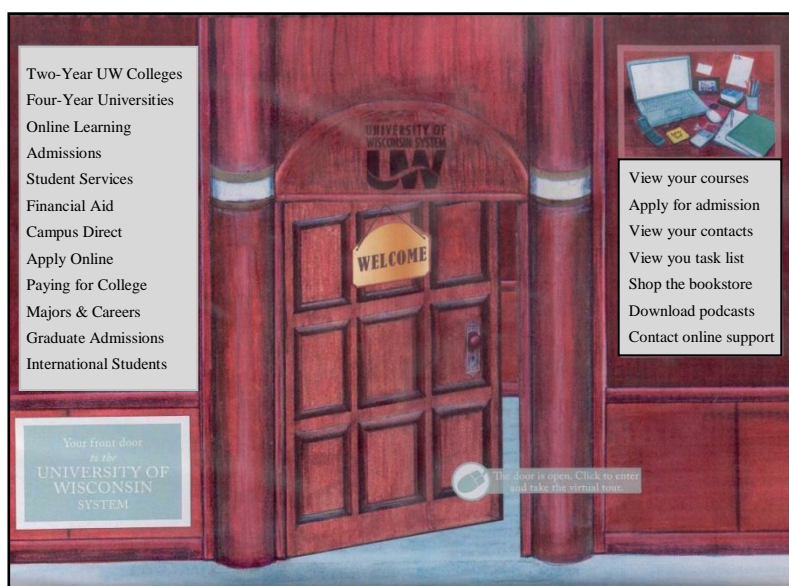
## UW Colleges and Extension: The Adult Student Initiative (ASI) – Phase 2

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$1,625,000	\$1,625,000
Fees (Tuition)	\$0	\$875,000	\$875,000
GPR/Fees	\$0	\$2,500,000	\$2,500,000

Continuing education has two themes: 1) advocate on behalf of adult students and 2) incubate new programs and ideas in conjunction with campuses. The Adult Student Initiative (ASI) meets both of these themes. Online and hybrid course formats support the needs of place-and time-bound adult students. And, as comprehensive universities have the ability to grant degrees, the Initiative requires collaboration across the UW System to be successful.

ASI Phase 1 began to address the growing need for online programs in Wisconsin by increasing the number of online courses. Six campuses partnered with UW Colleges and Extension to develop online programs, and 703 new students have been registered. ASI Phase 1 received \$2.55 million in the 07-09 biennium.

ASI Phase 2 will build on ASI Phase 1 by creating a centralized, online, adult community. This community will allow learners to discuss coursework with instructors, communicate with other students, and network with potential employers. Centralized support and academic counseling services will also be created.



Additionally, ASI Phase 2 creates a centralized portal and unified branding for UW online courses. An example is shown above. This will allow students to find an appropriate program offered by institutions across the system through a single portal. ASI Phase 2 will also create the Wisconsin Knowledge Portfolio, which is an online information community that consists of programs, courses, and other learning opportunities for students across their lifetimes

### **Outcomes:**

- Double ASI-supported online enrollments from 4,500 to 9,000 by 2014.
- Add four new online bachelor's degrees and two online master's degrees by 2014.
- Add five UW Colleges faculty positions that focus on online instruction and serve adults and nontraditional students.
- Launch the Wisconsin Knowledge Portfolio by 2013.

**Supporting Funds:** \$540,000 in reallocated base money to fund three Statewide Field Advisors and a public awareness campaign.



## 2009-11 INSTITUTIONAL DINS

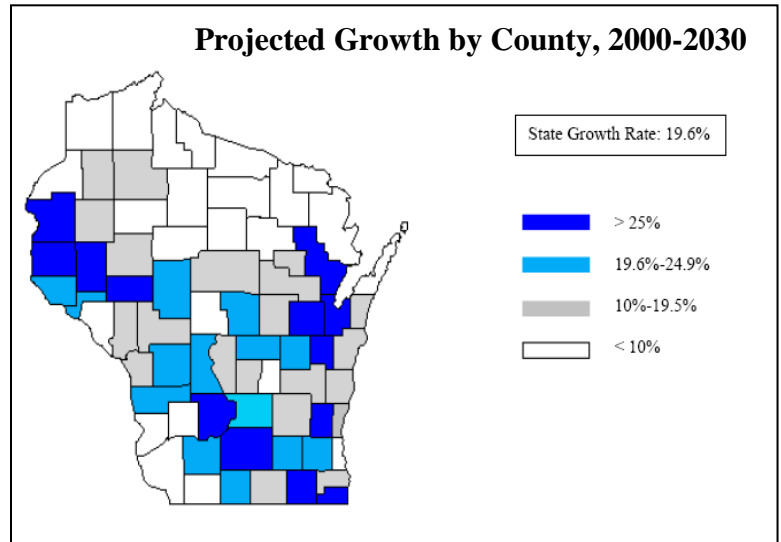
### UW-Green Bay: Northeastern Wisconsin's Growth Agenda for UW-Green Bay Phase II

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$2,340,000	\$2,340,000
Fees (Tuition)	\$0	\$1,260,000	\$1,260,000
GPR/Fees	\$0	\$3,600,000	\$3,600,000

The Growth Agenda for UW-Green Bay was presented in 2007-09 as a three-biennium plan to increase access to baccalaureate degrees in the New North and position UW-Green Bay to better serve the needs of a dynamic, rapidly-diversifying region. The Department of Administration projects that Brown, Outagamie, and Calumet counties will grow by more than 25 percent between 2000 and 2030. This region also includes greater Green Bay, Wisconsin's second- largest manufacturing area and its third-largest metropolitan area.

The population of Green Bay's

Metropolitan Statistical Area has jumped 6.6% since 2000. Due to current enrollment demand, UW-Green Bay cut off freshman applications on April 15 for Fall 2008.



Phase II will increase enrollment by an additional 612 students. Enrollment will increase by 153 (headcount) students per year from Fall 2011 to Fall 2014. Additionally, the University will open three new centers: the Center for Environmental Management and Business, which will build on UW-Green Bay's interdisciplinary approach to environmental issues; the Entrepreneurial and Innovation Resource Center, which will draw on university expertise to promote entrepreneurship and practical regional problem solving; and the Center for First Nations Studies, which will help teachers meet the state mandate that everyone seeking a Wisconsin teacher's license study the state's Native American tribes and bands.

UW-Green Bay received \$1.71 million in the 2007-09 biennium for the Growth Agenda for UW Green Bay Phase I.

**Outcomes:** Increase headcount enrollment by 612 students (524 FTE) by Fall 2014.

## UW-La Crosse: Financial Aid

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$335,200	\$500,000	\$835,200
Fees (Tuition)	\$0	\$0	\$0
GPR/Fees	\$335,200	\$500,000	\$835,200

An undergraduate differential tuition at UW-La Crosse was approved by the Board of Regents in December 2007 in order to provide more access for Wisconsin residents to earn a college degree and to hire additional faculty and staff to enhance quality and academic excellence. The differential tuition allows UW-La Crosse to grow undergraduate enrollments by at least 500 additional students over the next three to five years and hire at least 75 additional faculty and 20 additional staff over the next five years in order to improve academic quality and enhance the undergraduate experience.

Beginning in the 2008-09 academic year, tuition for newly enrolled undergraduate students will increase \$250 per semester (\$500 per year), with an additional \$250 per semester (\$500 per year) increase in the 2009-10 academic year, for a total annual differential tuition of \$1,000. This budget initiative seeks state-supported financial aid to ensure that cost is not a barrier for students attending UW-La Crosse. The financial aid requested in this initiative would be equivalent to 25% of the tuition revenue generated through the differential tuition.

The 2007-09 Biennial Budget provides \$901,400 for the UW-La Crosse Initiative in 2008-09, including \$664,800 GPR, of which \$225,400 GPR (25% of the total funding for the Initiative) can be used for financial aid. This initiative also requests legislative authorization for the entire \$664,800 GPR to be used for financial aid, which will allow UW-La Crosse to provide GPR-funded financial aid awards to students who may otherwise not enroll in college or would be required to use loans to finance their higher education. These additional financial aid funds, which will be awarded as “last dollar” grants after all other financial aid has been allocated, will provide significant relief to low- and middle-income students and families and will ensure that the differential does not negatively impact the ability of all Wisconsin families, regardless of income, to benefit from the increased access to the campus.

**Outcomes:** Increase financial aid by \$835,200 on an ongoing basis; and support UW-La Crosse’s efforts to increase enrollment by 500 students and maintain accessibility for Wisconsin residents.

## **UW-Oshkosh: The Growth Agenda for Northeastern Wisconsin's New North Phase II**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$1,495,000	\$1,495,000
Fees (Tuition)	\$0	\$805,000	\$805,000
GPR/Fees	\$0	\$2,300,000	\$2,300,000

In northeastern Wisconsin, approximately 19% of residents over age 25 hold a bachelor's degree, which is lower than the Wisconsin average of 25% and still lower than the national average of 27%.

Furthermore, many Northeastern Wisconsin counties are projected to be among the fastest growing counties in the state. The Growth Agenda for Northeastern Wisconsin's New North is a three-biennium plan to meet these needs and has already increased enrollment by 480 students. Across all three phases, enrollment increases are projected to exceed 1,200 students. UW-Oshkosh received \$2.53 million in the 07-09 biennium for the first phase of its plan.

This initiative will support 250 additional students and provide academic offerings and core services for 730 students – including those enrollments added in phase I. The initiative has three components: 1) Program Expansion, 2) New Programs, and 3) Student and Faculty Development.

*Program Expansion.* This initiative increases enrollment in high-demand areas such as Biology/Microbiology, Health Care, Nursing, and Environmental Studies. Funding will also increase online and hybrid course access for working adults and special education teacher licensure. Support will also be given to the Graduation Program, which facilitates working adult degree completion, and the Environmental Studies program.

*New Programs.* New programs are needed to educate more and better-prepared graduates in high-demand occupations. For example, UW-Oshkosh will join with the Wisconsin Technical Colleges and UW Colleges to offer a collaborative nursing program in other areas of the state. UW-Oshkosh will also work with UW-Platteville and UW-Stevens Point to develop the Nanochemistry Major. This initiative includes the formation of the Rural Education Center, which will help schools develop low-cost programs to attract teachers and offer Bachelor of Liberal Studies and Bachelor of Applied Studies programs. An Innovation and Creativity Center will train graduates with the skills to develop competitive, new products.

*Student and Faculty Development.* Funding will advance faculty pedagogy and research through the Student/Faculty Collaborative Research Program and the Faculty Development Program. To meet student needs and decrease internal educational equity gaps, funding will also support a wide range of student services and development programs.

### **Outcomes:**

- Increase headcount enrollment by 250 to 13,275 by 2012.
- Increase the first-year student retention rate 6% to 77% by 2012.
- Increase student of color enrollment 15% to 940 by 2012.
- Increase the six-year graduation rate at any UW institution 7% to 57% by 2012.
- Increase older adult undergraduate students by 150 to 1,850 by 2012.
- Increase the annual number of degrees conferred by 100 to 2,100 by 2012.
- Decrease credits to degree from 145 to 135 by 2012.
- Significantly increase National Survey of Student Engagement (NSSE) scores by 2012.

### **Supporting Funds:**

- UW-Oshkosh has begun the silent phase of its first comprehensive fundraising campaign, seeking at least \$24 million over a five-year period.
- Student differential tuition generates approximately \$1 million annually for advising, career development, academic support, and counseling programs.

## **UW-Parkside: Increasing Retention and Graduation Rates by Improving Basic Math Skills**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$379,900	\$379,900
Fees (Tuition)	\$0	\$204,600	\$204,600
GPR/Fees	\$0	\$584,500	\$584,500

UW-Parkside has established itself as a campus of opportunity by providing access to first-generation college students (69.6% of new freshmen), students of color (21.9% of undergraduates), and adult students. Because of this access mission and the prevailing service area demographics, UW-Parkside serves a disproportional percentage of students that are underprepared for college-level math. Of the 906 freshmen in Fall 2006, 56% placed into remedial math - 18% were at the arithmetic level and 38% were at the elementary algebra level. In the 2006-07 academic year, 33% of fall-term, full-time freshmen were on academic probation after the first semester. Only 31% of those on probation returned the following fall.

The initiative expands promising remedial math pilots to improve both the quality and quantity of remedial math instruction. UW-Parkside will double the amount of class time for all remedial math courses, double the amount of class time for one quarter of the Algebra I courses, reduce the course size of all augmented courses, incorporate ALEKS and MyMathLab software into course curricula, and expand the number of permanent faculty and staff class-time hours to eliminate the dependence on adjuncts. Additionally, 56 new peer tutors will support the improved curriculum. The existing Teaching and Learning Center will provide instruction to faculty and staff on working with high-risk students, students with math deficiencies, diverse learning styles, and the new math software.

With stronger math skills, students can be more successful in higher-level courses and degree attainment. Nationally, the average salary of a high school graduate was \$34,002; the average salary of a baccalaureate degree holder was \$59,382. Over a lifetime, the increased earning potential of each student made possible by an investment in education will benefit the student, region, and state. Of the university's 16,000 alumni, 85% live and work in the region.

UW-Parkside received \$1.22 million in the 07-09 biennium for retention under the *Foundation for Success* initiative.

**Outcomes:** Successfully retain an additional 132 students over six years and dramatically improve educational quality for all remedial math students.

**Supporting Funds:** UW-Parkside has invested \$77,019 to date in the on-going math initiative pilots.

## UW-Superior: Advantage Wisconsin

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$513,400	\$513,400
Fees (Tuition)	\$0	\$276,500	\$276,500
GPR/Fees	\$0	\$789,900	\$789,900

The Advantage Wisconsin Initiative has four components: the 1) One-Stop Adult Center; 2) student career services; 3) American Sign Language (ASL) interpreter; and 4) liberal arts language curriculum.

*One-Stop Adult Center.* At UW-Superior, 29% of students are over age 24. These non-traditional and reentry student have unique and diverse needs. To support increased access, persistence, and success, UW-Superior will establish a One-Stop Adult Center. The Center will provide a combination of paper information, web services, and personal support so that adult students will not have to visit multiple offices on campus. The Center will offer pre-admission counseling, educational planning, prior learning assessments, and financial aid functions.

*Student Career Services.* The initiative will also support an expansion of career services for students and alumni. Career Services is housed in the Office of Academic and Career Advising. For the entire campus of 2,753, the office is staffed by one academic staff position and one clerical position. This initiative will add two full-time staff members and student employees.

*ASL Interpreter.* Disability Services will hire a full-time ASL interpreter. UW-Superior must currently pay higher rates per hour for out-of-town interpreters and must pay for point-to-point travel and mileage expenses. An ASL interpreter on staff who also has real-time captioning skills will assist many of the hard-of-hearing students who are not trained in sign language. This approach will ensure a more cost-effective and higher quality experience for students at the institution.

*Liberal Arts Language Curriculum.* In support of the campus's liberal arts mission, UW-Superior will hire a Japanese instructor. The Higher Learning Commission of the North Central Association of Colleges and Universities (NCA) Site Team specifically recommended that UW-Superior implement "generally accepted features" of a liberal arts-based educational experience and that core features consistent with that experience be integrated across the curriculum. In order to successfully establish itself as a public liberal arts college, UW-Superior must make a significant investment in language study.

These four components of the Advantage Wisconsin initiative will enable UW-Superior to retain more students and graduate more Wisconsin citizens that respect diverse cultures and multiple voices.

### **Outcomes:**

- Increase second-year retention rates from 67.3% to 79.5% by retaining 40 additional students per year.
- At least double the Latin American and Asian student population from 29 to between 60 and 70 by Fall 2012.
- Maintain enrollments between 2246 and 2360 FTE as the number of high school graduates decline.

**UW-Whitewater: Driving a Diverse Economy: Enhancing Wisconsin Communities for the 21<sup>st</sup> Century**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$1,823,800	\$1,823,800
Fees (Tuition)	\$0	\$982,000	\$982,000
GPR/Fees	\$0	\$2,805,800	\$2,805,800

This initiative funds a 3-pronged approach to actively addressing the expansion and diversification of the state's economy in the context of the UW System Growth Agenda. It aims to:

- Prepare graduates for a global economy
- Increase graduates in science and technology
- Increase access to baccalaureate and masters degrees

All of the programmatic requests in this proposal are designed to increase the options available to UW-Whitewater students to complete their degrees in high demand, well paying fields of employment. The Wisconsin economy will benefit from the Agenda's implementation, as well. Partnerships with community businesses will continue to grow through intern placement, knowledge sharing, and technology transfer. Out-of-state firms may be enticed to relocate to Wisconsin to utilize the well-trained, highly skilled workers graduating from UW-Whitewater. This will stimulate the economy, create new avenues for employment, and expand the tax base.

Top-notch faculty will be recruited to share their knowledge and skills with the University community. Students will have access to state-of-the-art technologies commonly utilized in the private sector. Language instruction will be expanded to business majors and other related disciplines. The Professional Development and Licensure Program in ESL/Bilingual will increase from 35 to 55 students. Expanded enrollments in Sciences, Multimedia-Gaming, and Electronic Media by 100, 60, and 20 FTE students respectively will attract outside funding and business partnerships in these high-demand fields. Enrollment in online courses, which has proven to be a cost-effective instructional format, will be substantially increased by the installation of the necessary infrastructure. Overall numbers of students receiving bachelors and masters degrees from UW-Whitewater will increase. This initiative, if fully funded, will grow the student body by 500 FTEs.

**Outcomes:** Full funding of this initiative will allow UW-Whitewater to increase enrollment by 500 FTEs by 2011.

**Supporting Funds:** Programs related to international education and business have attracted over \$750,000 in extramural support, with \$185,000 in additional proposals still pending. Programs preparing students for careers in science and technology have leveraged \$450,000 in funds for the University, with approximately \$250,000 in additional funding currently pending.

### UW-Madison - Graduate Education

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$3,023,900	\$2,226,100	\$5,250,000
Fees (Tuition)	\$0	\$0	\$0
GPR/Fees	\$3,023,900	\$2,226,100	\$5,250,000

This initiative seeks funds to help UW-Madison remain competitive in recruiting the best graduate students and maintain its ability to secure National Institute of Health (NIH), Foreign Language Area Studies (FLAS), and other external fellowship and traineeships. Advanced degree students are critical to developing the research knowledge base that allows UW-Madison to be a significant part of the growing state economy. In order to attract these students, UW-Madison must be able to fund not only tuition, but also benefits. Without high quality graduate students, however, many proposals are not written; grants are not obtained; and research efforts, along with the attendant extramural funding, decline dramatically.

In 2007, NIH began implementing a policy which requires substantially increased levels of cost-sharing from universities for PhD trainees and fellows supported on institutional training grants and individual fellowships. Other federal agencies are also limiting the amounts that can be charged for tuition and health care. Funding for fellowships typically provides a specified stipend to the graduate student, as well as partial payment of tuition and benefits. These fellowships must, however, be financially competitive in order to attract the best graduate students to UW-Madison. Therefore, UW-Madison must pay not only the tuition, but also provide a package, including benefits such as health insurance, that is competitive with other institutions.

It is estimated that the size of this cost-sharing gap, which will continue to grow as graduate tuition and health care costs increase, will be \$5.25 million for students funded by NIH, the Department of Education, and private foundations. The requested funds will be centrally managed by the Graduate School, and programs would apply their fellowship funds first, and then apply to the Graduate School for a supplement to cover the unfunded portion of the student's tuition. The requested funds will therefore be used to pay for the part of the students' fellow/trainee award that federal and other funding sources will not pay and provide the matching support required by these programs.

Without this funding, UW-Madison will likely lose external funding that supports 510 graduate students and provides \$23.4 million in research funds. In addition, decreased participation in the NIH and FLAS programs, which will reduce funding to support both research efforts and graduate students, will result in UW-Madison having even greater difficulty in recruiting and retaining faculty.

**Outcomes:** Retain 510 graduate students and the associated \$23.4 million in external funding.

**Supporting Funds:** \$23.4 million in external funds during 2009-11.

## **UW-Milwaukee – Powering Southern Wisconsin’s Knowledge-Based Economy Phase II**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$8,425,000	\$8,425,000
Fees (Tuition)	\$0	\$1,575,000	\$1,575,000
GPR/Fees	\$0	\$10,000,000	\$10,000,000

This initiative will fund Phase II of a three biennia Research Initiative. Phase I (2007-09) provided \$8,399,400 GPR and \$1,230,100 Fees (\$9,629,500 GPR/Fees biennial total) to focus on research in the areas of biomedical and health technologies, advanced manufacturing, and other science and engineering fields in order to strengthen the level of research in southeastern Wisconsin and translate outcomes into economic development. Phase I also invested in graduate education in advanced manufacturing and biomedical research, and expanded undergraduate research.

Phase II (2009-11) provides seed funding for selected research projects, adds staff to secure additional grant and corporate partnership funding, and provides expanded library and information technology (IT) support. Phase II also anticipates cluster hires in advanced manufacturing and biomedical engineering and science, including health care informatics and neurosciences. Schools of Public Health and Freshwater Sciences will also be created at UW-Milwaukee in Phase II. Finally, this initiative will enhance undergraduate research efforts and allow UW-Milwaukee to attract and retain graduate students, focusing on the sciences, engineering, and the proposed Schools of Public Health and Freshwater Sciences.

In 2006-07, \$33 million in external grants and contracts were awarded to UW-Milwaukee, and in the first six months of the 2007-08 academic year, new research awards increased 10% and federal grant awards increased by 19%. It is expected that the requested state funds and the expanded research focus under Phase II will allow UW-Milwaukee to secure additional external grants and contracts.

- Outcomes:**
- Enroll 15 PhD and 20 Masters students in the School of Freshwater Sciences.
  - Enroll 12-15 PhD students per year in the School of Public Health, with an eventual total enrollment of 60 students.
  - Enroll 100 Masters students in the School of Public Health.
  - Provide support for 100 undergraduate internships and 17 graduate assistants.

**Supporting Funds:** The increased research emphasis will attract additional external funding.



### **UW-Platteville & UW Colleges – Engineering in West Bend/Sheboygan**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$507,400	\$507,400
Fees (Tuition)	\$0	\$273,100	\$273,100
GPR/Fees	\$0	\$780,500	\$780,500

This initiative will implement the fourth phase of a collaborative undergraduate engineering program between UW-Platteville and UW Colleges to deliver undergraduate engineering education to place-bound, non-traditional students. This phase will expand the program to the West Bend/Sheboygan region through face-to-face programs at UW-Washington County and UW-Sheboygan. This program will increase Wisconsin's engineering workforce, and, since the program will be geared toward place-bound students, graduates will be likely to remain in Wisconsin, thereby providing a ready source of highly-skilled employees.

Under this program, students will receive their non-engineering undergraduate education from faculty at UW-Washington County and UW-Sheboygan. This coursework is already in place at these institutions. The engineering education coursework will be provided by UW-Platteville faculty who are hired and placed at the participating UW Colleges. The requested funding will provide engineering faculty and equipment, as well as administrative staff to provide coordination and support for the face-to-face components, streaming video coursework, and a mobile laboratory, which will be used to provide content when there are not sufficient numbers of students to form a course.

**Outcomes:** Upon full implementation, the program will enroll 200 non-traditional students.

**Supporting Funds:** Washington County and the City of West Bend have approved \$3 million, while the UW-Washington County Campus Foundation is raising \$550,000, to complete the third floor of the Collins Science Wing, which includes 6,000 square feet in dedicated space for this program.

## UW-River Falls: Growing A Sustainable Wisconsin

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$1,267,850	\$1,267,850
Fees (Tuition)	\$0	\$438,000	\$438,000
GPR/Fees	\$0	\$1,705,850	\$1,705,850

This initiative takes a multi-faceted approach to increasing sustainability in Wisconsin, defining it as that which “meets the needs of the present without compromising the ability of the future generations to meet their own needs.” UW-River Falls houses a Masters program in Sustainable Community Development, and seeks to build on this effort to infuse sustainability principles into the curriculum, and increase research on sustainability issues at UW-River Falls and throughout the region and state by carrying out economic development activities and collaborations with other institutions. Vital components of the initiative include:

- *Faculty Growth*— funds the hiring of new faculty and induces existing faculty to convey a firm understanding of sustainability problems and the skills to solve them. Faculty will be hired in the following areas: green chemistry and biology, regional economic development, sustainable agriculture, and teacher education.
- *Research*— includes the Tissue and Cellular Innovation Center which will develop innovative, cutting-edge technologies, train students for high-paying jobs in the biotech industry, and encourage growth of new biotech businesses in Wisconsin. Also included in this component is the Center for Economic Research, which will expand its services to existing and potential businesses in the region.
- *The Northern Wisconsin Alliance for Agriculture* will create seamless, dual enrollment degree programs that will ease the transition from two to four-year institutions and make degrees in the agricultural sciences more attractive and affordable to students.

This initiative will support continued enrollment growth over the six-year period from 2005-2011. In addition, the Northwest Wisconsin Alliance for Agriculture will increase enrollment in agricultural science programs upon full implementation. Taken as a whole, this basket of programs will promote sustainable development from multiple angles in the region, and throughout Wisconsin.

**Outcomes:** Full funding of this initiative will allow UW-River Falls to support continued enrollment growth of 500 students by 2011.

**Supporting Funds:** Federal grants from the National Science Foundation and the National Institutes of Health, as well as licenses for patented technologies, will provide substantial funding for the Tissue and Cellular Innovation Center in the future, helping to make it self-supporting within five years.

## **UW-Stevens Point: Leading Wisconsin from the Center**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$1,106,800	\$1,106,800
Fees (Tuition)	\$0	\$596,000	\$596,000
GPR/Fees	\$0	\$1,702,800	\$1,702,800

This initiative supports UW-Stevens Point's service to the Central Wisconsin economy in conjunction with the University of Wisconsin System's ongoing Growth Agenda. Over the next three biennia, UW-Stevens Point will be able to serve an additional 1,000 students, increase graduation and degree completion rates to 80%, expand existing programs to meet both student and regional demand, develop new academic programs to serve the needs of Central Wisconsin's economic development, and create an economic development center focused on green energy and related products.

This initiative will span three biennia, beginning with the 2009-2011 biennium. It includes:

- *The Wisconsin Institute for Sustainable Technology (WIST)*— WIST is a collaborative research, teaching and outreach center that will build on the UWSP's strengths in Forestry, Paper Science and Engineering, Waste Management, Soils, Water Resources, Biology, and Outreach Education. WIST will focus on applied research associated with central Wisconsin resources and act as an economic development center for the region.
- *Informatics and New Media*— Marshfield Clinics and UWSP have partnered to develop a Masters degree in Medical Informatics and Software Development, which is a growing field that involves the electronic handling, processing, and safe-guarding of medical records and information.
- *The Health Sciences Program*— This program has been a great success and student demand is more than twice the initial enrollment projections. In order to support this need for increased capacity while maintaining high-quality programming, two new faculty and an administrative assistant will be hired.
- *The Division of Business and Economic*— The division seeks national accreditation of all its programs through the Association to Advance Collegiate Schools of Business. New faculty positions will help to build these areas and strengthen core programs in Business Management and Accounting. These improvements to the business programs will grow the infrastructure needed to support the Central Wisconsin business community.

**Outcomes:** Full funding of this initiative is anticipated to allow UWSP to grow by 333 FTEs by 2011.

**Supporting Funds:** External funding support in Science and Technology will increase by 10%.

## **UW-Stout: STEM Discovery Center and Student Diversity**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$632,100	\$632,100
Fees (Tuition)	\$0	\$25,700	\$25,700
GPR/Fees	\$0	\$657,800	\$657,800

As Wisconsin's Polytechnic University, UW-Stout follows three polytechnic tenets:

1. *Career Focus*: a polytechnic university offers a comprehensive curriculum that prepares graduates for professional careers.
2. *Applied Learning*: a polytechnic university blends theory with practice to produce innovative solutions to real world problems.
3. *Collaboration*: a polytechnic university works closely with business, industry, and other educational institutions to benefit students and grow the economy.

To meet these tenets and enhance its reputation as a Polytechnic University, UW-Stout will establish the Discovery Center. The Center will consist of dedicated lab space for faculty/student research teams to meet and address applied research projects, often submitted by business and industry. The Center will fund research projects, prepare undergraduate and graduate students for professional success, attract visiting professors, pursue additional grant funding, coordinate interdisciplinary resources, and disseminate results to the public and private sector. When appropriate, the Center could engage in proprietary research with private-sector partners.

Additionally, UW-Stout will hire positions to improve STEM (science, technology, engineering, math) recruitment and retention with a focus on women (currently 11%) and minorities (currently 3.5%).

### **Outcomes:**

- Increase grant and contract revenue by at least \$164,000 in 2011-2012.
- Increase enrollment of women and minorities by 20% by Fall 2011.

### **Supporting Funds:**

- The UW-Stout Foundation is seeking a \$2 million upfront gift which would be used as a first payment toward endowing the Discovery Center.
- UW-Stout's Faculty Research Initiative Grant program will provide \$25,000 annually toward the Discovery Center. Faculty members will submit proposals for this funding.
- The Provost will reallocate up to \$45,000 annually to support faculty and student researchers.
- UW-Stout's Research Services Office will provide in-kind support to the Discovery Center. Staff in this office will assist with identifying grant opportunities, preparing grant proposals and budgets, and assisting with contract development.
- UW-Stout has committed \$34,000 and 1.0 FTE for a STEM recruiter and \$5,000 in STEM recruitment travel.

### **UW-Eau Claire: Expansion of Applied Behavior Analysis Programs**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$612,200	\$612,200
Fees (Tuition)	\$0	\$329,600	\$329,600
GPR/Fees	\$0	\$941,800	\$941,800

This initiative funds an expansion of Applied Behavior Analysis (ABA) programs at UW-Eau Claire. Applied behavior analysts work mainly with people with autism and other developmental disabilities. Wisconsin is currently behind other states in regards to the size and quality of the training programs offered as well as the number of analysts working in the field. Empirical evidence supports the supposition that early intervention in cases of autism can reduce the levels of intervention necessary later in life at a significantly lower cost to the public. The degree offerings will also allow the UW System to attract and retain skilled graduate students who will enter a high demand employment field in Wisconsin upon graduation.

Individuals can be certified at both the undergraduate level (BCABA) and the Masters level (BCBA). UW-Eau Claire offers training in behavior analysis at the BCABA level and intends to expand its program to allow for certification at the BCBA level as well. UW-Eau Claire must augment its staffing and infrastructure to achieve this end. Given the requested level of funding, UW-Eau Claire will be able to continue to produce BCABAs and begin to produce BCBA's.

**Outcomes:** Upon full program implementation, 40 undergraduate students will be eligible to sit for the BCABA national examination, a growth of 25-30 students by 2011. Additionally, 14 graduate students will be enrolled in the BCBA program by 2011.

**Supporting Funds:** The expansion will make UW-Eau Claire highly competitive for funding from multiple external sources, including the National Center for Birth Defects and Developmental Disabilities, the National Institutes of Health, the US Department of Education, and a variety of foundation grants and private donations.

## **UW-Platteville – Pioneer Engagement Center**

	<u>2009-10</u>	<u>Increase in 2010-11</u>	<u>Ongoing Base Increase</u>
GPR	\$0	\$331,200	\$331,200
Fees (Tuition)	\$0	\$178,200	\$178,200
GPR/Fees	\$0	\$509,400	\$509,400

This proposal will fully implement the activities of the Pioneer Engagement Center. The Center will be a portal to match the scholarly resources at UW-Platteville with the need for these resources in civic, nonprofit, business, and other community ventures to develop solutions to real-world problems. The Center will identify, coordinate, and facilitate student engagement and experiential learning, as well as recruit faculty members, who will be awarded release time to work on Center activities. In addition to serving as a clearinghouse for information regarding university expertise and resources, the Center will assist in the development of academic programs and criteria to fully implement a community-based experiential education and student engagement requirement, which will be incorporated into all years of the student's academic career.

The annual budget for the Pioneer Engagement Center will be approximately \$1 million, of which \$250,000 will be provided through differential tuition and \$200,000 will be provided by the UW-Platteville Foundation. The ongoing GPR funding will provide staff for the Center, including a full-time coordinator and funding for release time to allow faculty to work at the Center on projects with students.

**Outcomes:** Provide applied experiential learning programs for 200 students in 2009-10 and 400 students in 2010-11. At full implementation in 2011-12, provide applied experiential learning programs for 900 students.

**Supporting Funds:** A tuition differential will provide \$250,000, while the UW-Platteville Foundation has donors to provide \$200,000 annually.

**Summary of the UW System's Preliminary GPR/Fee 2009-11 Cost-To-Continue Request  
(in ongoing amounts) follows:**

<b>Full-Funding 2008-09 Pay Plan Increases for 11 months of June 1, 2009 2%</b>	<b>\$24,376,600</b>
The 2008-09 pay plan increases were phased in and the portion paid out on June 1, 2009 will only be paid for one month of 2008-09. This item provides ongoing funding for the additional 11 months that would be paid out in 2009-10.	
<b>2007-09 Classified Increases above 2%, 1% and 2%</b>	<b>\$6,385,100</b>
Certain Titles in Classified Bargaining Units received salary adjustments above the 2%, 1%, and 2% general increases in the 2007-09 Bargaining Agreements. This item estimates the costs to fully fund those increases.	
<b>2006-07 and 2007-08 Craftworker Prevailing Rate Increases Above GWA</b>	<b>\$366,100</b>
This item requests the unfunded balance of the craftworker pay plan for 2006-07 and 07-08 above the amounts approved for non-represented staff, based on prevailing rate increases for craftworkers.	
<b>Full Funding of Fringe Benefit Cost Increases</b>	<b>\$19,170,000</b>
This item requests full funding of DOA approved fringe benefit rate changes from the 2007-09 approved rates to the new 2009-11 rates.	
<b>2006-07 and 2007-08 PRAs and DCAs</b>	<b>\$1,983,600</b>
This item requests funding for the cost of 2006-07 and 2007-08 Performance Recognition Awards (PRAs) and Discretionary Compensation Adjustments (DCAs).	
<b>Smith Lever Pay Plan Increases</b>	<b>\$221,200</b>
This item requests funding approved by the Joint Committee on Employee Relations (JCOER) for the difference between the state compensation plan and federally funded compensation for Cooperative Extension Smith Lever funded positions. The state funding is required if the federal government does not provide sufficient funding to cover the federal share of the pay plan for these employees.	
<b>2009-11 Utilities Increases for New Space and the Co-Generation Plant</b>	<b>\$10,617,500</b>
This item requests increases in the university's utilities appropriation for new and expanded facilities. It also includes increases in debt service, and operating and maintenance costs for the Co-Generation plant at UW-Madison.	
<b>Maintenance Funding for New GPR Square Footage</b>	<b>\$5,112,000</b>
This request will fund maintenance for new GPR square footage added in 2009-11 at the 1998-99 average cost of operational maintenance for midwest higher education institutions as determined by the Association of Physical Plant Administrators (APPA) .	
<b>Full Funding of Lease and Directed Move Costs</b>	<b>\$170,300</b>
This item requests full funding of lease rental costs between 2006-07 and 2009-11.	

**Summary of the UW System's Preliminary GPR/Fee 2009-11 Cost-To-Continue Request  
(in ongoing amounts) continued:**

<b>Increases for Minority and Disadvantaged Financial Aid Programs</b>	<b>\$1,579,700</b>
This item requests increases for Lawton and Advanced Opportunity Program (AOP) financial aid grants at the average increase for undergraduate and graduate tuition, respectively, in the 2008-09 fiscal year.	
<b>Student Techonology Fee Increases</b>	<b>\$1,196,000</b>
This request increases the special technology fee to provide funding for student technology fee initiatives. The special technology fee is a percentage of tuition and increases as general tuition revenue grows.	
<b>Increases in Insurance Premiums</b>	<b>\$1,915,800</b>
This item requests increases for the GPR share of Worker's Compensation, Liability, and Property Insurance premiums.	
<b>Veterans Tuition Grants (request in HEAB)</b>	<b>\$0</b>
<b>Cost-To-Continue Total</b>	<b>\$73,093,900</b>



**Summary of the UW System's 2009-11 Preliminary Program Revenue Request  
(in ongoing amounts) follows:**

<b>Projected Increases in Gift Funds</b>	<b>\$27,363,800</b>
This item provides for projected cost increases in budgeted gift funds.	
<b>Projected Increases in Trust Funds</b>	<b>\$1,245,500</b>
This request provides for projected growth and estimated cost increases for Trust Fund income. The 2009-11 projected increases are based on an analysis of budgeted Trust Fund income for the past ten years.	
<b>Projected Increases in Auxiliary Enterprises</b>	<b>\$23,046,027</b>
This budget request increases program revenue spending authority each year of the 2009-11 biennia for programmatic needs of auxiliary programs based on the estimated three-year average of Wisconsin disposable income per capita of 4.5% per year.	
<b>UW-Madison Intercollegiate Athletics</b>	<b>\$18,580,200</b>
This request provides an increase in spending authority for the UW-Madison Division of Intercollegiate Athletics. Athletic expenses represent the costs of 23 intercollegiate athletic programs, University Ridge Golf Course operations, band and spirit squads, and athletic camps.	
<b>Total Program Revenue Request</b>	<b>\$70,235,527</b>

## STATUTORY LANGUAGE CHANGE REQUESTS

### 1. RETENTION OF PROCEEDS FROM THE SALE OF PROGRAM REVENUE OR GIFT BUILDINGS AND LAND

The proceeds from the sale of state buildings or state land are credited to the Joint Committee on Finance's supplemental appropriation established in s. 20.865(4)(a), Wis. Stats. Under s. 13.101(13)(b), Wis. Stats., if the building or land was used by a single agency, the Joint Committee on Finance may, upon request of the agency, transfer no more than half of the proceeds back to the agency. The UW System was given an exemption from these statutes in both the 2005-07 and 2007-09 biennia. The current exemption will end on June 30, 2009.

Many parcels of land held by the Board of Regents were received as gifts or purchased using campus funds, such as parking revenues or student user fees. The Board of Regents seeks authority to retain and reinvest all of the proceeds from the sale of buildings or land acquired or built with program revenue or donated funds. Without a statutory change, if the UW System were to sell a facility funded through program revenue, it would lose its initial investment, adversely affecting the budget of the related auxiliary. If the UW System were to sell gift property, it would lose the value of the donor's gift. It is logical that the proceeds from the sale of such properties be retained to be used to support university programs, preventive building maintenance and other operating costs.

### 2. ELIMINATION OF TWO REPORTS PREPARED BY UW MEDICAL SCHOOL AND THE MEDICAL COLLEGE OF WISCONSIN

This proposal would eliminate the following two biennial reports required in s. 13.106, Wis. Stats.: medical school enrollments and graduate placement and the financial summaries of the UW Medical School and the Medical College of Wisconsin. There is no evidence that the Legislature or the Executive Branch utilizes these reports and their preparation is time-consuming for members of the medical school staff.

### 3. SALES TAX EXEMPTION FOR DONATIONS FOR PREFERENTIAL SEATING AT UW SYSTEM SPORTING EVENTS

The UW System recommends a modification to Wis. Stats. 77 to exempt from state sales tax those donations made for preferred seating at certain university athletic events. The change does not seek to exempt actual ticket or luxury suite sales from the sales tax. The exemption proposed, which currently applies to the Green Bay Packers, would apply to ticket sales for certain athletic events at UW-Madison, UW-Milwaukee, UW-Green Bay, Marquette University and other colleges and universities.

Although a percentage of these donations are already deductible for the purposes of state and federal income taxes, as a result of a Department of Revenue audit, they do incur state sales tax. This has had a negative financial impact on the UW-Madison Athletic Department which receives no GPR. In addition, the university system is concerned that with a sales tax applied to donations to Athletics, donors might have concerns about the future tax deductibility of donations to other endeavors.

4. ELIMINATION OF THE \$12,000 CAP ON DUAL EMPLOYMENT

Section 16.417(2)(a), Wis. Stats., prohibits individuals who are employed or retained in a full-time position or capacity with a state agency or authority from earning more than \$12,000 per year from a position with another agency or authority. Each UW System institution must track dual employment situations against this cap, which is administratively difficult and resource intensive. Removal of this cap will free staff resources for other duties and allow UW System institutions to hire the most talented and qualified individuals available, regardless of their status with another state agency or authority.

5. ELIMINATION OF EXCESS EXPENDITURES REPORTS

This proposal would eliminate the requirement to report excess expenditures in appropriations 128 (Auxiliary Enterprises), 132 (Extension Non-Credit Program Receipts), 136 (General Operations Receipts), and 336 (General Operations Receipts-System Administration). It is unclear why these expenditures were identified for additional reporting requirements, as well as what benefits or uses are derived from these reports. Reporting on these expenditures is time-consuming and resource intensive for UW System Administration staff, and UW System also produces an extensive audited Annual Financial Report.

6. PROCUREMENT PROCESS FLEXIBILITY: REPORTING REQUIREMENTS FOR CONTRACTS AND ORDERS

Section 16.753(1), Wis. Stats., requires that government agencies submit all major expenditures, which are defined as expenditures of \$10,000 or more or continuing expenditures of \$10,000 or more in a biennium, to the Governmental Accountability Board to be posted on the Internet. Because there is no automated system to segment expenditures that fall below \$25,000, which is the threshold for identifying major capital projects, this requirement has proven to be extremely staff intensive and costly. Changing the definition of major expenditure to “expenditures, or continuing expenditures within a biennium, of \$25,000 or more” would allow automatic tracking of these expenditures, streamline the reporting process and reduce the staff time required to compile and track this information.

Section 16.753(3), Wis. Stats., requires that all change orders to a contract subject to the posting requirement, as well as any change orders to a contract that creates

a major expenditure, must be reported and posted on the Internet. The statutes do not, however, provide any minimum threshold for change orders to be posted. Therefore, all change orders, even those with no fiscal impact, must be reported. In addition, there is no provision to remove a contract from the posting if a change order reduces the contract to a level that is below the major expenditure threshold. Statutory changes that provide some minimum threshold in order for change orders to be posted, as well as exempting change orders that reduce a contract below the major expenditure category, will reduce the administrative burden of complying with this requirement.

7. PROCUREMENT PROCESS FLEXIBILITY: PERMIT THE UW SYSTEM TO USE HIGHER EDUCATION PURCHASING CONSORTIA

Independent procurement authority would streamline the purchasing process and allow the university to respond quickly and efficiently to the rapidly changing higher education purchasing environment. The UW System seeks flexibility in the procurement process to allow the System to use higher education consortial contracts, such as the Big 10 Consortium contract for office supplies. In addition, sole source processing time could be streamlined if DOA approval were not required.

UW System seeks this authority within an accountability structure. Reports to the legislature on purchases would continue, management reviews would continue, and several approval levels would still exist for unusual purchases such as sole source requests. The UW would continue to adhere to all statutory purchasing requirements and would partner in contracts with the state when it is cost effective to do so. The UW System would continue to work collaboratively on contracts with the Wisconsin Technical Colleges and K-12s.

8. PROCUREMENT PROCESS FLEXIBILITY: PERMIT THE UW SYSTEM TO INCREASE USE OF MINORITY BUSINESSES

Section 16.75(3t)(c), Wis. Stats., requires that, prior to seeking bids or competitive sealed proposals for the purchase of certain materials, supplies, equipment or contractual services, state agencies must offer prison industries the opportunity to supply the goods or services, as long as that the Department of Corrections is able to provide the goods or services at a price comparable to one which may be obtained through competitive process. The mandatory nature of prison industry contracts provides that only the Department of Corrections can waive this requirement for state agencies.

UW System seeks the ability to purchase from a minority business certified by the Department of Commerce under s. 560.036, Wis. Stats., instead of prison industries when the minority business offers an equal product at an equal or lower cost. Providing this authority will allow the UW System to encourage and support the development and growth of minority businesses while ensuring that goods and services are procured at a price that is competitive and fair for state taxpayers.

## **TECHNICAL CORRECTIONS**

1. **BROADEN PROGRAM REVENUE POSITION CREATION AUTHORITY:  
EXTEND NON-GPR POSITION AUTHORITY TO SERVE PAYING CLIENTS  
PROMPTLY**

Section 16.505(2m), Wis. Stats., gives the UW System authority to create positions funded by a number of program revenue funded appropriations without the approval of the Governor or the Joint Committee on Finance. This proposal would extend this position creation authority to additional program revenue appropriations and to positions funded by academic student fees, without being limited to those generated by increased enrollment or from courses for which the academic fees or tuition charged equals the full cost of offering the courses. This would treat tuition funded positions in a manner in keeping with the other PR appropriations.

Position creation through DOA or legislative approval can take a significant amount of time. Current law relating to position creation prevents institutions from responding to workload and program changes in a timely way to meet the needs of students and other UW clients who are paying for services. This proposal would enable the university to address changing needs quickly.

2. **INCREASE FEES FOR SPECIALTY LICENSE PLATES AND BROADEN  
THE SCHOLARSHIP PROGRAM TO INCLUDE UW COLLEGES**

The UW System requests legislation to permit an increase in the donation fee assessed for specialty university license plates and to include the UW Colleges in this program. Current statutes permit the Department of Transportation to issue special license plates for all four-year campuses of the UW System. At present, an annual fee of \$20 is assessed for these plates. These funds serve as a donation to the financial aid program of the respective institution. The UW System wishes to assure that this fee will increase as application fees for other specialty license plates increases. The UW System also requests a change to s. 341.14(6r), Wis. Stats., to allow the UW Colleges to be represented in this program as well, to increase funding available for scholarships for UW Colleges' students.

3. CHANGING THE PROGRAM REVENUE APPROPRIATIONS FOR  
LABORATORY MODERNIZATION AND SCHOOLS OF BUSINESS TO  
CONTINUING APPROPRIATIONS

The UW System recommends a modification of the appropriations for laboratory modernization [s. 20.285(1) (Lm), Wis. Stats.] and the schools of business [s. 20.285(1)(Ls), Wis. Stats.] to create continuing appropriations. Both of these appropriations are funded with academic student fees which is a continuing appropriation. The current lack of flexibility in these appropriations creates difficulties for programs supported with these resources as the timing of projects (especially for laboratory modernization) and of funding matches can delay construction and expenditure.

C. 2009-11 BIENNIAL CAPITAL BUDGET REQUEST

August 21, 2008

## 2009-11 Biennial Capital Budget

### BACKGROUND

The Wisconsin Statutes prescribe that each state agency submit a capital budget request each biennium. The UW System process for developing the Capital Budget recommendation is based on planning models common throughout higher education. Each biennium UW institutions and UW System Administration engage in long-range planning involving the following steps.

#### Issue identification:

- Building conditions
- Program concerns
- Space matters (adequacy and utilization)

#### Evaluation:

- Identifying alternatives to problems
- Prioritizing space and programmatic needs

#### Plan Development:

- Institutions develop long-range space and program plans submitted to UWSA
- UWSA evaluates and prioritizes institutional plans based on a Regent-approved evaluation tool
- UWSA develops a systemwide long range plan based on biennial budgets
- The Board of Regents makes a biennial budget request based on plan recommendations

#### State Planning and Funding:

- The Department of Administration's Division of State Facilities receives budget requests from all state agencies and makes one recommendation to the State of Wisconsin Building Commission
- The State Building Commission makes a recommendation to the full legislature through the biennial budget process

To enhance the budget development process this biennium, the Capital Planning and Budget Committee held an additional meeting to review recommended projects in the biennial budget and six-year plan. Concern was expressed by Regents and UW System institution leaders that the backlog of both major projects and maintenance projects awaiting funding is growing at an alarming rate.

### REQUESTED ACTION

Approval of the UW System Administration recommendations for the 2009-11 Capital Budget consisting of 31 Major Projects and other maintenance, repair, and renovation projects totaling \$794.3 million (all funds) for 2009-11 and advance enumeration of three projects totaling \$233.0 million (all funds) for 2011-13.



## DISCUSSION

The following documents constitute the 2009-11 Capital Budget request. The plan accomplishes several goals based upon anticipated General Fund Supported Borrowing (GFSB) from the state. The recommendation:

- Prioritizes institutional requests for funding with limited GFSB for 2009-11 and provides a planning framework for 2011-13 and 2013-15. Together these projects constitute the UW System Six-Year Plan.
- Evaluates institutional requests for Major Projects funded with university generated Program Revenue Supported Borrowing (PRSB) and requests 16 Major Projects.
- Places large complex projects into “pre-design” prior to enumeration in order to achieve a well developed program, conceptual layout, and budget.
- Seeks to establish manageable expectations of when projects will be recommended for state funding.

The following are considerations related to the context of the six-year plan:

1. State General Fund Supported Bonding (GFSB) for all capital projects has declined, (\$445 million GFSB in 2001-03, compared to \$393 million GFSB in 2007-09).
2. The state’s annual general fund bonding capacity is governed by the practice (not statute) of limiting annual GFSB debt service to 4% of general purpose revenue.
3. The proposed UW System capital budget is aggressive and would necessitate a significant increase in GFSB (e.g. \$500 million in 2009-11).
4. UW System institutions requested 60 major Projects or combinations of projects for GFSB totaling approximately \$1.2 billion for the six years from 2009 to 2015.
5. The 2009-11 Biennial Capital Budget recommends requesting GFSB for 15 Major Projects totaling \$237 million (including \$97.4 million for three projects already enumerated)
6. The six-year plan anticipates funding approximately 30 Major Projects totaling \$773 million GFSB by 2015.
7. The capital budget request includes \$130 million GFSB for the UW System share of the state’s All Agency Fund for maintenance, repair, and renovation. To accomplish this goal, the total state fund should be \$200 million. It would take over \$200 million for the UW alone to maintain the current backlog of maintenance projects; however, funding and project management limit the amount of projects that can be accomplished in a given biennium.
8. All the enumerated capital projects will be designed to maximize sustainability and energy efficiency according to state standards and LEED (or equivalent) qualifications where practical and affordable.
9. Several unknown factors are expected to evolve during the year that will impact the 2009-11 Capital Budget and the six-year plan (e.g. coal fired heating plant, renovations, or replacements).

# Capital Budget Funding Sources

## Two Categories of Bonding for Capital Projects

- GFSB - General Fund Supported Borrowing  
State -issued bonds repaid with state tax GPR
- PRSB - Program Revenue Supported Borrowing  
State -issued bonds repaid with UW -PR, including Seg. Fees

## Two Categories of Projects

- Major Projects – require specific statutory enumeration; over \$500,000
- All Agency Funds – A facilities maintenance fund for all state agencies.  
The UW receives about 60% of the total.

## Comparison of General Fund Supported Borrowing for All State Projects: 2001-03 through 2007-09 and projected for 2009-11

Approximate figures in millions	2001-03	2003-05	2005-07	2007-09	2009-11 Projected
UW General Fund Supported Borrowing for Major Projects	\$167	\$192 (\$142 existing)	\$150	\$218	\$237
All Other State GFSB Major Projects	\$113	\$28	\$50	\$50	\$75
Statewide GFSB for All Agency (including UW)	\$165	\$210	\$200	\$125	\$200
Total New GFSB for the biennium	<b>\$445</b>	<b>\$430</b>	<b>\$400</b>	<b>\$393</b>	<b><u>\$512</u></b>

## University of Wisconsin System 2009-11 Capital Budget All Funds Request

Major Projects <small>In millions</small>	Total	GFSB	Gifts Grants	PRSB
New Major Projects Using General Fund Supported Borrowing (GFSB)	\$164.1	\$139.7 + .4 BTF		24.0
New Major Projects Without GFSB	\$350.0		\$88.9	\$258.4 + \$2.7 Cash
Advance Enumerations from 2007-09	\$125.2	\$97.4		\$27.8
All Agency Funds				
Maintenance/Repair/Renovation	\$155.0	\$130.0		\$25.0

## 2011-13 Advance Enumeration Request

Major Projects <small>In millions</small>	Total	GFSB	Gift/Grant	PRSB
Major Projects Using GFSB	\$233.0	\$155.5 + \$1.3 BTF	\$69.0	\$7.2
Existing Advance Enumerations from 2007-09 released in 2011	\$78.6	\$50.8		\$27.8

**THE UNIVERSITY OF WISCONSIN SYSTEM ADMINISTRATION  
MAJOR CAPITAL PROJECTS EVALUATION CRITERIA**

These ranking criteria apply only to Major Project requests with General Program Revenue (GPR) funding, either General Fund Supported Borrowing (GFSB) and/or Building Trust Funds (BTF). The categories and criteria were established by determining distinguishing factors of project requests. Since the Major Project requests are jointly developed by the institution and UW System Administration, all requests will support the institution's core and select missions and academic goals.

Some criteria are entirely objective, either the project request meets the criteria definition or it doesn't. Points for objective criteria will be based and awarded on group consensus, to ensure the most knowledgeable interpretation and determination is used. Other criteria are subjective, where the criteria definition can be partially met or the degree to which the criteria definition is met is open to interpretation. Points for subjective criteria will be based and awarded on an individual basis and will take into consideration the most knowledgeable interpretations and descriptions provided. Only those projects ranked each biennium will be used to gauge the range of possible points given for the subjective criteria, there are no absolute standards for maximum points awarded. Subjective points will be the average of the sum of all individuals' scoring

PHYSICAL DEVELOPMENT CONSIDERATIONS		SCORING		
		Method	Options	Total
<b>Codes and Standards</b>	<b>A key project purpose is resolution of code and/or standard non-compliance</b> <ul style="list-style-type: none"> <li>Citations or notices of non-compliance have been received from applicable agencies</li> <li>Deficiencies based on current use and applicable codes (IBC, NFPA, etc.) and/or standards (ADA, AAALAC, NCAA, NIH, USDA, etc.)</li> </ul>	Yes or No	0 or 5	5
<b>Facility Reuse</b>	<b>Existing space is adequate and appropriate for renovation; no new assignable space required</b> <ul style="list-style-type: none"> <li>project scopes including only renovated/remodeled space receive full credit</li> <li>project scopes including new ancillary spaces and/or non-assignable spaces (elevators, mechanical rooms, etc.) are not penalized</li> <li>project scopes including renovated/remodeled space + new assignable space receive partial credit</li> </ul> <p>partial credit scoring will be based on magnitude and ratio of reused space to new space [100-95%/0-5% = 10pts; 94-85%/6-15% = 9pts; 84-75%/16-25% = 8pts;...14-5%/86-95% = 1 pt; 4-0%/100-96% = 0pts]</p>	Formula	0-10	10
<b>Health, Safety &amp; Environmental Impact</b>	<b>A key project purpose in correction of health, safety, and/or environmental issues</b> <ul style="list-style-type: none"> <li>Citations of non-compliance have been received or deficiencies documented</li> <li>Deficiencies based on current use and applicable standards and/or best practices</li> </ul>	Yes or No	0 or 5	5
<b>Infrastructure Impact</b>	<b>Existing site improvements and utilities are adequate; no significant expansions/extensions/relocations required</b> <ul style="list-style-type: none"> <li>meeting project intent does not require significant:               <ol style="list-style-type: none"> <li>site improvement addition, expansion, or relocation</li> <li>site utility capacity increase/expansion, extension, or relocation</li> </ol> </li> </ul>	Yes or No	0 or 5	5
<b>Maintenance Impact</b>	<b>Project targets and eliminates capital maintenance and/or avoids future capital maintenance expenditures</b> <ul style="list-style-type: none"> <li>capital maintenance avoided or eliminated through:               <ol style="list-style-type: none"> <li>demolition</li> <li>renovation and/or repair</li> </ol> </li> </ul> <p>scoring will be based on magnitude (\$ and %) and comprehensive nature (%) of maintenance activities in project [magnitude: renovation \$ and % vs new construction \$ and %; comprehensive: % renewed/replaced vs % remaining for project area(s)]</p>	Range	0-15	15

PLANNING CONSIDERATIONS		Method	Options	Total
<b>#1 Rank for Current Biennium</b>	<b>Project ranked as highest institutional priority for current biennium</b>	Yes or No	0 or 10	10
<b>#1 Rank for 1 Past Biennium</b>	<b>Project ranked as highest institutional priority for 1 past biennium</b>	Yes or No	0 or 4	4
<b>#1 Rank for 2 Past Biennia</b>	<b>Project ranked as highest institutional priority for 2 past biennia</b>	Yes or No	0 or 2	2
<b>Project Development</b>	<b>Project scope includes full scope of planning considerations (utilities, relocations, etc.)</b>	Yes or No	0 or 7	7
<b>Project Sequence</b>	<b>Project must be completed prior to other projects identified in development plan</b>	Yes or No	0 or 2	2

PROGRAM CONSIDERATIONS		Method	Options	Total
Collaboration	<b>Project provides new and/or improved interinstitutional and/or interdisciplinary space or technology</b> <ul style="list-style-type: none"> <li>project scope includes the following items to foster collaboration:               <ol style="list-style-type: none"> <li>dedicated area(s) and/or technology specifically designed and/or implemented</li> <li>renovation, remodeling and/or relocation</li> </ol> </li> </ul>	Yes or No	0 or 2	2
Core Facilities	<b>Project provides new and/or improved academic, research, or student support space and/or technology</b> <ul style="list-style-type: none"> <li>majority of project space includes one or more of the following items for instruction, research, academic support, and/or student support:               <ol style="list-style-type: none"> <li>area(s) and/or technology specifically designed and/or implemented</li> <li>remodeling/renovation/relocation</li> </ol> </li> </ul>	Yes or No	0 or 2	2
Functionality	<b>Project provides new and/or improved functionality through configuration, relocation, or technology</b> <ul style="list-style-type: none"> <li>project scope includes one or more of the following items for new and/or improved functionality:               <ol style="list-style-type: none"> <li>area(s) and/or technology specifically designed and/or implemented</li> <li>remodeling/renovation/relocation</li> </ol> </li> </ul>	Range	0-10	10
Innovation	<b>Project provides innovative program delivery space, technology, and/or opportunities</b> <ul style="list-style-type: none"> <li>project scope includes one or more of the following items specifically designed and/or implemented to allow innovative program delivery:               <ol style="list-style-type: none"> <li>area(s) and/or technology specifically designed and/or implemented</li> <li>remodeling/renovation/relocation</li> </ol> </li> </ul>	Yes or No	0 or 2	2
Operational Impact	<b>Project improves operational efficiencies through consolidation, reorganization, and/or relocation and supports sustainability</b> <ul style="list-style-type: none"> <li>project scope includes one or more of the following items to improve operational efficiency:               <ol style="list-style-type: none"> <li>area(s) and/or technology specifically designed and/or implemented</li> <li>remodeling/renovation/relocation</li> </ol> </li> <li>demonstrated operational budget reductions and/or projections as a result of completing this project</li> <li>demonstrated resource reallocation to accommodate any new net square footage constructed</li> </ul> <p>[examples of tools to demonstrate operational impact: energy bills, maintenance history, staffing levels and salaries]</p>	Range	0-5	5
Outreach/Regional Development	<b>Project provides new and/or improved community outreach/regional development space or technology</b> <ul style="list-style-type: none"> <li>project scope includes one or more of the following items to meet outreach/regional needs:               <ol style="list-style-type: none"> <li>dedicated area(s) and/or technology specifically designed and/or implemented</li> <li>remodeling/renovation/relocation</li> </ol> </li> </ul>	Yes or No	0 or 2	2
Space Need	<b>Project targets and resolves demonstrated space shortages</b> <ul style="list-style-type: none"> <li>project scope includes one or more of the following items to meet demonstrated space shortages:               <ol style="list-style-type: none"> <li>area(s) and/or technology specifically designed and/or implemented</li> <li>remodeling/renovation/relocation</li> </ol> </li> <li>space need must be documented in development plan and back-up planning materials</li> </ul> <p>[examples of tools to demonstrate space need: classroom demand analysis, origin-destination chart, room use records, space tabulations]</p>	Range	0-10	10
Space Utilization	<b>Project demonstrates improved space utilization and/or makes use of underutilized space</b> <ul style="list-style-type: none"> <li>project scope includes one or more of the following items to improve space utilization               <ol style="list-style-type: none"> <li>area(s) specifically designed to replace underutilized/unrequired space with required space</li> <li>remodeling/renovation/relocation</li> </ol> </li> </ul>	Range	0-2	2

2009-11 Biennial Capital Budget  
General Fund Supported Borrowing  
Major Projects  
Funding Detail  
(In Millions)

<b>Campus</b>	<b>2009-11 GFSB Projects</b>	<b>TOTAL</b>	<b>GFSB</b>	<b>PRSB</b>	<b>PR-Cash</b>	<b>Gifts/ Grants</b>	<b>BTF</b>
L/S/O/P	Four Campus Academic (Exist Adv Enum)	\$69.1	\$69.1				
MIL	Columbia St. Mary's (Exist Adv Enum)	\$56.1	\$28.3	\$27.8			
	<b>TOTAL</b>	\$125.2	\$97.4	\$27.8	\$0.0	\$0.0	\$0.0

STO	Jarvis (Replenish 4 Campus)	\$8.1	\$8.1				
SUP	Jim Dan Hill (Replenish 4 Campus)	\$0.9	\$0.9				
SYS	Classroom Renov/Instructional Technology	\$10.0	\$10.0				
MSN	Utilities	\$77.9	\$61.5	\$16.4			
MIL	Utilities	\$6.4	\$5.5	\$0.9			
STP	Utilities	\$7.7	\$1.0	\$6.7			
	<b>TOTAL</b>	\$111.0	\$87.0	\$24.0	\$0.0	\$0.0	\$0.0

WTW	Carlson Hall Renovation	\$15.4	\$15.4				
SUP	Barstow Hall Renovation	\$2.2	\$2.2				
MSN	Integrated Dairy III	\$3.0	\$2.6				\$0.4
MIL	TBD - Priority Project	\$20.0	\$20.0				
WTW	Roseman Renovation and Addition	\$3.1	\$3.1				
MSN	High Density Shelving Facility	\$9.4	\$9.4				
	<b>TOTAL</b>	\$53.1	\$52.7	\$0.0	\$0.0	\$0.0	\$0.4

	<b>2009-11 Pre-Design GFSB Projects Enumer 2009-11 / Funds avail 2011-13</b>	<b>TOTAL</b>	<b>GFSB</b>	<b>PRSB</b>	<b>PR-Cash</b>	<b>Gifts/ Grants</b>	<b>BTF</b>
EAU	Education Building	\$44.5	\$44.0				\$0.5
RVF	Health & Human Performance	\$54.5	\$44.5	\$7.2		\$2.0	\$0.8
MSN	WI Institute for Medical Research	\$134.0	\$67.0			\$67.0	
	<b>TOTAL</b>	\$233.0	\$155.5	\$7.2	\$0.0	\$69.0	\$1.3

2009-11 Biennial Capital Budget  
Program Revenue and Gift/Grant  
Major Projects  
Funding Detail  
(In Millions)

	<b>2009-11 Non-GFSB Projects</b>	<b>TOTAL</b>	<b>PRSB</b>	<b>PR-Cash</b>	<b>Gifts/ Grants</b>	<b>Exist PRSB</b>
LAC	New Residence Hall	\$48.0	\$48.0			
MSN	Athletic Perf Fac / McClain Renovation	\$66.4	\$28.1		\$38.3	
MSN	Ag Res Station Facilities Improv - Ph I	\$5.8			\$5.8	
MSN	Gordon Commons Expan/Renov	\$41.3	\$37.5	\$1.0	\$2.8	
MSN	Kohl Center Hockey Practice Facility	\$38.8	\$19.4		\$19.4	
MSN	Lakeshore Res Hall / Food Serv Dev	\$59.5	\$57.8	\$1.7		
MSN	Suomi Space Sci / Engineering Museum	\$4.7			\$4.7	
MSN	Tandem Press Relocation - Arts Lofts	\$4.6			\$4.6	
MSN	West Campus Athletic Fac Improvements	\$7.6	\$3.8		\$3.8	
MSN	21 North Park Street Purchase	\$38.5	\$38.5			
PLT	Locker Room Expansion	\$1.0			\$1.0	
PLT	Res Hall Plumb / Elec Infra Renovation	\$10.0	\$10.0			
PLT	Storage Facility	\$1.7	\$0.3			\$1.4
PLT	Williams Fieldhouse - Phase II	\$9.5	\$4.5		\$5.0	
RVF	Ramer Field Renovaton	\$4.0	\$0.5		\$3.5	
WTW	Fischer Hall & Wellers Hall Renovation	\$8.6	\$8.6			
	<b>TOTAL</b>	<b>\$350.0</b>	<b>\$257.0</b>	<b>\$2.7</b>	<b>\$88.9</b>	<b>\$1.4</b>

# 2009-11 Biennial Capital Budget Major Project Summaries

## 2009-11 Existing Advance Enumerations

**Four Campus Initiative:** Academic Facilities  
**Total:** **\$69,100,000** General Fund Supported Borrowing

**Project Description and Scope:** The 2007-09 Capital Budget enumerated academic facilities at four campuses as a group with funding spread over two biennia as follows:

Campus	Total (millions)	GFSB	PR/Gifts
UW-La Crosse	\$44.0	\$38.0	\$6.0
UW-Oshkosh	48.0	40.0	8.0
UW-Oshkosh	6.3	5.9	0.4
UW-Parkside	37.4	35.3	2.1
<u>UW-Superior</u>	<u>32.3</u>	<u>25.3</u>	<u>7.0</u>
Total	\$168.0	\$144.5	\$23.5

Of the \$144.5 million General Fund Supported Borrowing in the above projects, the release of \$69.1 million was deferred until July 1, 2009, through advance enumeration.

**University of Wisconsin – Milwaukee:** Columbia/St. Mary's Hospital Campus  
**Total:** 2009-11 **\$28,300,000** General Fund Supported Borrowing  
\$27,800,000 Program Revenue Supported Borrowing  
  
2011-13 **\$28,300,000** General Fund Supported Borrowing  
\$27,800,000 Program Revenue Supported Borrowing

Columbia-St. Mary's Hospital (CSM) is building a new replacement facility and is planning to vacate its facilities adjacent to the UW-Milwaukee campus in 2010. The purchase and remodeling of the former Columbia Hospital would add seven major facilities and 10.9 acres to UW-Milwaukee. The CSM Columbia campus has facilities built between 1919 and 1993, totaling 828,000 gross square feet. In addition, there are 174 surface parking spaces and a five-story parking structure constructed in 1973 with 788 spaces.

While this funding has been advance enumerated since 2005, it is unclear whether the property will be able to be acquired by the university. The hospital is marketing the property nationally and there is local opposition to student housing at this location. Additionally, UWM is currently undergoing a Campus Master Plan process that includes expansion to two regional sites for specific programming in health and engineering. If this funding is not used for CSM it is possible that it could be repurposed for regional expansion or other UWM needs.

**Total of 2009-11 Existing Advance Enumerations:** **\$97,400,000 GFSB**



## 2009-11 Planned Enumeration Requests

**Restore Four Campus Initiative Funds:** UW-Stout Jarvis Science Wing and Jim Dan Hill Library  
**Sub-Total:** **\$8,100,000** General Fund Supported Borrowing

The Jarvis Science Wing project was originally requested in the 2005-07 capital budget with a budget of \$45,215,000, but was reduced in scope and enumerated at \$40,637,000. However, the total UW System capital budget that was enumerated was \$10 million less than the amount necessary to fund the enumerated projects. Therefore, the project scope and budget for this project was again reduced to \$35,096,000. During design it became apparent that the reduced budget would not be adequate to meet the programmatic requirements of the project. The Board of Regents and the State Building Commission accepted a recommendation to borrow \$8,075,000 of General Fund Supported Borrowing from the four campus academic building initiative and to request restoration of that funding in 2009-11.

**Sub-Total:** UW-Superior - Jim Dan Hill Library  
**\$939,000** General Fund Supported Borrowing

The Jim Dan Hill Library project was originally enumerated in the 2005-07 capital budget at \$6,500,000 (\$4,500,000 GFSB and \$2,000,000 Gifts), an amount that was less than the \$7,344,000 originally requested. In order to be able to implement a functional product, The UW-Superior Foundation agreed to increase the gift funding by \$1,125,000. However, given the substantial amount of gift funding that was also necessary for the Academic Building and Student Center projects, the foundation was unable to secure gift funding in time for the library project to go ahead. Therefore, the Board of Regents accepted a recommendation to reduce the gift funding by \$1,125,000 and increase the Jim Dan Hill Library budget by \$847,000 General Fund Supported Borrowing – UW Infrastructure. At request of the Department of Administration the project request to the State Building Commission was revised to an increase of \$938,600 General Fund Supported Borrowing from the from the four campus academic building initiative with restoration of that funding to be requested in 2009-11. The State Building Commission then approved that request.

**UW System:** Classroom Renovation/Instructional Technology Improvements  
**Total:** **\$10,000,000** General Fund Supported Borrowing

This proposal continues a major University of Wisconsin System initiative which was started in 1995-97 to upgrade the physical condition and instructional capabilities of facilities to address the multi-faceted educational needs of the 21<sup>st</sup> century. UW System facilities contain approximately 1,570 general assignment classrooms, encompassing about 1.4 million square feet of space, excluding the facilities of UW Colleges. The vast majority of these essential instructional spaces have not been updated since construction. A 2006 survey of all general assignment classrooms indicated that thirty-six percent require some degree of remodeling and thirty-four percent do not contain the desired level of technology. The overall magnitude of classroom deficiencies is estimated at approximately \$40 million. The continuation of this program at the requested level will have widespread positive impact in providing quality learning and teaching environments.

<b>UW-Madison:</b>	Utilities
	<b>\$61,543,000</b> General Fund Supported Borrowing
	<u>16,360,000</u> Program Revenue Supported Borrowing
<b>Total:</b>	<b>\$77,903,000</b>

This request has three components, as follows:

**UW-Madison East Campus Utility Improvements Phase IV**

**(\$2,765,000 GFSB + \$735,000 PRSB = \$3,500,000)**

The East Campus Utility Improvements Phase IV project will construct new utility distribution systems to the Education Building and other facilities in the northeast portion of the campus. The utility corridor will follow Langdon Street, Park Street and Observatory Drive. Utilities will include chilled water lines, electrical lines and signal lines. This project must be approved to provide utility services to the Education Building which is undergoing renovation.

**UW-Madison West Campus Backup Electrical Supply**

**(\$5,503,100 GFSB + \$1,462,900 PRSB = \$6,966,000)**

The West Campus Backup Electrical Supply project will provide a 15 kV electrical service from the local utility to provide backup electrical power to the health and research facilities in the western portion of the campus. The utilities new service line will terminate in an electrical service switchgear room in the new Faculty Office Building. The Faculty Office Building will be constructed just southwest of the Clinical Science Center. Electrical lines will be extended from the electrical switchgear room to the Pharmacy Switching station and the Clinical Science Center. Currently, all facilities in the western portion of the campus are served from the Walnut Street Substation. If a major failure were to occur in this substation, power to these buildings would be lost. A backup electrical supply is needed to provide redundancy to the west campus facilities.

**UW-Madison West Campus Cogeneration Facility Addition and Chiller Installations (\$53,275,000 GFSB + \$14,162,000 PRSB = \$67,437,000)**

The West Campus Cogeneration Facility (WCCF) Addition and Chiller Installations will construct an addition to the WCCF and install two 5,000 ton chillers in the addition. The original WCCF design designated a site for future expansion, provided a plan to install additional chillers, and included provisions for connections to the existing chilled water system. This project would increase the WCCF chilling capacity from 20,000 tons to 30,000 tons. The maximum capacity of the WCCF with an addition is 50,000 tons. This project will increase the campus overall chilling capacity from 64,000 tons to 74,000 tons. If this project does not proceed, the campus would run out of capacity in July 2011. If the project proceeds the campus would have adequate capacity until July 2013.

<b>UW-Milwaukee</b>	Utilities
	<b>\$5,456,000</b> General Fund Supported Borrowing
	<u>963,000</u> Program Revenue Supported Borrowing
<b>Total:</b>	<b>\$6,419,000</b>

**UW-Milwaukee Central Plant 4000 Ton Chiller Installation**

**(\$5,456,000 GFSB + \$963,000 PRSB = \$6,419,000)**

The Central Plant 4,000 Ton Chiller Installation project will increase the chilled water production capacity of the campus central heating and the chilling plant from 8,400 tons to 12,400 tons rated capacity. The actual capacity of the plant is approximately 8,000 tons due to the capacity lost when a CFC refrigerant was

removed from one chiller and it was replaced with a non-CFC refrigerant. Work will involve the installation of one electric motor driven 4,000 ton chiller and associated pumps, piping, and controls in the plant. The campus utilizes Lake Michigan water pumped to the plant for heat rejection for their existing chillers. This method will be used for the new chiller to avoid the cost and maintenance of a cooling tower. During the summer of 2006 the campus experienced record chilled water loads reaching a peak of 8,200 tons. The plant chillers were not able to keep up with campus cooling demand for three days in July of 2006. Cooling loads in September of 2007 reached a maximum level of 8,500 tons. The 4,000 ton chiller is the largest chiller that will physically fit in the remaining open bay of the plant and effectively use the limited plant floor space. Additional chilled water capacity is needed to provide adequate cooling for the campus.

**UW-Stevens Point**

Utilities

**\$1,000,000** General Fund Supported Borrowing

6,725,000 Program Revenue Supported Borrowing

**Total:**

**\$7,725,000**

UW-Stevens Point North Campus Chilled Water System

**(\$1,000,000 GFSB + \$6,725,000 PRSB = \$ 7,725,000)**

This project will construct the first phase of a north campus chilled water system. There is currently no central chilled water system on the north campus. A consultant-based engineering study investigated multiple options of different system configurations which resulted in the recommended project. The project will use the existing capacity of the current south chilled water loop system and extend piping from that location. It will construct three above-ground thermal storage tanks which will lower the peak electrical demand and increase the overall system operating efficiency. The project will install a 400-ton centrifugal variable speed water chiller in a new chiller bay addition which will be sized to accept an additional 400 chiller. The final plant will ultimately provide chilled water for the air conditioning of twelve student residence halls, the existing residential dining and commons facilities, and the existing/future GPR buildings located in the north part of the campus. Its size may be reduced based on the effectiveness of the thermal storage in shedding peak demand loads and a possible cogeneration initiative for the main campus heating plant, which is still under review. The operation of the north chiller will be coordinated with the larger south chiller system to make optimal use of the production capacities of all the chiller equipment. Providing air conditioning in the residence halls is a requirement to maintain solid attendee overnight bed counts at summer conferences and camps. Summer occupancy provides important support for residential living capital and operational budgets.

**Total of 2009-11 Planned Enumeration Requests:**

**\$87,038,000 GFSB**

## 2009-11 Priority Projects

**UW-Whitewater:** Carlson Hall Renovation  
**Total:** **\$15,369,000** General Fund Supported Borrowing

This project will remodel approximately 77,666 GSF/50,109 ASF of office and classroom space in Carlson Hall into department and faculty offices for the College of Letters and Science. Work will include the demolition of walls and building systems which currently serve as classroom spaces and the construction of office and laboratory spaces within this same area. This project will also include replacement of the deteriorating plumbing, HVAC, and electrical systems.

The College of Business and Economics (COBE) will vacate Carlson Hall when construction of the new COBE building is completed in August of 2009. While Carlson is vacant presents an opportune time to undertake needed building infrastructure updates and remodeling. The rejuvenated facility will address space issues for the College of Letters and Sciences, such as the present separation of the faculty and the department offices, and will enable the college to move from their current space in White Hall, which is slated for demolition.

**UW-Superior:** Barstow Hall Renovation  
**Total:** **\$2,153,000** General Fund Supported Borrowing

This project will remodel underutilized space in Barstow Hall to consolidate all of the sciences in Barstow. The project will convert existing discipline specific labs into multi-functional labs; reconfigure space for lab demonstration classrooms; and provide space for biology and the Lake Superior Research Institute (LSRI) faculty and staff. This project will allow biology and LSRI to relocate from McCaskill Hall, which will be demolished as part of the new academic building project. Barstow Hall has never had any significant remodeling since its original construction. As a result, the current laboratories do not efficiently support current instructional and research needs, resulting in some instances of poor utilization.

**UW-Madison:** Integrated Dairy III  
**Total:** **\$2,623,000** General Fund Supported Borrowing  
377,000 Building Trust Funds–Contingency  
**Total:** **\$3,000,000**

This project will renovate approximately 14,700 GSF of space in the Dairy Cattle Center and 2,480 GSF of space in the Dairy Barn on the UW-Madison campus for the Dairy Science Department. The project will provide accessibility improvements and focus on renovation of the following areas: the east/west stanchion barns, the milking parlor and veterinary area, silos, and the second floor lecture room. Several buildings at the Arlington Agricultural Research Station will be demolished as part of this project.

The first two phases of the integrated dairy program constructed updated dairy facilities at the Marshfield and Arlington Agricultural Research stations, replacing obsolete and deteriorated facilities that no longer served the research needs of the contemporary dairy industry. The third phase updates obsolete facilities at the UW-Madison campus that are inefficient to operate and do not meet current best-practice standards for humane care of animals.

**UW-Milwaukee:** To Be Determined – Priority Project  
**Total:** **\$20,000,000** General Fund Supported Borrowing

**UW-Whitewater:** Roseman Renovation and Additions  
**Total:** **\$3,138,000** General Fund Supported Borrowing

This project will remodel approximately 26,065GSF of existing space in Roseman Hall. Work will update space for the School of Graduate Studies and Continuing Education department, reconfigure and expand space for the Department of Communicative Disorders, remodel and expand space for the Children's Center, and create space for the Office of Research and Sponsored Programs. Also included in this project is the construction of a small addition (approximately 850 GSF) on the south side of Roseman Hall to create a new secured entrance to the Children's Center and provide a connection between the two existing sections of the building occupied by the Children's Center.

The majority of Roseman Hall has not been updated or remodeled to serve the functions which it currently houses. Departments were typically just moved into old classrooms. The Children's Center is programmed for expansion and currently has little internal connectivity which raises supervision and security concerns. The Department of Communicative Disorders is extremely cramped and is technologically deficient with insufficient space for faculty and student research. In addition, Roseman Hall has poor ventilation, insufficient electrical service, and outdated single-glazed windows.

**UW-Madison:** High Density Shelving Facility  
**Total:** **\$9,371,000** General Fund Supported Borrowing

This project will construct a 25,400 GSF off site, high density shelving facility to accommodate the collection storage needs of the UW-Madison General Library System at a site adjacent to its new MDS/SWAP facility on Thousand Oaks Trail in Verona. The proposed facility will consist of administration space (820 ASF), collections storage space (10,000 ASF), loading dock space, and general building requirements (7,520 ASF). The majority of the building will consist of temperature-controlled, high density rack storage space for two million volumes.

UW Madison currently has over 7 million volumes stored on campus. In 2005 Memorial Library reached capacity, resulting in a continual need to re-shelve books in order to accommodate new collections. A number of other campus libraries are also at capacity. The use of remote high-density storage is a proven method of efficiently storing less frequently used materials at a cost less than that of constructing conventional library space on campus.

**Total of 2009-11 Priority Projects:** **\$52,654,000 GFSB**

### **Summary of 2009-11 Capital Budget General Fund Supported Major Projects**

Existing Advance Enumerations:	\$97,400,000
Planned Enumerations:	\$87,038,000
<u>Priority Projects:</u>	<u>\$52,654,000</u>
<b>TOTAL</b>	<b>\$237,092,000</b>

## Pre-design for 2011-13 Enumeration

<b>UW-Eau Claire:</b>	Education and Student Services Building
	<b>\$44,000,000</b> General Fund Supported Borrowing
	<u>500,000</u> Building Trust Funds
<b>Total:</b>	\$44,500,000

This project will construct a 100,140 ASF/ 154,100 GSF facility on the site west of the Campus School/Kjer Theatre/Brewer Hall/Zorn Arena area. Of this space, 61,700 GSF will be replacement space for the 40,000 GSF Campus School that will be demolished as part of this project and the 21,700 GSF Brewer Hall that will be demolished as part of a future project. The building will house the College of Education, the Psychology Department, autism and human development clinics, student services, general assignment classrooms, and computer labs. Minor modifications will be made to the Kjer Theater building to allow its continued use after demolition of the attached Campus School wing.

This project will address several campus needs. First, it will consolidate currently scattered College of Education spaces into one location and provide updated instructional laboratories. Second, it will relocate psychology from Hibbard Hall to this building, allowing the vacated space in Hibbard to be reallocated to other overcrowded functions. Third, it will provide clinic space that is adjacent to psychology, education, and human development departments that are involved with these clinics. Fourth, this project will consolidate and upgrade student services functions for improved delivery to students. Fifth, it will replace poor quality classroom and laboratory space in the Campus School, Brewer Hall, and other buildings with modern technology-equipped spaces.

The consolidation of activities in this building will provide for more efficient operations, improve the delivery of academic and student services, and foster collaboration between departments in related fields. The construction of updated instructional spaces will address deficiencies in instructional spaces campus-wide. Finally, immediate demolition of the Campus School, and the eventual demolition of Brewer Hall, will eliminate buildings that are functionally obsolete for functional for current university uses, and have a significant amount of deferred maintenance problems and obsolete infrastructure.

<b>UW-River Falls:</b>	Health and Human Performance/Recreation Building
	<b>\$44,500,000</b> General Fund Supported Borrowing
	5,800,000 Program Revenue Supported Borrowing
	1,400,000 Program Revenue Supported Borrowing-Parking
	800,000 Building Trust Funds
	<u>2,000,000</u> Gift/Grant Funds
<b>Total:</b>	\$54,500,000

This project will construct a new 146,400 ASF/203,000 GSF building for the Health and Human Performance (HHP) and Athletics programs and student recreation as an addition to the existing Hunt/Knowles complex. The building will include classrooms, a human performance laboratory, an anatomy laboratory, a large gymnasium, a swimming pool, dance studio, smooth surface gym, offices, locker rooms, training rooms, and other supporting spaces. The project will also remodel approximately 5,000 GSF of space in the existing Hunt/Knowles complex and reduce maintenance needs in the Hunt/Knowles complex. This project also constructs a 350-stall parking lot adjacent to the new building to serve the parking needs of the new facility. Upon completion of the new HHP facility, the 67,150 GSF Karges

Physical Education Center and the 20,484 GSF Emogene Nelson Building (now occupied by HHP) will be demolished, eliminating backlog maintenance in those buildings.

A comprehensive analysis identified spaces needed for the general education program, majors and minors in the various HHP programs, current athletic programs, and the intramural and general recreation programs. This analysis shows that there is a deficit of approximately 4,600 ASF of classroom and instructional laboratory space; 55,300 of gymnasium, multipurpose and pool space; and 10,600 ASF of support space. In addition, there is a deficit of approximately 14,300 ASF at the Hunt/Knowles complex in track events, storage, and support spaces.

Fee Impact: In April 2000, the UW-River Falls Student Association Student Senate approved an increase in segregated fees to fund the \$3,846,000 program revenue contribution to this project. In March, 2008, the Student Senate approved an additional increase of segregated fee to support up to \$6,173,000. This equates to an annual segregated fee impact of \$72.15 for this project, bringing the 2008-09 total annual segregated fee to \$911.54.

<b>UW-Madison:</b>	Wisconsin Institute for Medical Research
	<b>\$67,000,000</b> General Fund Supported Borrowing
	<u>67,000,000</u> Gift/Grant Funds
<b>Total:</b>	\$134,000,000

This project completes the middle tower of the Interdisciplinary Research Complex (IRC) located on the west side of campus. The completed tower will have include approximately 175,000 ASF/ 251,000 GSF of biomedical research space, on floors three through nine, and will be built on a base that was constructed as part of the first phase of work for the IRC. Research activities in this tower, which will focus on cardiovascular medicine, neuroscience, and molecular based disease, will be relocated from the Medical Sciences Center (MSC) on the central campus. A future phase of work will construct a third or west IRC tower of approximately 257,000 ASF/ 468,000 GSF. This tower will unite researchers from the School of Medicine and Public Health, the School of Pharmacy, and the College of Engineering around a translational research and development focus.

In 1996, the State of Wisconsin created the HealthStar program as a means of upgrading health science facilities. This program resulted in the construction of a number of new facilities. Although the IRC project was originally included as a component of HealthStar, funding for the HealthStar program was not adequate to allow for the completion of all phases of the IRC project. Factors such as stem-cell research, genetics based medicine, enhanced industrial partnerships, and fund raising requirements have created a different environment than existed at the start of the HealthStar program. In recognition of these factors, construction of the two remaining towers, while still adhering to the original concept of the IRC, will be formulated under the name "Wisconsin Institutes for Medical Research",

In order to remain in the forefront of medical research, UW-Madison and its School of Medicine and Public Health must exploit the rapidly increasing pace of scientific discovery and translate discoveries to the treatment of human disease. In order to do this, high quality biomedical research laboratories that are organized in a trans-disciplinary manner are essential. WIMR will resolve some fundamental research weaknesses that include extremely outdated, inflexible, and dysfunctional MSC research space and the physical separation of researchers in the MSC from closely related research occurring on the health sciences campus.

<b>Total Pre-design for 2011-13 Enumeration</b>	<b>\$155,500,000 GFSB</b>
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## 2009-11 Program Revenue Supported Borrowing/Gift/Grant Projects

### **UW-La Crosse:**

New Residence Hall

Total:

\$48,000,000 Program Revenue Supported Borrowing

This project will consist of programming, design, and construction of one or two residence hall facilities that will provide 241,300 +/- GSF to house a total of approximately 500 residence hall beds and provide an office complex for the Office of Residence Life.

The site of the new academic building requires removal of two residence halls--Baird Hall (200 beds constructed in 1963) and Trowbridge Hall (200 beds constructed in 1960), as well as Wilder Hall (a 1953-constructed former residence hall) that currently accommodates various campus administrative functions including the office of Residence Life. Since there is no surge space on campus, the construction of an office facility for the Office of Residence Life as part of this project will resolve that need. The new Reuter Residence Hall was constructed with the capacity to replace beds that were lost in the old Reuter Hall and nearly half of the anticipated loss of beds in Baird and Trowbridge halls. Since 2004, student enrollment increased more than ten percent and created a higher demand for student housing. In addition, the university advocates a plan that would add another 500 students beyond those increases. The proposed new residence hall(s) will provide replacement housing and address anticipated housing demands.

Fee Impact: 2008 room rates of \$2,930 in traditional halls and \$4,350 for suite-style rooms in Reuter Hall are anticipated to increase \$397 per year to fund the construction of the additional 500 beds.

### **UW-Madison:**

Athletic Performance Facility/McClain Center Lower Level  
Remodeling/Performance Center Plaza

\$28,095,000 Program Revenue Supported Borrowing

38,339,000 Gift/Grant Funds

Total:

\$66,424,000

The project will provide a 121,795 ASF/146,154 GSF facility that will house Sports Medicine, Strength and Conditioning, Academic Services as well as space for the College of Engineering. The building will be comprised of a lower level and five floors above grade. One of the above grade levels will be for the College of Engineering (COE), the remaining space will be for the Athletic Department. The project will also include the remodeling of the McClain Center Lower Level 56,670 ASF/65,113 GSF (including the tunnel connection to the Camp Randall Stadium), completion of Engineering Mall, and the Performance Center Plaza portion of the Badger Way. The project will seek Silver LEED certification.

The Dave McClain Athletic Center was opened in 1988 to support the football program. The Fetzer Academic Center was added to the basement in 1997. As the needs of athletic programs have expanded over the years, use of these centers has become overcrowded. The centers now support all 23 sports and 750 athletes in some fashion. Although the location of this facility is still extremely convenient for the student athletes, the space to support them is woefully inadequate. No fee increases are expected to result from this project.



<b>UW-Madison:</b>	Agriculture Research Station Facilities Improvements – Phase I
Total:	\$5,800,000 Gift/Grants Funds

This will be the first of a multi-phased program that will renovate, improve, and upgrade Agricultural Research Station facilities statewide. The program represents a comprehensive approach to address the condition and programmatic issues currently impacting the Agricultural Research Stations and their ability to serve their mission of service to Wisconsin’s agricultural industry. The first phase consists of high-priority projects at the Arlington, Hancock, Kemp, Marshfield, and West Madison Agricultural Research Stations that have some likelihood of attracting private support.

A master plan completed in 2006 identified a need for significant improvements at the research stations statewide. Many of the facilities are from 30 to 60 years old, and have had little investment during the past 30 years. As a result, most structures have outlived their usefulness, and are no longer able to support current research or good agricultural practices. This will be the first of a number of phases of work that will upgrade facilities to current standards through a combination of state and non-state funding.

<b>UW-Madison:</b>	Gordon Commons (Phases I & II)
	\$33,056,000 Program Revenue Supported Borrowing
	1,000,000 Program Revenue-Cash
	4,487,000 Program Revenue Supported Borrowing–Parking
	<u>2,762,000</u> Gifts/Grant Funds
Total:	\$41,305,000

The first phase of this project will construct a 94,700 GSF Gordon Commons Food Service facility on the site of demolished Ogg Hall to replace existing Gordon Commons. Phase two will demolish the existing Gordon Commons and construct a single-story, lower level parking garage on that site with a green space above it. The surface of the East Campus Mall from Johnson Street to Dayton Street will also be completed during phase two, and the existing bridge from Gordon Commons across Lake Street will be removed.

The existing Gordon Commons has served primarily as a food service facility since its construction in 1965. In order to meet the ever-changing food service needs of students, it is necessary to undertake major renovations and/or expand existing food preparation and service areas in this facility. In addition, there is a significant need to provide more dining space to accommodate housing residents in this area of campus.

The McBurney Disability Resource Center is a department within the Offices of the Dean of Students that assists UW students with disabilities to ensure that they are able to fully participate in curricular and co-curricular pursuits. The Center was originally housed at 905 University Avenue and was temporarily relocated to the former Middleton Health Sciences Library due to an accelerated construction schedule for the addition to the Grainger School of Business. The current location of the McBurney Center on Linden Avenue is difficult to access and does not adequately serve students with disabilities. The proposed location in the new Gordon Commons facility will place the center closer to other student service functions and resources.

**Fee Impact:** It is anticipated that the annual room and board rates will increase \$300 per semester. Food prices are driven by food costs and will not be impacted by the project cost.

<b>UW-Madison:</b>	Kohl Center Hockey Practice Facility
	\$19,440,000 Program Revenue Supported Borrowing
	<u>19,440,000</u> Gift/Grant Funds
Total:	\$38,880,000

This project will provide 98,250 ASF/120,000 GSF of new construction on four levels plus approximately 8,000 GSF of renovation for a men's and women's hockey practice facility and a women's hockey performance facility. The facility will be attached to the Kohl Center via a basement corridor to connect its operation as part of the Kohl Center complex. The remodeling work on the lower level of the Kohl Center will accommodate this connection. The Kohl Center will also be linked to the SERF via a bridge. The new construction will include a 90' by 200' ice sheet, seating for approximately 4,000 spectators, home team locker suites, visitor locker rooms, concessions, public restrooms, pre-function and circulation space, and coaches' offices. The Athletics Facilities Master Plan evaluated programmatic facility needs, and identified this project as a time-sensitive high priority since the existing lease agreement for facility use of the Bob Johnson Hockey Facility by men's hockey will expire in 2014. The facility will serve as a location for both hockey programs to practice without experiencing scheduling conflicts with men's and women's basketball programs, who currently compete for the same practice and playing time at the Kohl Center arena. The new hockey facility will also provide an opportunity for other athletic programs, in particular men's and women's track, to expand into needed space within the Camp Randall Sports Center. There are no fee increases expected to result from this project.

<b>UW-Madison:</b>	Lakeshore Residence Hall/Food Service Development
	\$57,755,000 Program Revenue Supported Borrowing
	<u>1,708,000</u> Program Revenue-Cash
Total:	\$59,463,000

Full build-out of this development will provide two new residence halls, with a total capacity of 560 beds, and a new food service facility that will be designed to meet the needs of the projected 3,250 students living in the Lakeshore area and replace the outdated food service operation which is now located in Holt commons. Phase one of this project will construct a 211,200 GSF facility that will include one residence hall and the new food service facility. The second phase will complete the project with the construction of the second residence hall (approximately 56,600 GSF). The location of the new halls has been identified in the 2005 Campus Master Plan and was partly selected for its relationship to current undergraduate residence halls.

UW-Madison's housing capacity is 28% smaller than the Big Ten average, and all of the Big Ten institutions except Wisconsin guarantee on-campus housing for freshmen, putting UW-Madison at a competitive disadvantage when recruiting highly qualified students from all over the U.S. and the world. UW-Madison student residents thrive in an environment rich with resources that promote academic success including tutoring, advising, study groups and class sections taught in classrooms located in the residence halls. University Housing's culture of academic support is an essential component of a successful first-year experience and contributes to the ultimate goal of graduation. In April 2007, over 800 students were on the waiting list for housing. By Fall 2007, when the University Residence Halls opened, 85 students were assigned to temporary expanded housing spaces and 697 students who wanted a housing contract were turned away. UW-Madison Housing believes that it is important to maintain a small number of second-year student residents to provide mentorship for the newer students. In doing so, they are forced to deny first-year students housing in order to maintain a successful balance.

Fee Impact: The project cost will be spread over all room rates. The room rates will increase \$524 per year.

<b>UW-Madison:</b>	Atmospheric, Oceanic, and Space Science Building/ Suomi Science Museum
Total:	\$4,716,000 Gift/Grant Funds

This project will renovate approximately 2,300 GSF of space and construct approximately 3,600 of new space on the ground floor of the Atmospheric, Oceanic, and Space Science building to house a science museum and conference center for the Space Science and Engineering Center (SSEC). The museum will be named after one of the founders of the SSEC, Vener E. Suomi, who pioneered the use of the spin-scan camera that was used on all geostationary satellites from the 1960s through 1994.

The museum will provide educational outreach to K-12 schools, visiting and prospective college students, scientists and representatives from various funding agencies, and families on weekends and summer months. Interactive exhibits on dynamics of weather, the history of satellite meteorology, and remote sensing of Earth and other planets will foster active participation in handling, observing, and asking questions about artifacts, data, and phenomena. This project's proximity to the UW's popular Geology Museum will provide opportunities for joint programming and promotion.

<b>UW-Madison:</b>	Tandem Press Relocation – Arts Lofts
Total:	\$4,616,000 Gift/Grant Funds

This project will provide approximately 14,500 ASF/21,000 GSF of new and renovated space in the Art Lofts (the former UW Warehouse) located at 630 West Mifflin Street. The space for Tandem Press will be designated for printmaking and etching studios and operations, with a new main entrance and gallery space suitable for receptions, public viewings, and the sale and storage of collection art pieces.

Tandem Press, which is an internationally known fine art printmaking studio, is currently located two miles from campus in leased space in a state-owned building that may be sold. Two recent projects have renovated the former UW Warehouse to accommodate glass, sculpture, foundry, printmaking, and graduate studio space. Remodeling the remaining space in the warehouse and constructing new space will allow the relocation of TandemPress to a site with good visibility, access to the public, and a desirable proximity to other related arts.

<b>UW-Madison:</b>	West Campus Athletics Facilities Improvements \$3,843,500 Program Revenue Supported Borrowing <u>3,843,500</u> Gift/Grant Funds
Total:	\$7,687,000

This project will address improvements to the softball and tennis facilities as identified in the Athletic Facilities Master Plan. The softball portion of the project will provide 18,400 ASF/20,240 GSF of new team space and indoor practice areas for the women's softball team adjacent to the Goodman Softball Complex. The new construction will include an indoor synthetic turf practice facility and a team meeting room. The scope of work will involve:

- remodeling the team locker suite, the coach's locker suite, the training area, and the visiting locker rooms,
- adding natural turf to the existing infield perimeter between the home plate and the first and third baselines, and
- providing seating, batting cages, and storm water improvements.

The tennis portion of the project will provide a two-level 12,060 ASF/15,400 GSF building addition to the existing Nielsen Tennis Stadium for the men's and women's tennis programs. New construction will include an outdoor elevated spectator seating area for approximately 1,000, UW men's and women's team locker rooms, visitor locker rooms, concessions, public restrooms, pre-function/circulation space, storage; a new entrance lobby for outdoor events and coaches' offices. The project will also add three outdoor courts and new scoreboards to both the indoor and outdoor courts. No fee increases are expected to result from this project.

<b>UW-Madison:</b>	21 North Park Street Purchase
Total:	\$38,546,000 Program Revenue Supported Borrowing

This project seeks enumeration of funds for the purchase of the office building at 21 North Park Street, with the intent of exercising the purchase option for the building in July 2010. The 139,000 GSF three-story office building is above a parking ramp, and accommodates offices for various UW-Madison administrative and support functions. In late 2008 a number of these functions will relocate to University Square, and the vacated space will be backfilled with the Division of Continuing Studies, which will move out of Middleton Hall.

In 2004, the university entered into a ground lease with the owner of contiguous property, Park Street Properties I, LLC, to construct a residence hall, a parking ramp, and an office building, and to relocate UW-Fleet Services. At the same time, the university, the state and the developer negotiated and the university later executed a thirty-year lease agreement that provides purchase options for the various components of the project, with options to purchase that began in 2006. The next available purchase opportunity is in 2010 at \$38,546,000. The next opportunities after 2010 will be in 2012 for \$39,317,000 and in 2014 for \$40,103,000. Additional purchase options will be available in 2016 and every two years thereafter, based upon a market value that is no more than the average of two appraisals.

The residence hall and parking ramp were purchased upon occupancy of those facilities in July 2006, at \$46,832,200 of Program Revenue Supported Borrowing, which was enumerated in the 2005-07 Capital Budget. If the purchase options for the office building are not exercised within the requested time frame, the rental rate will need further adjustment based on current interest rates and the debt service coverage ratio required by the financing entity. Purchasing the building at a later date would be more expensive than purchasing it now.

<b>UW-Platteville:</b>	Locker Room Expansion
Total:	\$1,000,000 Gift/Grant Funds

This project will construct a new 1,600 GSF team locker room facility and a 750 GSF addition to the existing locker room for coaches and referees to provide additional locker room, meeting room, and storage space in the Ralph David Pioneer Stadium. The current spaces do not meet the needs of the users due to their small size.

After renovation of the Pioneer Stadium, the number and variety of users has dramatically increased. Last fall, over 41 competitive events took place in the stadium, including a high school football jamboree, intercollegiate football games, regular and post season high school football games, high school soccer games, and men's and women's intercollegiate soccer games. The only locker rooms available at the stadium are utilized by the college football team from August through November and are shared with visiting teams and other groups who use or rent the facility. Functional capacity is exceeded when they serve 100 players (50 per team). It is difficult to provide locker room space for additional athletes during the

pre-season when more than 165 athletes report to camp for team tryouts. If another group needs to use the locker rooms, the football team is required to vacate that space. On game days the football team has to vacate half the locker room to make space for the visiting team, thus moving 100 players into a space barely large enough for the 50 players that normally use it. Special arrangements need to be made to lock up all equipment and moving furnishing prior to all Platteville High School football games since both the high school team and their opponent are required to have access to locker rooms per the stadium rental contract. Locker room space is not available at the stadium for soccer games, even in the event of inclement weather.

Fee Impact: This project will be funded by gift funds and, therefore, will not have any impact on student fees.

<b>UW-Platteville:</b>	Residence Hall Plumbing/Electrical Infrastructure Renovation
Total:	\$10,000,000 Program Revenue Supported Borrowing

This project will upgrade the electrical services in nine older residence hall buildings totaling 489,601 GSF. All were constructed prior to 1968. They include Dobson (64,641 GSF), Porter (54,445 GSF), McGregor (46,761 GSF), Melcher (54,445 GSF), Wilgus (46,656 GSF), Morrow (55,779 GSF), Hugunin (55,779 GSF), Brockert (55,779 GSF), and Pickard (55,316 GSF). Each is a four-story building and consists of traditional double occupancy dormitory rooms with a double-loaded corridor.

The electrical systems in the residence halls are currently 20 amp per room, exclusive of lighting circuits, and the campus anticipates increasing capacity to the level of (2) 20 amp circuits per room, exclusive of lighting circuits. When the electrical circuits in the buildings were designed, residence hall electrical loads were much smaller than they are today, and did not include computers, printers, microwave ovens, and the large array of entertainment electronics that today's students utilize. Plumbing systems are original and will be evaluated to determine the level of needed renovation.

Fee Impact: The proposed residence hall infrastructure work will be implemented over the next several years, and the cost will be spread over all room rates. Room rates for 2008-09 are set at \$2,900 for double-occupancy rooms and \$4,047 for suite-style rooms. It is anticipated that these rates will be increased approximately 3.5% for three successive years, starting in 2009-10 to fund the debt service payments associated with this project.

<b>UW-Platteville:</b>	Williams Fieldhouse Addition – Phase II
	\$4,500,000 Program Revenue Supported Borrowing
	<u>5,000,000</u> Gift/Grant Funds
Total:	\$9,500,000

This project will construct a 17,200, GSF addition and remodel 10,000 GSF of existing space in the Williams Fieldhouse. The addition will house an eight-lane competitive pool and diving well, a 500 seat spectator gallery, an auxiliary pool for student programming, men's and women's locker rooms, and related support and locker rooms. The existing pool area will be converted to an auxiliary gym with a training room to replace the existing spectator seating area. Outdoor track restrooms, auxiliary men's and women's lockers rooms, and a trainer facility will be created within existing space.

The swimming pool does not meet NCAA standards and, therefore, the university does not have an intercollegiate swimming team. A competition pool will enable the campus to add men's and women's swimming teams and ensure that the Platteville High School and Lancaster High School also have an up-to-date facility for their use. In addition, students at UW-Platteville seek recreational and wellness

opportunities that require new facilities. To ensure access, the project will include separate swim space from that which is used by teams.

Fee Impact: SUFAC and three large governance groups voted in support of this project in spring 2008. Starting in 2009-10, annual student fees will be increased by \$70 to support this project.

<b>UW-Platteville:</b>	Storage Facility
	\$1,416,000 Existing Program Revenue Supported Borrowing
	<u>284,000</u> Program Revenue Supported Borrowing
Total:	\$1,700,000

A 10,000 GSF steel building will be constructed to provide a heated maintenance shop for woodworking, painting and welding for Auxiliary Services. It will contain unisex restrooms and accommodate storage needs for lumber, furniture and replacement parts, attic stock and custodial supplies, maintenance golf carts and mule service vehicles, and staging and lighting equipment. A 2,880 GSF unheated steel building for equipment and materials storage will be connected to the heated maintenance shop. The project includes a parking area, which contains eight stalls in a fenced-in area for fleet vehicles, eight stalls for employee parking, and a fenced-in marshalling yard for the use of two tractor-trailers.

The auxiliary services maintenance operation has outgrown existing space in the basement of Royce Hall. The current space is poorly lit; has poor air circulation; and has very poor vehicle, material, and personnel access. Construction of a dedicated auxiliary services maintenance building will enable relocation of maintenance operations from Royce Hall and will significantly improve operational efficiency by the use of properly designed spaces.

Fee Impact: The majority of this project will be funded by existing program revenue bonding from two prior enumerations for storage facilities at UW-Platteville. No fee impacts are anticipated.

<b>UW-River Falls:</b>	Ramer Field Renovation
	\$500,000 Program Revenue Supported Borrowing
	<u>3,514,000</u> Gift/Grant Funds
Total:	\$4,014,000

This project will renovate and upgrade the existing Ramer Field complex by constructing a new pro-shop, concessions, and a ticket booth beneath the bleachers; constructing a new press box and VIP seating; upgrading a portion of the bleachers with the addition of seat backs; and constructing a masonry façade on the back of the bleachers. The existing concession stand/ticket booth will be converted into an officials' locker room and storage area. The football field turf will be replaced with an artificial playing surface and the existing inefficient field lighting will also be replaced. Perimeter fencing and landscaping will be replaced and enhanced.

Ramer Field was constructed in 1963 as a very basic and utilitarian facility and has had few improvements since that time. It is currently run down and in need of renovation and upgrading and does not compare favorably with football facilities at peer institutions. The current press box is unheated and too small. The lack of VIP suites inhibits gaining corporate or private sport team sponsorships. The poor condition of existing facilities and the lack of amenities have caused a significant problem in recruiting students and coaching staff and promoting attendance at university football games. An improved Ramer Field would bring UW-River Falls to parity with peer institutions, as well as instill pride in its athletic programs. A fundraising campaign was begun by the UW-River Falls Foundation following a significant lead gift.

Fee Impact: In March 2008, UW-River Falls students approved an \$8.00 per student per year increase in segregated fees in support of the Ramer Field Renovation project. The fee increase is being assessed in two parts: \$4.00 for the 2008-09 academic year as part of the total annual segregated fee of \$911.54, and \$4.00 that will be added in the 2009-10 academic year.

**UW-Whitewater:**

Fischer Hall and Wellers Hall Renovation

Total:

\$8,584,000 Program Revenue Supported Borrowing

This project will renovate Fischer (41,825 GSF) and Wellers (53,122 GSF) residence halls. Both are four-story plus basement residence halls which were constructed in 1963. The scope of work will renovate the existing rooms, enlarge and reconfigure restrooms, address deferred maintenance and health and safety code compliance issues, restore HVAC systems, replace worn out single-pane slide-by windows with new energy efficient windows, install new interior doors and hardware, and provide general accessibility throughout the building including a new handicap accessible elevator. The project will restore finishes and replace carpeting and lighting. Included in this project is the installation of a new 80 kW emergency generator to provide additional power that is necessary for elevator operation during an interruption of electrical service.

The UW-Whitewater Department of Residence Life maintains 12 student residence halls on campus. All of these buildings were constructed in 1967 or earlier. Although they were well maintained, they are in need of capital renewal. Residence Life developed a long range plan to accomplish renewal which is scheduled to begin in 2010 when the new residence hall, which is currently in design, is completed. The plan calls for the renewal of Wellers the first year, then Fischer, followed by the others. One residence hall would be off line for renovation each year until all residence hall facilities are updated.

Fee Impact: In 2010-11, the projected rates of the new residence hall suites are \$4,728/year and the projected rates of the double-occupancy rooms are \$3,152/year. Starting in 2011-12, it is anticipated that all room rates will increase approximately 3.00% to 6.00% each year for 12 successive years to fund the full residence hall renovation program.

# General Fund Supported Borrowing – Major Projects

## **2009-11 Biennium**

<u>Existing Advance Enumerations</u>	<u>GFSB</u>
Four Campus Academic Buildings (LAC, SUP, OSH, PKS)	\$69.1
<u>MIL – Columbia St. Mary's</u>	<u>28.3</u>
Subtotal:	\$97.4

<u>Enumeration Requests</u>	<u>GFSB</u>
Stout – Jarvis (replenish 4-campus)	\$8.1
SUP – Jim Dan Hill (replenish 4-campus)	.9
Systemwide Classrooms	10.0
MSN – Utilities	61.5
MIL – Utilities	5.5
<u>STP – Utilities</u>	<u>1.0</u>
Subtotal:	\$87.0

<u>Priority Projects</u>	<u>GFSB</u>
WTW – Carlson Hall Renovation	\$15.4
SUP – Barstow Hall Renovation	2.2
MSN – Integrated Dairy III	2.6
MIL – Priority Project	20.0
WTW – Roseman Renov. & Add	3.1
<u>MSN – High Density Shelving Fac.</u>	<u>9.4</u>
Subtotal:	\$52.7

<u>Pre-design – Enumeration 2011</u>	<u>GFSB</u>
EAU – Academic Building	\$44.0
RVF – Health & Human Perf.	44.5
<u>MSN – Medical Res. Middle Tower</u>	<u>67.0</u>
Subtotal:	\$155.5

<u>Other Potential Projects</u>	<u>GFSB</u>
MSN – BioEnergy Building	\$50.0
MIL – Regional Campuses (3 biennia x \$50M) 2011-2017	\$150.0
SYS – Coal Burning Heating Plants	\$ unknown

## **2011-13 Biennium**

<u>Existing Advance Enumerations</u>	<u>GFSB</u>
MSN – School of Human Ecology	\$22.5
<u>MIL – Columbia St. Mary's</u>	<u>28.3</u>
Subtotal:	\$50.8

<u>Advance Enumerations from 2009-11</u>	<u>GFSB</u>
EAU – Academic Building	\$44.0
RVF – Health & Human Perf.	44.5
<u>MSN – Medical Res. Middle Tower</u>	<u>67.0</u>
Subtotal:	\$155.5

<u>Enumeration Req. &amp; Priority Projects</u>	<u>GFSB</u>
Systemwide classrooms	\$5.0
SYS – Utilities	5.0
MSN – Utilities	15.0
PLT – Ottensman Hall Renovation	10.0
<u>OSH – Dempsey Hall Renovation</u>	<u>12.8</u>
Subtotal	\$47.8

<u>Pre-design Priority Projects</u>	<u>GFSB</u>
STP – Innovation/Collab. Ctr.	\$65.2
STO – Harvey Hall Renovation	27.2
OSH – Clow Nursing Renovation	23.9
LAC – Cowley Renov. & Add.	63.0
PLT – Boebel Hall Renovation	15.0
MIL – Golda Meir Library Renov.	35.1
<u>MSN – Nursing Science Center</u>	<u>28.1</u>
Subtotal:	\$257.5

## **2013-15 Biennium**

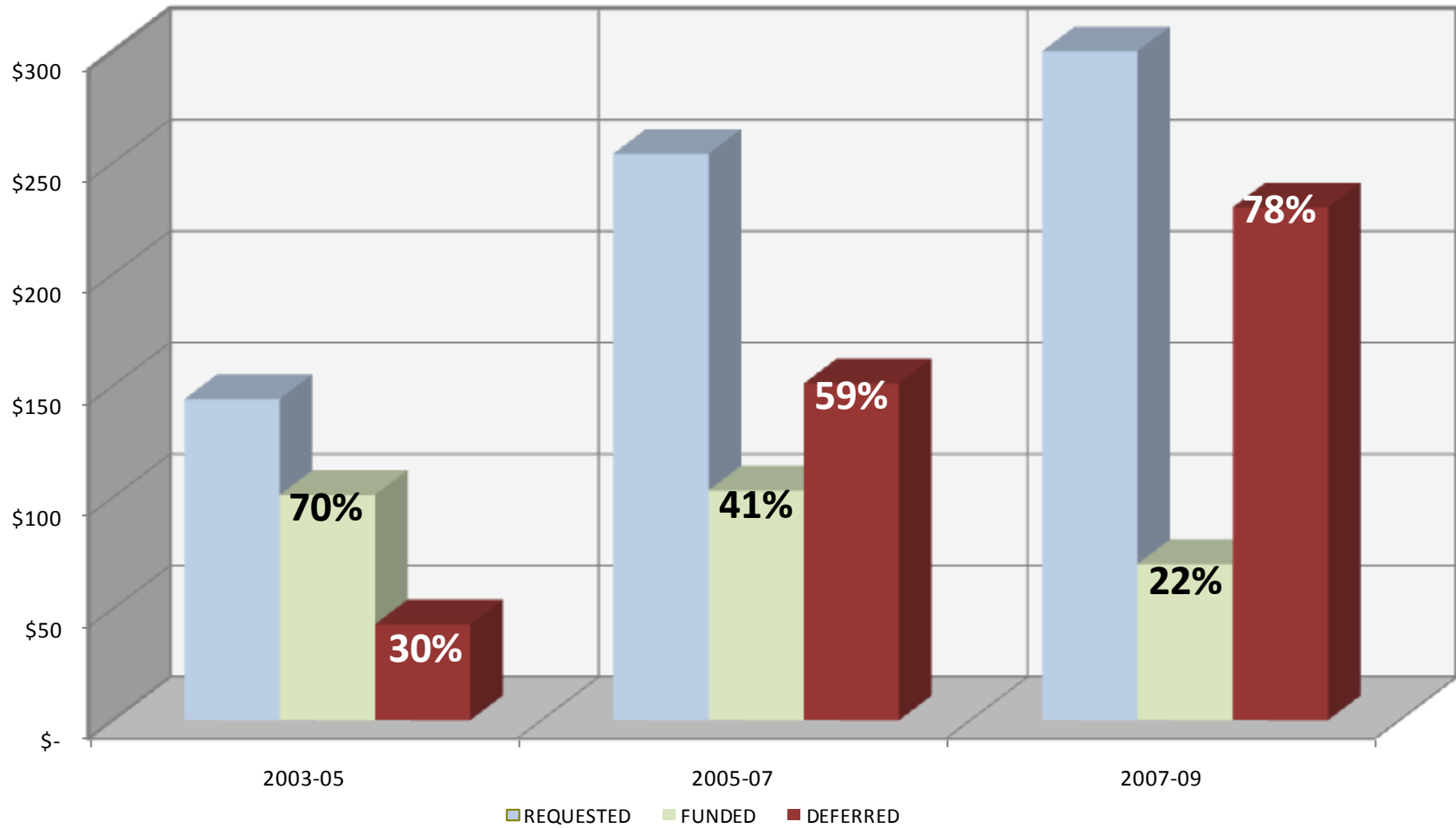
<u>Planned Enumeration Requests</u>	<u>GFSB</u>
Systemwide classrooms	\$5.0
SYS – Utilities	10.0
<u>MSN – Utilities</u>	<u>10.0</u>
Subtotal	\$25.0

<u>Enumeration Req. &amp; Priority Projects</u>	<u>GFSB</u>
STP – Innovation/Collab. Ctr.	\$65.2
STO – Harvey Hall Renovation	27.2
OSH – Clow Nursing Renovation	23.9
LAC – Cowley Renov. & Add.	63.0
PLT – Boebel Hall Renovation	15.0
MIL – Golda Meir Library Renov.	35.1
<u>MSN – Nursing Science Center</u>	<u>28.1</u>
Subtotal:	\$257.5

<u>Other Projects Requested for 2009-15 in Alpha Order</u>	<u>GFSB</u>
EAU – Haas Fine Arts Renov & Addn.	\$59.5
EAU – Phillips Hall Addition	28.2
EXT – Extension Building Replacement	16.0
GBY – Cofrin Library Renovation	13.1
GBY – New Academic Building	26.9
MIL – Physics South & Plaza Remodeling	13.6
MIL – GLRF Aquatic Remodeling	8.2
MIL – Physics Bldg Research Addition	29.9
MIL – Arts Center Remodeling	8.7
MIL – GLRF West Site Facilities Development	2.6
OSH – Clow Lecture Hall Remodeling	3.3
PKS – New Academic Building	25.0
PLT – TV and Radio Station	2.5
PLT – Beef Center Renovation	1.5
PLT – Center for the Arts Music Facility Expansion	1.7
PLT - Priority Project	TBD
STO – Home Economics Renovation	16.0
STP – Trainer Natural Resources Renovation	7.0
STP – Student Services Center	TBD
SUP – Athletic Field Upgrades	6.6
<u>WTW – Heide Hall Renewal</u>	<u>8.2</u>
Total:	\$278.5



### 2003-09 All Agency Projects Program



## Economic Impact: UW System Capital Projects

Direct impact of a typical \$10 million project:	Direct impact of \$800 million UW System Capital Budget:
A/E and other fees 20%:     \$2 m	A/E and other fees 20%:   \$160 m
<u>Construction costs:             \$8 m</u>	<u>Construction costs:             \$640 m</u>
Materials 50%:   \$4 m	Materials 50%:   \$320 m
Labor     50%:   \$4 m	Labor     50%:   \$320 m
48 jobs @\$40/hr.	3,845 jobs @\$40/hr.

Industry economic multiplier: 2.2

\$800 million x 2.2 = \$1.760 billion

Over 20,000 total jobs

## UW System Facilities: It's All About Students

In a 2005 survey of 13,782 students at 46 universities...

- 74% said facilities related to their major were “extremely important” or “very important” in choosing a college.
- 42% rated residence halls as a key part of college selection.
- About 30% said they rejected a college because of inadequate facilities.

*The impact of facilities on Recruitment and Retention of Students; Cain & Reynolds, 2005; Association of Higher Education Facilities Officers (APPA).*

## D. PERFORMANCE MEASURES

Performance Measures will be provided  
at the Board meeting.

## E. REFERENCE



**JIM DOYLE**  
**GOVERNOR**  
**STATE OF WISCONSIN**

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June 25, 2008

Dear Agency Head:

While much progress has been made, Wisconsin's economy, like the rest of the nation, continues to encounter challenges. Expanding Wisconsin agricultural and manufacturing exports to countries all over the world and strong growth in important fields like biotechnology and renewable energies have been very important to the state's economy. However, the recent flooding and downsizing of manufacturing jobs has put stress not only on the individuals involved but also highlighted the need for continued investments in worker training, health care, infrastructure and education.

My first three budgets helped move Wisconsin forward. Tax cuts totaling \$3.7 billion through 2013 have been enacted. These cuts have helped create jobs, dramatically reduced the growth in property taxes, lowered health care costs for Wisconsin families and eliminated taxes on social security for Wisconsin's seniors. Health care access for Wisconsin families has been dramatically increased through the BadgerCare Plus program. State government operations have been streamlined.

As we move into the next budget period, we must continue to set priorities and make the tough decisions. Our challenge will be to strengthen Wisconsin's economy by creating jobs and continuing to expand exports while maintaining our high-quality of life as evidenced by high-quality public schools, world-class university and technical college systems, abundant natural resources, and extensive and well-maintained transportation network.

Continued funding reductions by the federal government in health care and other services, along with unfunded federal mandates, has put significant pressure on the state's budget. All agencies that have access to federal funds must be aggressive and innovative in their efforts to capture these dollars in order to help ameliorate the impact on Wisconsin's taxpayers.

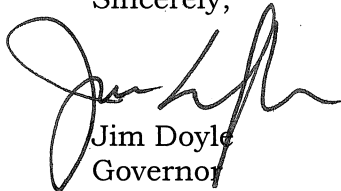
The Major Budget Policies and Budget Instructions call for most agencies to hold their overall fiscal year 2009-10 and fiscal year 2010-11 GPR budgets to fiscal year 2008-09 levels. The same targets will apply to the SEG-funded administrative operations appropriations. These targets are necessary to ensure state government lives within its means.

In addition, most agencies will be required to submit plans to reduce all nonfederally-funded state administrative operations appropriations by ten percent. These plans should look to retool and reorganize programs to increase both efficiency and service.

Agency budget requests are due September 15. Please review the Major Budget Policies and Instructions carefully as you prepare and prioritize your requests. Technical budget instructions will not be printed this year, but will be available on the Internet at [www.doa.state.wi.us/debf/index.asp](http://www.doa.state.wi.us/debf/index.asp).

I am confident that you and your employees will continue to meet these challenges and continue to deliver important services to Wisconsin citizens.

Sincerely,



Jim Doyle  
Governor

cc: Agency Budget Contacts

# **MAJOR BUDGET POLICIES 2009-11**

The Governor has identified the following themes as the core concepts for constructing the 2009-11 biennial budget. These themes build upon our state's existing strengths and position Wisconsin to better protect and improve our families, communities, businesses and natural resources.

## **REFORM HEALTH CARE**

In the last two budgets, the major elements of the Governor's health care reform agenda have been enacted, including ensuring health care coverage to all kids and preserving access to affordable prescription drugs and home-based long-term care. The Governor's 2009-11 budget will continue to implement measures to make health care more affordable, ensure access to 98 percent of Wisconsin citizens and improve the quality and effectiveness of health care through the Governor's Family Care Statewide, BadgerCare Plus expansion and E-health initiatives. Part of the success of these initiatives will depend on aggressively pursuing federal approval, where needed, and federal funds so that Wisconsin taxpayers receive fair treatment relative to other states.

## **INVEST IN EDUCATION**

The Governor's 2009-11 biennial budget will again focus resources on improving Wisconsin's educational system. Success in school and access to higher education for all Wisconsin citizens through the Governor's Wisconsin Covenant, which was approved as part of the 2007-09 budget, will be a top priority for the Governor. The Governor expects to build on the educational initiatives approved in the 2007-09 biennium, which included a \$525 million increase in school aids and property tax credits, \$34 million for new and expanded programs in the University of Wisconsin System and \$44 million to increase financial aid to Wisconsin college students.

## **CARE FOR WISCONSIN'S KIDS**

High educational attainment and the future success of Wisconsin's economy depend on ensuring that our kids are protected and cared for. Continued implementation of the Governor's KidsFirst initiative will be a top priority in the 2009-11 budget. The ability to effectively and efficiently address the needs of Wisconsin's parents and kids was greatly enhanced by the Legislature's approval, as part of the 2007-09 biennial budget, of the Governor's recommended consolidation of children and family services into a single department.

## **CONTINUED ECONOMIC COMPETITIVENESS**

The Governor unveiled his Grow Wisconsin plan in the fall of 2003 to support high-skill, high-wage employment in the state. Since then, Wisconsin has seen the creation of tens of thousands of jobs and per capita growth of 12 percent, a faster rate of growth than the rest of the Great Lakes region. The 2009-11 budget will continue implementation of these initiatives and seek to increase training opportunities for Wisconsin's businesses and work force and support the efforts of entrepreneurs throughout the state.



One of the Governor's top priorities is to continue reducing the tax burden on Wisconsin's citizens. Over the last several years, the Governor's efforts to address the state's budget challenges without raising taxes have resulted in Wisconsin's state tax ranking falling to 16 in 2006 from the top 10 in earlier years.

The Governor and the Legislature have provided several forms of tax relief for individuals and businesses, which will result in a cumulative projected tax savings of over \$3.7 billion from 2003 through 2013. Some of the changes enacted include expanded deductions for certain medical care insurance premiums, increased deductions for college tuition and mandatory student fees, a deduction for child care expenses claimed under the federal child care tax credit and an income exclusion for taxpayers aged 65 and older of up to \$5,000 for pension payments and retirement plans.

In addition, in the 2007-09 biennial budget, the Governor and the Legislature took several actions to address the local property tax burden on homeowners. Significantly, a new "first dollar credit" was enacted, providing \$75 million to provide a greater proportional reduction to residences on 2008 property tax bills statewide.

The Governor will continue to strive for new and creative ways to decrease the tax burden on Wisconsin residents and businesses in the 2009-11 budget.

## **ENERGY EFFICIENCY**

In July 2006, the Governor established a goal of generating 25 percent of Wisconsin's electric power and transportation fuels from renewable sources by 2025, which continues to guide policies aimed at securing Wisconsin's leadership in the emerging renewable energy industry. The Governor created the Office of Energy Independence in April 2007 to lead the state's effort to advance clean energy and bioproducts. Under the Governor's Clean Energy Wisconsin initiative, launched in 2008, Wisconsin will have a clear strategy to promote renewable energy, create new jobs, increase energy security and improve the environment. The Governor's 2009-11 budget will continue to implement measures to expand research, development and commercialization efforts in support of alternative energy to help reduce costs and boost Wisconsin's economy.

## **SUPPORT LOCAL GOVERNMENT**

The Governor's 2009-11 budget will continue to protect a fair and equitable shared revenue system for local governments in order to limit property taxes and ensure quality local government services which are critical to Wisconsin's citizens. In the 2007-09 biennial budget, the Governor capped increases in property tax levies for 2008 at the higher of 3.86 percent or the increase in net new construction, and at 2 percent or the increase in net new construction for 2009 to assist municipalities in meeting citizens' needs while minimizing property tax increases. Efforts to improve cooperation between state and local governments, improve efficiencies in delivery of services, and control property taxes will be top priorities in the budget.

## **PROTECT WISCONSIN'S CITIZENS**

By building on recently initiated programs ranging from GPS monitoring of sex offenders to providing courts with better tools and programs when determining sentences, the

2009-11 budget will continue to maintain the state's commitment to protect Wisconsin citizens, children and families, and ensure the most effective use of public tax dollars in support of public safety, criminal justice and correctional programs.

## **ENHANCE WISCONSIN'S NATURAL RESOURCES**

The Governor understands the importance of protecting and enhancing Wisconsin's pristine environment and natural resources. The 2007-09 budget made the Warren Knowles – Gaylord Nelson Stewardship 2000 Program a priority by reauthorizing it for an additional ten years at \$86 million per year beginning in fiscal year 2010-11. The Governor will continue to prioritize preservation of the state's natural resources and the Conserve Wisconsin agenda, to ensure environmental quality in Wisconsin.

## BUDGET TARGETS

- Agencies should prepare their 2009-11 biennial budget requests based on 100 percent of their fiscal year 2008-09 adjusted base level.
- The 2009-11 biennium will present many fiscal challenges brought on by the slowdown in the nation's economy. Addressing these challenges will be the overriding factor in GPR spending decisions for the next budget. As such, there will need to be restraint in most GPR appropriations in the next budget.
  - Agencies should assume there will be zero growth in overall GPR appropriations in each fiscal year during the 2009-11 biennium, and specific program needs should be managed within this general constraint.
  - Exceptions will occur only for K-12 school aids; required cost-to-continue needs for the state's institutions, i.e., the Department of Corrections and the Department of Health Services institutions; entitlement and related assistance programs in the Department of Health Services (e.g., Medical Assistance), the Department of Children and Families' Division of Prevention and Permanence, and the Department of Workforce Development's Division of Vocational Rehabilitation; the University of Wisconsin System instruction and research activities that are focused on economic growth; and housekeeping adjustments like standard budget adjustments, fuel and utilities, and debt service.
- The zero growth policy will also apply to the SEG-funded administrative operations appropriations in all agencies that are supported by the transportation fund, the conservation fund, the environmental fund and the lottery fund.
- Funding requests for other types of appropriations and other funding sources in both years should be limited to revenue availability and prioritized programmatic needs.
- Except for standard budget adjustments, routine budget items should be handled in agencies' base budgets regardless of fund source. Consistent with overall targets, agencies should limit requests to spending items associated with significant policy and operational changes.
- Proposals that transfer functions or programs, including related costs and staff, between agencies should result in zero growth in overall state appropriations (i.e., the transferring agency should have lower overall appropriations to offset the increase at the receiving agency). All agencies involved in the transfer should notify the State Budget Office of any such proposal to facilitate review of the request and allocation of any projected savings between the agencies.

## PLANNING FOR OPERATIONS REDUCTIONS

- Under 2007 Wisconsin Act 20, the Department of Administration secretary is authorized to lapse or transfer \$200 million over the 2009-11 biennium to the general fund. Agencies should begin planning for these lapses as part of the budget development process. At a minimum, each agency should plan to lapse an amount similar to the amounts lapsed in the 2007-09 biennium.
- Likewise, under Act 20, the University of Wisconsin System and the Wisconsin Technical College System are required to lapse \$25 million and \$1 million, respectively, over the 2009-11 biennium.
- Agencies with state operations administrative appropriations, including the administrative activities of the University of Wisconsin System, should prepare plans to absorb a ten percent permanent base cut. This reduction should equal ten percent of all non-FED sum certain state operations administrative appropriations in an agency, excluding debt service and fuel and utilities appropriations, and should be in addition to the lapse amounts required for the 2009-11 biennium under Act 20.
- Reduced base budget plans are due Monday, November 17, 2008.
- To prepare for these cuts, agencies should look beyond trying to absorb the reduction as an across-the-board appropriation cut. This should not be an exercise to tweak the status quo, instead agencies should use this exercise to fundamentally review its missions and priorities, exploring opportunities to reallocate resources, integrate programs and consolidate functions.
- Where reductions and efficiencies in state operations result in reductions in positions, agencies should plan to accomplish this reduction without layoffs.
- Any areas needing additional staff must be met through base reallocations.

Note: Agencies must receive approval from the State Budget Office before proposing to use funding sources in another agency to stay within budget targets, to absorb operations' reductions or to fund any new initiatives.

## BASE BUDGET REVIEW

The Department of Administration secretary is required under s. 16.423, Wisconsin Statutes, to select one-third of all state agencies each biennium and require those agencies to provide a description of each programmatic activity performed by the agency and the expenditure, by revenue source, for each activity area. Expenditures must be reported for the last three fiscal years, with detailed breakouts of expenditures occurring in the third and fourth quarters of those fiscal years. The following agencies will need to meet this requirement this biennium:

Agriculture, Trade and Consumer Protection	Office of the Lieutenant Governor
Board for People with Developmental Disabilities	Military Affairs
Commerce	Natural Resources
Employee Trust Funds	Public Instruction
Employment Relations	Regulation and Licensing
Financial Institutions	Revenue
Government Accountability Board	State Fair Park Board
Office of the Governor	Tourism
Judicial Council	Veterans Affairs
Justice	Wisconsin Technical College System
Legislature	Workforce Development

Agencies' Chapter 20 appropriation schedules will be used to identify programmatic activity areas and to categorize the expenditure information. Agencies required to report for the 2009-11 biennium must submit their reports no later than Monday, September 15, 2008. The State Budget Office will provide selected agencies with the base expenditure information and a standard format for agencies to describe their programmatic activity and spending patterns.

## PERFORMANCE MEASUREMENTS IN BUDGETING

- Agencies need to report on the performance measures they identified for previous biennial budgets. These measures should relate to agencies' broad Chapter 20 budget programs. If needed to capture significant shifts in agency function, additional measures could be added; however, only a few measures should be presented so there is a clear focus on results.
- For the 2009-11 budget, agencies need to report actual outcome measures through fiscal year 2006-07 and fiscal year 2007-08. Planned outcome measures should be listed for fiscal year 2008-09, fiscal year 2009-10 and fiscal year 2010-11. Agencies should track and maintain data going forward to present actual performance data for a fiscal year compared to planned performance. (A calendar year may be used if data is collected on that basis. Please note where calendar years are used.)

The State Budget Office will include performance measures developed by an agency in the Executive Budget Book, and agencies should reference measures in decision items, where relevant. The information that needs to be presented for each broad Chapter 20 budget program where measures are reported includes:

- The key goals and objectives for each program.
- The outcome measure(s) selected for the program, including past actual outcomes and the planned outcomes over the next two years.

Guidelines for reporting are noted below:

- Statewide data can be presented, as well as comparing different regions. Data showing that one region is lagging behind other regions in Wisconsin, for example, may suggest a geographical reallocation is appropriate. The agency should also identify what external factors may influence program outcomes, since many factors can impact program success. Finally, the agency should be prepared to address how it could adjust programming to improve results.
- Because many factors enter into budget decisions, the traditional program budget decision information and format should still be used. However, outcome measures can provide a rationale to add, reduce or reallocate budget resources. Measures should be taken into consideration when funding decisions are made. They should be cross-referenced in decision items, where applicable, but the agency should not rely on requests for new funding to reach a planned outcome goal. Better alternatives may include reallocating existing base funding, consolidating similar programs or identifying other means to improve outcomes within current program funding.
- Agency descriptions and performance measures will be E-mailed to each agency budget contact for updating. It is important for agencies to follow the prescribed format to ensure consistency and compatibility. The information should be submitted electronically in Microsoft Word software format, to facilitate inserting the information into the Executive Budget Book.

## **BUDGETING FOR INFORMATION TECHNOLOGY**

Requests for funding of information technology projects should identify the link between the project and the state's business goals, conformity to the Department of Administration's Policies and Procedures for Information Technology Management dated April 24, 2008, and provide specific information about each project, including executive sponsorship. Consistent with information technology strategic planning, project definitions must include a standard return on investment (ROI) calculation.

## **BUDGETING FOR DEPARTMENT OF ADMINISTRATION RATE CHANGES**

Agencies should not reflect anticipated rate changes from the various divisions within the Department of Administration in their 2009-11 budget requests. Forecasting of rates and impacts on individual agency budgets will be addressed by the Department of Administration in developing the Governor's 2009-11 budget.

## **INCREASING FEDERAL FUNDS**

Federal funds comprise approximately 25 percent of the state's resources. The state has a goal of increasing the receipt of federal funds where the use of federal funding is consistent with state program goals. In order to increase the amount of federal funds received, agencies should conduct the following review:

- Examine existing grant awards to ensure that they are fully utilized and consistent with agency priorities. If unexpended grant authority is available, the agency should reallocate the funds to other activities to the extent possible under state and federal rules.
- Agencies may also identify, in the form of a policy paper submitted on September 15, additional federal grant opportunities that were not included in the agency's request. Such opportunities may be considered for funding by the State Budget Office during budget deliberations.

The Department of Administration's Division of Intergovernmental Relations will work with agencies to develop current issues to be included in the Governor's Federal Issue Agenda to increase the receipt of federal funds.

## **STATUTORY LANGUAGE GUIDELINES**

- Agencies should seek to limit policy items unrelated to appropriation changes for inclusion in the Governor's budget.

Note: Please contact your State Budget Office analyst to discuss whether a particular initiative is appropriate for submission as a budget request.

- Agencies should not submit extensive lists of technical or housekeeping changes for inclusion in the Governor's budget. Proposed changes for separate nonbudget legislation can be submitted to the Department of Administration for review and approval, separate from the budget request.

Note: Please contact your State Budget Office analyst if these types of changes are sought.

- As in past budgets, prior to September 15, agencies may work directly with the Legislative Reference Bureau in preparing statutory language items related to the budget. After September 15, all drafting and redrafting requests related to the budget must come from the State Budget Office.
- The Legislative Reference Bureau strongly discourages agencies from submitting budget bill drafts that agencies have drafted. Instead, agencies should submit memoranda identifying what they are seeking to accomplish.
- The detailed budget instructions will provide more information on statutory language submittal requirements.

## **BUDGET SUBMITTAL DUE DATES AND PROCEDURES**

- Formal budget requests, including statutory language related to decision items, are due Monday, September 15, 2008. Send four (4) copies to the State Budget Office and two (2) copies directly to the Legislative Fiscal Bureau.
- Agency budget directors will be required to include with their budget submittals a signed Budget Checklist of budget elements completed. This will help ensure all required materials have been included in the budget. The checklist will be posted as an appendix to the technical budget instructions.
- State Budget Office staff will be available to meet with individual agencies to explain budget policies and procedures and discuss any agency concerns.

## **INFORMATION ON THE WEB**

- The Budget Instructions, along with various budget forms, will only be available on the State Budget Office Web site at <http://www.doa.state.wi.us/debf/index.asp>.
  - Periodic information updates will be posted to this Web site so agencies should check it regularly.



UNIVERSITY OF WISCONSIN SYSTEM  
SHARE OF STATE GPR

	UW GPR <u>EXPENDITURE</u>	STATE OF WI GPR <u>EXPENDITURE</u>	UW AS % <u>OF STATE</u>
1973-74	278,743,147	1,933,571,053	14.42%
1974-75	298,522,282	2,166,752,155	13.78%
1975-76	310,446,570	2,307,619,718	13.45%
1976-77	340,074,169	2,470,900,111	13.76%
1977-78	363,899,880	2,634,551,777	13.81%
1978-79	390,977,741	3,148,901,910	12.42%
1979-80	420,677,864	3,278,297,185	12.83%
1980-81	434,183,806	3,446,856,743	12.60%
1981-82	478,941,747	3,450,863,890	13.88%
1982-83	508,368,220	4,078,030,140	12.47%
1983-84	540,472,131	3,977,740,308	13.59%
1984-85	555,568,482	4,588,188,276	12.11%
1985-86	583,885,301	4,868,026,430	11.99%
1986-87	594,259,601	5,070,256,284	11.72%
1987-88	633,625,206	5,246,094,384	12.08%
1988-89	660,137,195	5,451,877,458	12.11%
1989-90	698,155,838	5,802,999,036	12.03%
1990-91	740,757,863	6,364,528,649	11.64%
1991-92	759,887,369	6,650,683,407	11.43%
1992-93	771,832,665	6,922,128,169	11.15%
1993-94	814,538,009	7,276,614,107	11.19%
1994-95	849,762,860	7,789,976,441	10.91%
1995-96	847,482,297	8,131,598,722	10.42%
1996-97	853,360,473	9,283,406,651	9.19%
1997-98	883,660,451	9,694,461,511	9.12%
1998-99	903,691,964	10,009,395,000	9.03%
1999-00	953,800,000	11,293,969,000	8.45%
2000-01	1,047,000,000	11,077,681,000	9.45%
2001-02	981,400,000	11,265,100,000	8.71%
2002-03	1,063,800,012	11,047,900,000	9.63%
2003-04	949,000,000	10,784,000,000	8.80%
2004-05	996,900,000	11,859,700,000	8.41%
2005-06	1,011,600,000	12,727,100,000	7.95%
2006-07	1,039,500,000	13,130,800,000	7.92%
2007-08	1,128,380,267 (a)	13,624,127,000 (b)	8.28%
2008-09	1,189,756,579 (a)	14,106,500,700 (b)	8.43%

(a) UW System Redbook

(b) Wisconsin Act 20, including the compensation reserve

# RULES OF THUMB

## GPR

UW System 2008-09 GPR Base (Annual Budget Document)	=	\$1,189.8 million
1% Increase is GPR Support	=	\$11.9 million
The GPR share of a 1% increase in pay plan (traditionally funded)	=	\$9.1 million

## TUITION

UW System 2008-09 Tuition Base (Annual Budget Document)	=	\$981.0 million
1% undergrad resident increase, same dollar increase for all other students	=	\$6.0 million
The tuition share of a 1% increase in pay plan (traditionally funded)	=	\$3.8 million

## TOTAL GPR/FEE BASE

UW System 2008-09 GPR/FEE Base (Annual Budget Document)	=	\$2,170.7 million
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## PAY PLAN

UW System 1% Pay Plan Increase for faculty	=	\$5.1 million
UW System 1% Pay Plan Increase for unclassified staff (including faculty)	=	\$9.5 million
UW System 1% Pay Plan Increase for classified staff	=	\$3.3 million
UW System 1% Pay Plan Increase for all staff	=	\$12.9 million

**TUITION POLICY PRINCIPLES**

**Board of Regents**  
**GUIDING PRINCIPLES**

1. Tuition and financial aid in the UW System should balance educational quality, access, and ability to pay.
2. As a matter of fiscal and educational policy, the state should, at a minimum, strive to maintain its current GPR funding share (65%) of regular budget requests for cost-to-continue, compensation and new initiatives, and fully fund tuition increases in state financial aid programs.
3. Nonresident students should pay a larger share of instructional costs than resident students, and at least the full cost of instruction when the market allows. Nonresident rates should be competitive with those charged at peer institutions and sensitive to institutional nonresident enrollment changes and objectives.
4. Where general budget increases are not sufficient to maintain educational quality, supplemental tuition increases should assist in redressing the imbalance between needs and resources.
5. Tuition increases should be moderate and predictable, subject to the need to maintain quality.
6. GPR financial aid and graduate assistant support should “increase at a rate no less than that of tuition” while staying “commensurate with the increased student budget needs of students attending the UW System.” In addition, support should also reflect “increases in the number of aid eligible students.”
7. General tuition revenue (to cover regular budget increases under the standard 65% GPR and 35% Fees split) should continue to be pooled systemwide. Special fees may be earmarked for particular institutions and/or programs increasing those fees.
8. When considering tuition increases beyond the regular budget, evaluation of doctoral graduate tuition should consider impacts on multi-year grants and the need to self-fund waivers or remissions from base reallocation within departmental budgets.

**MAJOR STATE PROGRAMS**  
**General Purpose Revenue (GPR) Expenditures, 1975 - 2008**  
(Dollars in Millions)

Year Ending 6/30:	UW System		Local Assistance						Medical Assistance		Total GPR Expenditures <sup>a</sup>	
			School Aid		Shared Revenues, Property Tax Credits		Subtotal <sup>a</sup> -Local Assistance					
	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% of Total	Amount	% Inc. Over Prev. Year
1975	\$298.8	13.7%	\$485.8	22.3%	\$677.7	31.1%	\$1,322.4	60.7%	\$151.2	6.9%	\$2,177.1	14.1%
1976	310.6	13.4%	530.9	22.9%	664.0	28.7%	1,379.0	59.5%	172.0	7.4%	2,316.6	6.4%
1977	340.4	13.8%	564.5	23.0%	701.9	28.5%	1,446.9	58.9%	202.4	8.2%	2,458.6	6.1%
1978	363.9	13.7%	599.0	22.5%	718.9	27.1%	1,544.2	58.1%	218.4	8.2%	2,656.5	8.0%
1979	340.4	10.8%	670.8	21.3%	783.4	24.9%	1,703.3	54.1%	259.0	8.2%	3,148.9	18.5%
1980	420.7	12.8%	799.0	24.4%	790.1	24.1%	1,858.7	56.7%	295.6	9.0%	3,278.4	4.1%
1981	434.2	12.8%	844.3	24.8%	710.1	20.9%	1,865.5	54.9%	354.4	10.4%	3,398.6	3.7%
1982	478.9	13.9%	784.6	22.7%	758.4	22.0%	1,831.2	53.1%	356.8	10.3%	3,450.9	1.5%
1983	508.4	12.5%	1,135.0	27.8%	917.9	22.5%	2,364.5	58.0%	372.1	9.1%	4,078.0	18.2%
1984	540.5	13.6%	969.0	24.4%	819.6	20.6%	2,130.3	53.6%	398.6	10.0%	3,977.7	-2.5%
1985	555.6	12.1%	1,182.0	25.8%	1,004.2	21.9%	2,577.5	56.2%	431.9	9.4%	4,588.2	15.3%
1986	583.9	12.0%	1,293.5	26.6%	1,049.0	21.5%	2,778.0	57.1%	436.3	9.0%	4,868.0	6.1%
1987	594.3	11.7%	1,352.4	26.7%	1,083.5	21.4%	2,906.8	57.3%	468.6	9.2%	5,070.3	4.2%
1988	633.6	12.1%	1,476.0	28.1%	1,098.6	20.9%	3,056.2	58.3%	470.2	9.0%	5,246.1	3.5%
1989	660.1	12.1%	1,496.8	27.5%	1,110.7	20.4%	3,112.6	57.1%	532.1	9.8%	5,451.9	3.9%
1990	698.2	12.0%	1,619.1	27.9%	1,126.7	19.4%	3,289.0	56.7%	588.6	10.1%	5,803.0	6.4%
1991	740.8	11.6%	1,843.3	29.0%	1,154.9	18.1%	3,609.6	56.7%	659.9	10.4%	6,364.5	9.7%
1992	759.9	11.4%	1,942.4	29.2%	1,213.3	18.2%	3,753.6	56.4%	759.3	11.4%	6,650.7	4.5%
1993	771.8	11.1%	2,025.2	29.3%	1,230.3	17.8%	3,907.3	56.4%	801.4	11.6%	6,922.1	4.1%
1994	810.1	11.1%	2,175.3	29.9%	1,248.0	17.2%	4,090.8	56.2%	834.6	11.5%	7,276.6	5.1%
1995	849.8	10.9%	2,450.8	31.5%	1,291.6	16.6%	4,468.1	57.4%	843.3	10.8%	7,790.0	7.1%
1996	847.4	10.4%	2,683.4	32.7%	1,331.9	16.3%	4,767.2	57.6%	877.1	10.8%	8,141.8	4.5%
1997	853.4	9.2%	3,527.6	38.5%	1,585.7	14.7%	5,609.8	61.0%	865.6	9.3%	9,283.5	14.0%
1998	876.8	9.0%	3,662.2	37.8%	1,477.9	15.2%	5,847.4	60.3%	904.8	9.3%	9,694.5	4.4%
1999	903.6	9.0%	3,859.7	38.6%	1,577.9	15.8%	6,022.4	60.2%	927.8	9.3%	10,009.4	3.2%
2000	953.8	8.4%	4,173.3	37.0%	1,477.9	13.1%	6,405.1	56.7%	971.0	8.6%	11,294.0	12.8%
2001	1,047.0	9.5%	4,413.2	39.8%	1,488.5	13.4%	6,679.6	60.3%	993.2	9.0%	11,077.7	-1.9%
2002	981.4	8.7%	4,552.8	40.4%	1,488.5	13.2%	6,792.0	60.3%	1,070.5	9.5%	11,265.1	1.7%
2003	1,063.8	9.6%	4,756.1	43.0%	900.2	8.1%	6,438.0	58.3%	1,038.6	9.4%	11,047.9	-1.9%
2004	949.0	8.8%	4,759.0	44.1%	1,069.0	9.9%	6,506.2	60.3%	688.7	6.4%	10,784.0	-2.4%
2005	996.9	8.4%	4,789.0	40.4%	1,221.0	9.9%	6,671.6	56.3%	1,608.8	13.6%	11,859.7	10.0%
2006	1,011.6	7.9%	5,157.2	40.5%	1,413.9	10.3%	7,270.4	57.1%	1,286.9	10.1%	12,727.1	7.3%
2007	1,039.5	7.9%	5,299.5	40.4%	1,413.9	11.1%	7,342.6	55.9%	1,704.4	13.0%	13,130.8	3.2%
2008 <sup>b</sup>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Change Over:												
5 Yrs. ('02-'07)	5.9%		16.4%		-5.0%		8.1%		59.2%		16.6%	
10 Yrs. ('97-'07)	21.8%		50.2%		-10.8%		30.9%		96.9%		41.4%	
20 Yrs ('87-'07)	74.9%		291.9%		30.5%		152.6%		263.7%		159.0%	

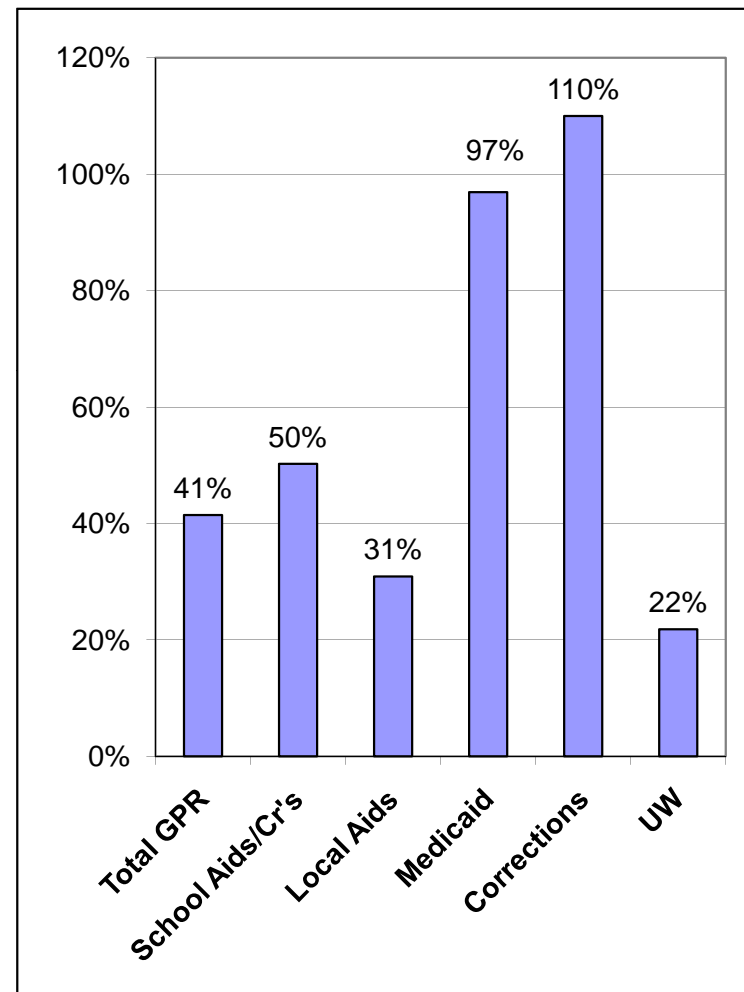
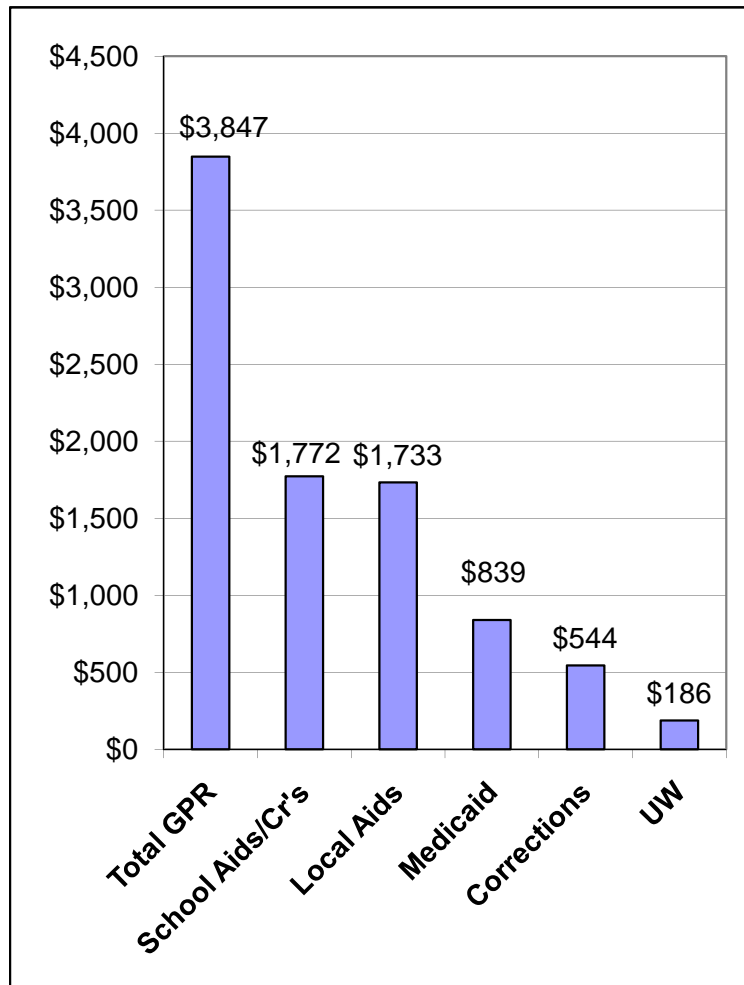
<sup>a</sup>Includes K-12 school aids, shared revenues and property tax credits as well as categories not separately listed.

Source: 1975-1993 data per Wisconsin Taxpayers Alliance from Wisconsin Department of Administration, "Annual Fiscal Reports," 1994 - 2007 data per "Annual Fiscal Reports", UW System Administration.

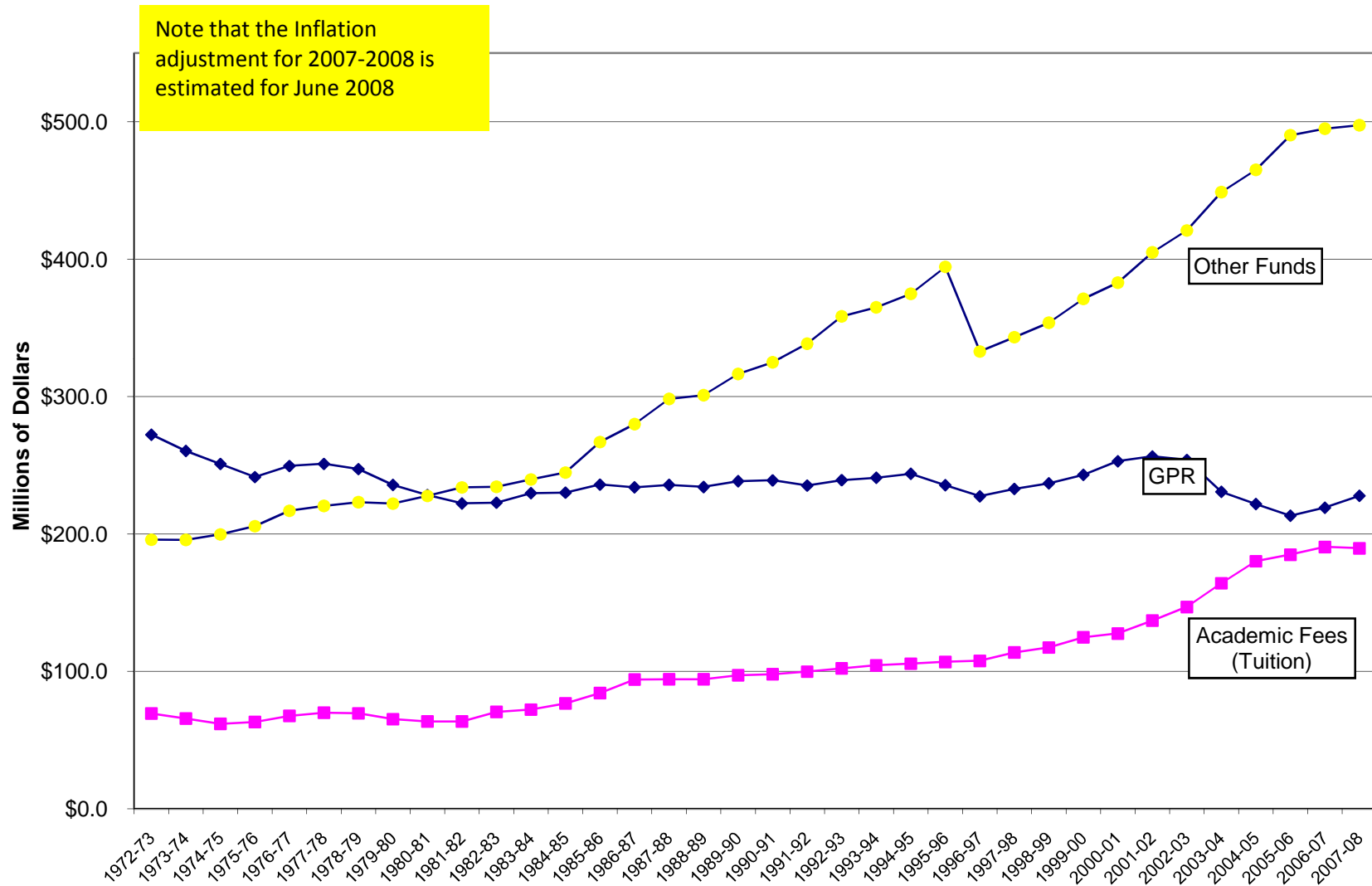
<sup>b</sup>2007-08 is not yet available.

***"State Priorities Have Shifted Away From Higher Education..."***

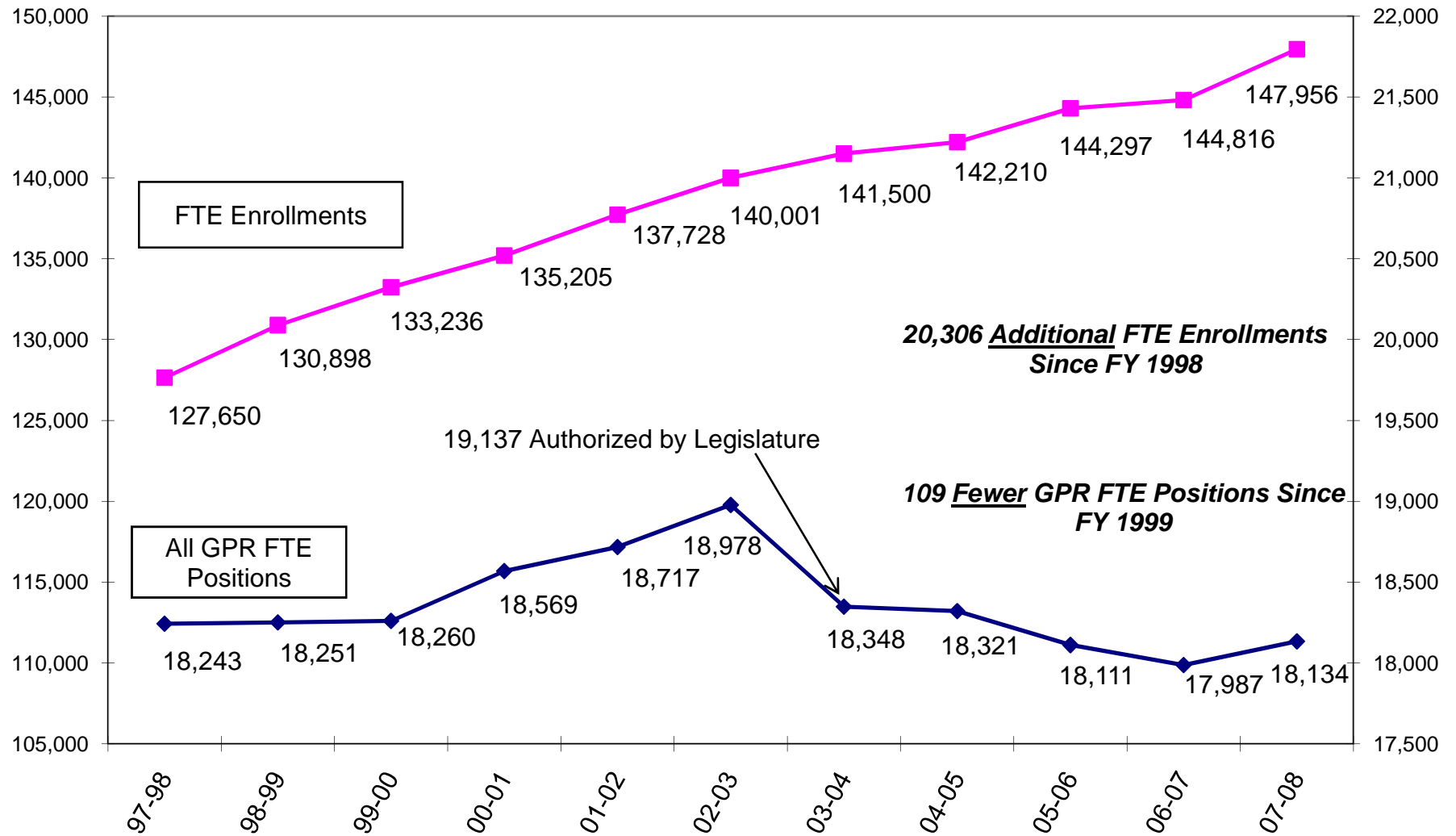
**Ten Years of Spending Growth  
By GPR Category, FY 1997 - 2007  
in Millions and Percents, State Annual Fiscal Report**



# **UW System GPR, Fees and Other Funds Adjusted for Inflation 1972-73 to 2007-08**



## UW SYSTEM FTE ENROLLMENTS VS GPR FTE



## **GLOSSARY OF TERMS**

AODA - Alcohol and Other Drug Abuse - Programs and staff related to alcohol and drug abuse intervention, prevention and counseling services.

AOP - Advanced Opportunity Program - A UW System financial aid program for minority and economically disadvantaged graduate students.

Auxiliary Operations - Self-sustaining programs, not directly related to instruction, e.g., dormitories, food service and student unions.

Cluster - A number of institutions grouped according to mission. The universities at Madison and Milwaukee comprise the Doctoral Cluster. All other degree-granting institutions in the UW System are in the Comprehensive University Cluster. In addition, the UW System has thirteen two year University of Wisconsin Colleges and Extension.

CWS - College Work Study - A campus based financial aid program which provides financial assistance in the form of subsidized employment to needy students.

Compensation - Salaries and fringe benefits paid to staff.

1. Pay plan - Increases in salaries and related fringe benefits provided to all state employees.
2. Merit/Market - Salary increases based on a systematic performance evaluation program which identifies positive contributions by the faculty member to teaching, research, public service and/or the support functions inherent in the institution's mission.
3. Solid Performance - Adjustments provided to those faculty and academic staff who have demonstrated satisfactory performance.

CPI - Consumer Price Index - A price index which measures the rate of inflation on goods and services that people buy for day-to-day living.

Continuing Appropriation – An appropriation from which expenditures are limited by only the amount of revenues received. The amount shown in the appropriation schedule is an estimate of, rather than a limit on, the amount that may be expended during the fiscal year.

Cost Per Student - A series of calculations used to derive the instructional costs of student related activities (i.e. student services, physical plant, instruction, etc.).

Debt Service - Principal and interest payments on the capital raised by selling bonds for construction of university buildings.

DIN - Decision Item Narratives - are descriptive summaries of biennial budget requests, submitted on forms required by the Department of Administration. They include background information and a description and justification of the request.



DOA - Department of Administration - Executive agency responsible for developing the Governor's biennial budget recommendations and for providing and coordinating support services to other state agencies.

DPI - Department of Public Instruction - Executive agency responsible for the direction and supervision of the state's public school system for kindergarten through 12th grades.

DRI - Data Resources, Inc. - An economic consulting firm used by the Department of Revenue for economic forecasts on national economic growth and inflation (CPI).

Expenditure Classification - The major line item to which costs are assigned. The major expenditure classifications are Salaries and Wages, Fringe Benefits, Supplies and Expenses, Permanent Property, Aids to Individuals, and Debt Service.

FTE - Full-Time Equivalent - The customary statistic for indicating the number of full-time equivalent students or staff represented by a group of part-time and full-time members.

Funds 101-106 – Specific subsets of the UW System's general program operations appropriation [s. 20.285(1)(a)]. Fund 101 includes funding for the doctoral institutions, Fund 102 includes funding for the comprehensive institutions, Fund 103 includes funding for UW Colleges, Fund 104 includes funding for UW-Extension and for Extension programs conducted at each institution, Fund 105 includes facilities maintenance funding for all institutions that own facilities, and Fund 106 includes funding for systemwide operations.

GPR - General Purpose Revenue - The State appropriation approved by the Governor and Legislature from the General Fund (general tax revenues).

GPR/Fees - The pool of state general purpose revenues and academic tuition fund sources assigned to a particular campus or system budget increment.

GPO - General Program Operations - The pool of four fund sources (GPR, Tuition/Fees, Federal Indirect Cost Reimbursement and General Operating Receipts) assigned to a particular campus or system budget increment.

HEAB - Higher Educational Aids Board - Executive agency responsible for the management of the state's financial aid system affecting students in public and private postsecondary institutions.

HEPI - Higher Education Price Index - A price index which measures the rate of inflation on the current operations of colleges and universities. The HEPI reports the change in prices paid by institutions for a fixed group of goods and services purchased for educational and general operations, such as faculty and administrators salaries, supplies and materials, books and periodicals, equipment, etc., less expenditures for sponsored research.

JCOER - Joint Committee on Employment Relations - Legislative committee comprised of 8 legislative leaders from both houses responsible for issues related to state employment relations.

JFC - Joint Committee on Finance - Legislative committee comprised of 8 senators and 8 representatives responsible for making recommendations regarding fiscal matters affecting all state operations.

LUMRG - Lawton Undergraduate Minority Retention Grant - A UW System administered financial aid program for needy Wisconsin resident and Minnesota Compact sophomore, junior, or senior minority students.

OSER – Office of State Employment Relations – Office in DOA responsible for personnel and employment relations policies and programs for the state.

Program - The budget activity to which costs are assigned. Examples of programs are Instruction, Research, Public Service, Academic Support, Student Services, and Institutional Support (Administration).

PR - Program Revenue - Revenues which are received to finance specified programs, e.g. Extension continuing education.

PR-F - Program Revenue-Federal - Monies which are received from the federal government.

QRP - Quality Reinvestment Program - A Board of Regents strategic plan identifying top quality educational priorities over a three year period (1992-1994). Over the three years UW institutions reallocated \$26.5 million to top priorities: compensation, S&E, learning technologies, libraries, assessment, engineering and professional development.

S&E - Supplies and Expense - Includes all expenditures except those for personnel salaries, fringe benefits and permanent property items (capital equipment defined as having a useful life of at least 2 years and a unit price of at least \$1,000). Supplies and expense would include items such as classroom supplies, travel expenses, office supplies, photocopying, computer software, equipment repair, and telephone service.

SEG - Segregated Revenue - Monies which are segregated in a fund by law and are available only for the purposes of that fund, such as the Trust Fund Income appropriation.

Student Share of Costs - The proportion of the cost per student paid by student academic tuition. This amount is usually shown as a percentage of total costs.

SUF - Segregated University Fee - Charges to students in addition to academic tuition and fees assessed to all students for support of special services, programs, and facilities; e.g. student unions/centers, and health services. The institutional body designated to review the

budgets for SUF supported activities is the Segregated University Fee Allocation Committee (SUFAC).

TIP - Talent Incentive Program - A HEAB administered financial aid program which provides financial assistance to especially needy resident undergraduates attending public or private postsecondary institutions in Wisconsin.

Tuition - As used in this document, tuition is the amount paid by all students for support of their instructional costs.

WTCS - Wisconsin Technical College System - Postsecondary educational system which provides adult basic, manpower training, job skill improvement, apprenticeship-related training, college transfer, and allied educational activities. The WTC System is governed by a 12 member board which supervises curriculum standards and operations of 16 regional WTCS districts.

Weighted Average - An average used to take into account different charges/costs for factors that affect how much significance should be given to each UW System institutions cost/charge. For example, the systemwide weighted average student budget takes into account the differences in student FTE for tuition costs and segregated fees, and number of occupants for room rates, etc. at each institution.

WHEG - Wisconsin Higher Education Grant - A HEAB administered financial aid program which provides need-based grants to UW System and WTCS resident undergraduate students.

*Revised 8/19/08*

I.2. Business, Finance, and Audit Committee

Thursday, August 21, 2008  
1920 Van Hise Hall  
1220 Linden Drive

10:00 a.m. All Regents Discussion – 1820 Van Hise Hall

- 2009-2011 Biennial Operating Budget
- 2009-2011 Biennial Capital Budget

12:00 p.m. Box Lunch

12:30 p.m. Joint Meeting of the Business, Finance, and Audit Committee and Education Committee – 1820 Van Hise Hall

- a. The University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Fund for a Healthy Future – Approval of the Fourth Annual Report  
[Resolution I.2.a.]

1:00 p.m. Business, Finance, and Audit Committee – 1920 Van Hise Hall

- b. Growth Agenda Action Steps: Update on Operational Excellence and Efficiency
- c. Trust Funds
  - 1. Spending Policy Discussion
  - 2. Update on Private Equity Program
  - 3. Quarterly Investment Report
- d. Audit Update
  - 1. UW Mental Health Counseling Services
  - 2. Update on Student Credit Card Debt and Credit Card Solicitation on UW Property
  - 3. Follow-up Review: Occupational Health and Safety Training for UW Employees
  - 4. Quarterly Status: Operations Review and Audit
- e. Committee Business
  - 1. Committee Goals and Priorities for 2008-09
- f. Report of the Vice President

g. Consent Agenda

1. Approval of Minutes of the June 5, 2008 Meeting of the Business, Finance, and Audit Committee

h. Additional items, which may be presented to the Committee with its approval

- i. Closed Session to consider trust fund matters as permitted by s.19.85(1)(e) *Wis. Stats.*

BUSINESS, FINANCE, AND AUDIT COMMITTEE

Resolution I.2.a.

That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the 2007 Annual Report of the Wisconsin Partnership Program covering all activities and expenditures from January 1, 2007 through December 31, 2007.

**WISCONSIN PARTNERSHIP PROGRAM  
2007 ANNUAL REPORT**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The Wisconsin Insurance Commissioner's Order of March, 2000, approved the conversion of Blue Cross & Blue Shield United of Wisconsin to a for-profit stock corporation, and the distribution of the proceeds from the sale of stock to the UW School of Medicine and Public Health (SMPH) and the Medical College of Wisconsin. Thirty-five percent of the funds were allocated for public health initiatives and sixty-five percent for medical education and research initiatives to advance population health. The Wisconsin United for Health Foundation, Inc., (WUHF) was created by the Insurance Commissioner to oversee the distribution of the proceeds, to approve the first (2003-08) Five-Year Plan of each school, and to review subsequent five-year plans and annual reports on expenditures.

The Insurance Commissioner's Order required the Board of Regents to create an Oversight and Advisory Committee (OAC) consisting of four public members (health advocates) and four SMPH representatives appointed by the Regents, and one member appointed by the Insurance Commissioner. In accordance with the Order, the OAC is responsible for directing and approving the use of funds for public health. The Committee also reviews, monitors, and reports to the Board of Regents on funds committed for medical education and research.

The SMPH, in collaboration with the OAC, developed the Five-Year Plan entitled, *The Wisconsin Partnership Fund for a Healthy Future*, (also known as the Wisconsin Partnership Program), describing the uses of the funds. The plan also called for the appointment by the SMPH of the Medical Education and Research Committee (MERC), composed of a cross-section of the faculty, representatives of OAC, and leaders of the SMPH, to direct and approve the allocation of funds for medical education and research.

Following approval of the Five-Year Plan by the Board of Regents in April, 2003, the plan was reviewed and subsequently approved by WUHF in March, 2004. Immediately thereafter, WUHF transferred the funds to the UW Foundation for management and investment based on the Agreement between the UW Foundation, the Board of Regents, and WUHF (Agreement). Since March, 2004, the OAC and the MERC have been actively engaged in seeking proposals and making awards in accordance with the Five-Year Plan and the Agreement. As required by the Insurance Commissioner's Order and the Agreement, the SMPH, in collaboration with the OAC, must develop annual reports on the Wisconsin Partnership Program activities and expenditures of funds for review and approval by the Board of Regents and for review by WUHF.

## REQUESTED ACTION

Approval of Resolution I.2.a., approving the 2007 Annual Report of the Wisconsin Partnership Program covering all activities and expenditures from January 1, 2007 through December 31, 2007.

## DISCUSSION

In accordance with the Insurance Commissioner's Order and the Agreement, the Regents are being asked to approve the 2007 Annual Report of the Wisconsin Partnership Program (WPP) covering the activities and expenditures from January 1 through December 31, 2007. The Annual Report describes the activities leading to the awarding of grants by the Oversight and Advisory Committee (OAC) and by the Medical Education and Research Committee (MERC) for projects that advance population health in Wisconsin. Each award description includes the name of the recipient, the amount funded, the name of the SMPH academic partner, as appropriate, and a brief explanation of the project. An appendix of the Annual Report includes the draft minutes showing approval of the report by the OAC and the MERC and the attestations of non-supplanting, which provide assurance that WPP funds will not supplant funds or resources otherwise available.

### *Oversight and Advisory Committee*

As indicated in the 2007 Annual Report, the OAC made 21 Community-Academic Partnership Fund awards—10 implementation grants and 11 development grants—to public and community organizations for a total of \$5.3 million. Implementation grants provide funding of \$475,000 over three years and focus on innovative and transformational projects specifically targeting some of Wisconsin's most urgent public health needs. Development grants provide funding of \$67,000 over two years and help organizations develop collaborations that may lead to larger projects. The funded community-academic partnership projects focus on health promotion, disease prevention, health policy, and health disparities, addressing the priorities of the State Health Plan as well as the mission, vision, and guiding principles of the WPP. Awards cover topics from reducing alcohol and other drug abuse among teens, to improving the health of Hmong women by reducing barriers to cancer screening, to developing a network of palliative care and hospice service providers in rural communities.

Although there were no new Public Health Education and Training (PHET) awards in 2007, three initiatives are ongoing with notable progress. For example, the *Healthy Wisconsin Leadership Institute (HWLI)*, an education and training resource supported by the SMPH and the Medical College of Wisconsin, has provided leadership training to more than 600 public health leaders and practitioners. The *Wisconsin Population Health Fellowship Program*, an intensive two-year service-learning program for M.S., M.P.H. or Ph.D. graduates in public health or allied health sciences, has enrolled 15 fellows who are working closely with community organizations, such as the Milwaukee Health Department, and who are contributing to public health capacity in the state.



Following a strategic planning meeting in 2007, the OAC decided to pursue a special funding initiative on reducing health disparities in birth outcomes. Although Wisconsin is a leader among states for its low white infant mortality rate, the state's African American infant mortality rate is the highest in the nation. The OAC is committed to supporting self-sustaining, community-based interventions that will lead to better birth outcomes in Wisconsin.

### ***Medical Education and Research Committee***

In 2007, the Medical Education and Research Committee (MERC) and the Dean of the SMPH focused on initiatives supporting the transformation of the School and promoting collaborations throughout the campus, the UW System, and the State. MERC awarded 17 new grants for a total of \$6.2 million.

MERC implemented a new competitive Collaborative Health Sciences Program for SMPH Professors and Associate Professors, and Senior or Distinguished Scientists. Following a multi-step review process, MERC made seven awards of \$300,000 each. The program requires collaboration across the traditional boundaries of basic science, clinical science, and social and behavioral science, and/or population health science within the SMPH, or with other UW-Madison schools or colleges, UW System campuses, the Medical College of Wisconsin, state agencies, or community organizations. The research and education awards cover topics from addressing Vitamin D inadequacy in rural populations, to creating a drug discovery program for infectious diseases, to promoting healthy aging through caloric restriction.

MERC continued to support the competitive New Investigator Program by making six \$100,000 awards to SMPH Assistant Professors. Emphasis is on education or research projects that span the spectrum of basic, clinical, or population health science and support innovative approaches leading to improvements in health. The awards cover topics from developing an accurate risk assessment for falls among older adults, to designing a test to help identify recurrence of ovarian cancer at an early stage, to preventing infection by drug-resistant bacteria through the use of dietary supplements.

MERC continued to support core programs designed to develop new approaches to health issues. Implementation grants were awarded to two initiatives that had received prior planning grants: the *Wisconsin Network for Health Research (WiNHR)* and the *Wisconsin Academy for Rural Medicine (WARM)*. WiNHR is a groundbreaking collaborative effort among the four largest health care systems in the state. It is aimed at linking researchers and health care organizations across the state to create a research model which brings innovative treatment regimens to communities statewide. WARM addresses the current and increasingly serious shortage of physicians in the workforce by targeting incoming medical students interested in practicing medicine in rural areas in Wisconsin to provide them with opportunities focusing on the unique medical concerns of rural populations.

MERC also awarded implementation grants which exemplify the importance of service and outreach education to communities to advance population health. For example, the *2007 Emergency Care and Trauma Symposium* trained more than 600 emergency medical professionals in the latest techniques in patient evaluation and emergency medical procedures for application in complex field situations.

### ***Evaluation***

Throughout 2007, the OAC and MERC focused on evaluation of the WPP to assess progress toward the mission, vision, and goals described in the Five-Year Plan. The WPP instituted three levels of evaluation including an evaluation of broad strategic activities, the grant-making processes, and individual grant evaluations. Evaluation results will provide valuable feedback and will be instrumental in the development of the next five-year plan. The Evaluation Plan looks at progress in the following five strategic focus areas: Advancing the Public Health System; SMPH Transformation; Balanced Research and Education Portfolio; Community Academic Partnership Model; and Governance and Stewardship.

### ***Conclusion***

Since its inception in 2004, the WPP has awarded 167 grants through December, 2007 for a total of \$61.7 million. The work of the WPP has extended the Wisconsin Idea through community-academic partnerships and through collaborations of SMPH faculty across UW-Madison, UW System, and the State to advance population health. The WPP also enabled the development of the transformation of the SMPH with the objective of bridging traditional medicine with public health. More SMPH researchers and educators are turning their focus to moving discovery and the transfer of knowledge from the bench to the bedside and into communities. In addition, transformational educational programs have incorporated the principles and practices of public health into the curriculum and provided increased training opportunities to the public health workforce.

The OAC and MERC are focusing on evaluation and strategic planning as they move forward with the development of the next (2009-2014) Five-Year Plan, which will be reviewed by the Board of Regents in December, 2008. The Committees continue to work together with the single purpose of improving the health of the people of Wisconsin.

## **RELATED REGENT POLICIES**

None

Wisconsin Partnership Program

University of Wisconsin School of Medicine and Public Health

# Partnerships for a Healthy Wisconsin

**2007 ANNUAL REPORT**



education



research



community



health



University of Wisconsin  
**SCHOOL OF MEDICINE  
AND PUBLIC HEALTH**



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*"We have the privilege of working with passionate, committed people throughout Wisconsin, who are eagerly addressing the state's health issues."*

**Robert N. Golden, MD** ◀

*Dean, UW School of Medicine and Public Health; Vice Chancellor for Medical Affairs, UW-Madison*

## ➡ A Message from the Dean

Welcome to this fourth annual report of the Wisconsin Partnership Program (WPP). I can think of no better way to begin than to point out that in four years the WPP has awarded 167 grants, totaling \$61.7 million – all with the singular purpose of improving the health of the people of Wisconsin. The grants, made to community organizations throughout the state and to UW School of Medicine and Public Health (SMPH) faculty, create partnerships and collaborations dedicated to building healthier communities in Wisconsin.

Four principles form the foundation for the WPP's efforts. The first is **balance**, as we target both urban and rural populations and support the entire spectrum of basic, clinical, translational, and population research, as well as education. Second, we strive for **excellence** in all that we do, as reflected in the quality of the proposals we receive and in the competitive nature of our review process. Third, we seek to **leverage** WPP resources to secure additional external support – for example, the wise investment of the WPP in the Institute for Clinical and Translational Research led in 2007 to a new \$43 million National Institutes of Health grant, an excellent return on our investment. Our fourth principle is facilitation of our **transformation** into an integrated School of Medicine and Public Health – a revolutionary new model uniting traditional medicine and public health.

In pursuing our mission, we have the privilege of working with passionate, committed people throughout Wisconsin, who are eagerly addressing the state's health issues. In that regard, 2007 was a watershed year for the WPP in building important partnerships. An example is the Collaborative Health Sciences Program, a new initiative that fosters collaborations across the UW-Madison campus, across the entire university system, and across the state.

During 2007, the WPP's two governing committees established a closer working relationship. The Oversight and Advisory Committee (OAC) and the Medical Education and Research Committee (MERC) held joint annual meetings and strengthened their bidirectional communication. The enhanced relationship between the committees has strengthened their collaborative efforts to produce positive health outcomes.

Collaboration was also central to the WPP's decision to target a key health priority: reducing the marked disparity in birth outcomes among African Americans in Milwaukee and southeastern Wisconsin. I welcome the OAC's leadership on this issue, and I am pleased that we have chosen this ambitious goal for the WPP's future efforts.

*"In the end, however, the measure of our success is how our work impacts the health of the people of Wisconsin."*

The UW SMPH, in conjunction with the OAC and MERC, embraces its principal responsibility to be the best possible steward of the financial resources of the WPP. While we remain committed to making a dramatic and substantial long-term impact on the health of Wisconsin, we also must keep a realistic perspective. Significant progress will take time when dealing with complex issues such as obesity or disparities in birth outcomes, which often have multiple and entrenched roots.

In reflecting on our past successes as well as our vision to make Wisconsin the healthiest state, all the important elements of our mission and strategic vision are represented in the name: the Wisconsin Partnership Program. Our work is solely focused on the health of the people of *Wisconsin*, and on addressing our state's most pressing health needs. Note also the *Partnership* component – the essential element of working together with others across our campus, in other academic institutions, and in Wisconsin's communities.

I fully expect that health leaders nationwide will learn from the WPP model and from our leadership in addressing health issues that affect states and communities across the United States. In the end, however, the measure of our success is how our work impacts the health of the people of Wisconsin.

**Robert N. Golden, MD**

*Dean, UW School of Medicine and Public Health  
Vice Chancellor for Medical Affairs, UW-Madison*

## Executive Summary

In its first four years, the Wisconsin Partnership Program (WPP) awarded funds to 167 initiatives in all. In 2007, the WPP's two governing committees evaluated the most promising proposals from more than 175 submissions, and together they awarded funds for 38 new initiatives (Figure 1).

The Oversight and Advisory Committee (OAC) awarded more than \$5.2 million to community organizations for 21 projects:

- Collaboration Development Grants:  
\$692,927 to 11 projects.
- Collaboration Implementation Grants:  
\$4,589,376 to 10 projects.

The Medical Education and Research Committee (MERC) awarded more than \$6.1 million to faculty for 17 new projects:

- Targeted awards: \$3,482,459 supported 4 projects.
- Competitive awards: \$2,684,020 supported 13 projects – seven in the Collaborative Health Sciences Program and six in the New Investigator Program.

Some of these projects, such as Group Prenatal Care for Vulnerable Pregnant Teens, focus primarily on Milwaukee. Others, such as the Wisconsin Academy for Rural Medicine, focus on rural areas. Initiatives such as the Wisconsin Network for Health Research have a statewide reach, affecting communities large and small.

The evaluation process remains central to the WPP, whether a project is under way or has been concluded. A program-wide strategic evaluation plan was implemented in 2007 with five major areas of focus.

The growth and maturation of the WPP is apparent in the scope of its funding and in the breadth of its achievements, which include:

- Extending the Wisconsin Idea through community-academic partnerships and through collaborations of the University of Wisconsin School of Medicine and Public Health (UW SMPH) faculty across UW-Madison, the UW System, and the state.
- Enabling the development of the UW SMPH transformation, bridging traditional medicine with public health.
- Emphasizing the transfer of knowledge from discoveries made in the laboratory to the bedside and into communities.
- Supporting transformational education programs affecting the education of medical students and the public health work force.
- Promoting collaboration between the OAC and the MERC with the unifying purpose of improving the health of the people of Wisconsin.
- Facilitating community organizations' access to the expertise and resources of the UW SMPH.

The OAC's Community-Academic Partnership initiatives and the MERC initiatives follow standard Request for Proposal (RfP) guidelines. These RfPs adhere to approved protocol and format regarding selection criteria, proposal requirements, and a multi-step review process.

Throughout the year, the WPP evaluated the progress and outcomes of funded grants using financial status reports, progress reports, oral presentations, final reports, and site visits. To further improve its grant-making processes, the WPP relied on information from surveys, roundtable and workgroup recommendations, and strategic planning sessions.

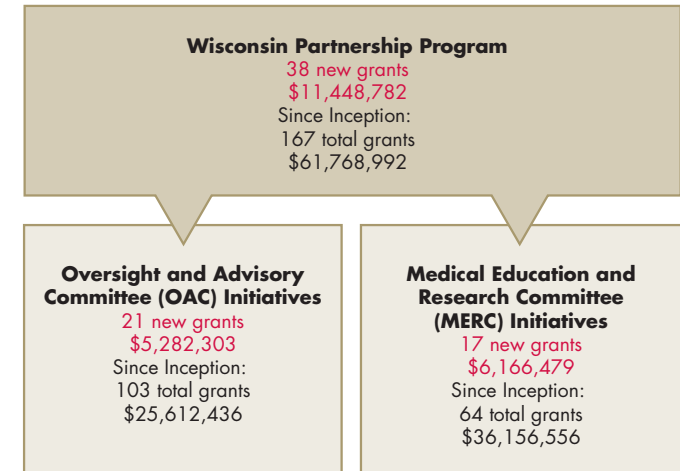


Figure 1: Wisconsin Partnership Program Organization and Funding Distribution (2007 activity in red)





## Introduction

The University of Wisconsin School of Medicine and Public Health (UW SMPH), in conjunction with the Oversight and Advisory Committee (OAC) and the Medical Education and Research Committee (MERC), is pleased to present the 2007 annual report of the Wisconsin Partnership Program. Now four years into its first five-year plan, the Wisconsin Partnership Program (WPP) is more strongly committed than ever to developing community-academic partnerships and to supporting medical education and research focused on making Wisconsin the nation's healthiest state. With solid experience through four grant cycles and a growing track record of impact of funded programs, the WPP is actively planning for its next five years and for the programs and priorities that will enable it to increase its benefit to the residents of the state.

This fourth annual report of the WPP covers activities and expenditures from January 1, 2007, through December 31, 2007. It was prepared in accordance with the *Insurance Commissioner's Order*, the *Agreement\**, and the *Five-Year Plan*, created to guide the distribution of the funds resulting from Blue Cross/Blue Shield United of Wisconsin's conversion to a for-profit corporation. The *Five-Year Plan* was also designed in conjunction with the state's health plan, *Healthiest Wisconsin 2010*, which has as its goals eliminating health disparities, promoting health, and transforming Wisconsin's public health system.

## Governing Committees

The Wisconsin Partnership Program fulfills its charge through the work of two governing committees – the OAC and the MERC.

The primary responsibilities of the OAC are to:

- Direct and approve 35 percent of the available funds for public health initiatives;

- Provide public representation through the OAC's four community health advocates; and
- Comment and advise on the MERC's expenditures.

The primary responsibility of the MERC is to:

- Direct and approve 65 percent of the available funds for medical education and research activities that advance population health in Wisconsin.

Both committees are guided by their stewardship responsibility and by the WPP's charge to achieve tangible improvements in the health of the people of Wisconsin.

For detailed information about the WPP, please visit the program's Web site at [wphf.med.wisc.edu](http://wphf.med.wisc.edu).

*The WPP represents a significant opportunity for the UW SMPH to collaborate with communities, with health care providers, and with faculty and staff throughout the UW System to advance the health of the public. We express our continued gratitude to Blue Cross/Blue Shield United of Wisconsin for entrusting the UW SMPH with the stewardship responsibility and resources to support initiatives to make Wisconsin the healthiest state.*

## Members of the Oversight and Advisory Committee (OAC)

The primary responsibilities of the OAC are to (1) direct and approve funds for public health initiatives; (2) provide public representation through the OAC's four community members; and (3) comment and advise on the expenditures of the MERC.

The Executive Committee carries out functions delegated by the OAC, such as discussing or reviewing grants and making recommendations to the OAC. The Public Health Education and Training (PHET) Subcommittee provides advice and recommendations to the OAC regarding public health education and training programs.

## Health Advocate Appointees

**Lorraine Lathen, MA, Secretary**

Executive Director, Jump at the Sun Consultants, Inc.  
Advocacy Category: Women's Health

**Douglas N. Mormann, MS, Vice Chair**

Health Officer, La Crosse County Health Department  
Advocacy Category: Statewide Health

**Gregory Nycz**

Executive Director, Family Health Center of Marshfield, Inc.;  
Director, Health Policy, Marshfield Clinic  
Advocacy Category: Rural Health

**June Martin Perry, MS**

President, Access to Success in Nonprofit Management and Succession Planning  
Advocacy Category: Urban / Community Health

## Insurance Commissioner's Appointee

**Martha E. Gaines, JD, LLM**

Director, Center for Patient Partnerships; Clinical Associate Professor, UW Law School

## UW School of Medicine and Public Health Appointees

**Philip M. Farrell, MD, PhD**

Professor, Departments of Pediatrics and Population Health Sciences, UW SMPH

**Michael Fleming, MD, MPH**

Professor, Department of Family Medicine, UW SMPH



**Susan L. Goelzer, MD, MS, CPE, Chair** (elected chair in February 2007)  
Professor, Departments of Anesthesiology and Population Health Sciences, UW SMPH

**David A. Kindig, MD, PhD** (appointed December 2007)  
Emeritus Professor, Department of Population Health Sciences, UW SMPH

**Susan Riesch, DNSc, RN, FAAN** (resigned October 2007)  
Professor, UW Waisman Center and School of Nursing

### **OAC Executive Subcommittee**

**Susan L. Goelzer, MD, MS, CPE, Chair**  
**Douglas N. Mormann, MS, Vice Chair**  
**Lorraine Lathen, MA, Secretary**  
**June Martin Perry, MS**

### **Public Health Education and Training (PHET) Subcommittee**

**Kristin Hill, MSHSA** (appointed July 2007)  
Director, Great Lakes EpiCenter, Great Lakes Inter-Tribal Council, Inc.

#### **Jan Klawitter**

Public Affairs Manager, Wisconsin State Laboratory of Hygiene; Board Member, Wisconsin Public Health Association

#### **Moir A. Lafayette, MA**

Director, Health Sciences Solutions, Sonic Foundry, Inc.

#### **Lorraine Lathen, MA**

Public Health Executive Director, Jump in the Sun Consultants, Inc.

#### **Nancy McKenney, RDH, MS**

Director, Workforce Development, Department of Health and Family Services

#### **George C. Mejicano, MD, MS (Ex Officio)**

Associate Dean, Continuing Professional Development;  
Director, Office of Continuing Professional Development in Medicine and Public Health

#### **Douglas N. Mormann, MS, Chair**

Health Officer, La Crosse County Health Department

#### **Martin Schaller, MS** (appointed July 2007)

Executive Director, Northeastern Wisconsin Area Health Education Center

#### **Lora Taylor, MPH, MBA, RD**

Director, Partnerships for Healthy Milwaukee,  
UW-Milwaukee College of Health Sciences

#### **Pa Vang, MUP**

Program Manager, Center for Urban Community Development, School of Continuing Education, UW-Milwaukee

### **Wisconsin Partnership Program (WPP) Staff**

**Eileen Smith**, Director

**Cathy Frey**, Assistant Director

**Tracy Cabot**, Senior Administrative Program Specialist

**Tonya Mathison**, Grants Specialist

**Karla Thompson**, Accountant

### **Board of Regents Liaison**

**Pat Boyle, PhD** (term expired May 2007)

Regent Emeritus and Liaison to the Wisconsin Partnership Program, UW System Board of Regents

**Roger E. Axtell** (appointed December 2007)

Regent Emeritus and Liaison to the Wisconsin Partnership Program, UW System Board of Regents

## **Members of the Medical Education and Research Committee (MERC)**

The primary responsibility of the MERC is to direct and approve funds for medical education and research activities that advance population health. The MERC Executive Subcommittee offers advice and comment on proposals and policy to the full committee.

### **Leaders of Focus Areas of Excellence**

#### **Cynthia Czajkowski, PhD**

Professor, Department of Physiology, UW SMPH

Focus Area: Emerging Opportunities in Biomedicine and Population Health

#### **Richard Moss, PhD**

Professor and Chair, Department of Physiology, UW SMPH

Focus Area: Disease Genomics and Regenerative Medicine

#### **Javier Nieto, MD, PhD, MPH**

Professor and Chair, Department of Population Health Sciences, UW SMPH

Focus Area: Wisconsin Population Health Research Network

#### **Susan Skochelak, MD, MPH**

Professor, Department of Family Medicine; Senior Associate Dean for Academic Affairs, UW SMPH

Focus Area: Innovations in Medical Education

#### **George Wilding, MD, MS**

Professor, Department of Medicine; Director, UW Paul P. Carbone Comprehensive Cancer Center, UW SMPH

Focus Area: Molecular Medicine and Bioinformatics





## UW School of Medicine and Public Health Administrators

### Paul DeLuca, PhD, Chair

Professor, Department of Medical Physics; Vice Dean, UW SMPH

### Jeffrey Grossman, MD, Vice Chair

Professor, Department of Medicine; Senior Associate Dean for Clinical Affairs, UW SMPH; President and CEO, UW Medical Foundation

### Gordon Ridley

Senior Associate Dean for Administration and Finance, UW SMPH

### Jeffrey Stearns, MD

Professor, Department of Family Medicine, UW SMPH; Associate Dean, Medical Education, Milwaukee Clinical Campus, Aurora Sinai Medical Center

## Basic Science Chairs

### David DeMets, PhD (term expired June 2007)

Professor and Chair, Department of Biostatistics and Medical Informatics, UW SMPH

### Norman Drinkwater, PhD

Professor and Chair, Department of Oncology, UW SMPH

### Rodney Welch, PhD (appointed July 2007)

Professor and Chair, Department of Medical Microbiology and Immunology, UW SMPH

## Clinical Chairs

### William Busse, MD

Professor and Chair, Department of Medicine, UW SMPH

### Thomas Grist, MD

Professor and Chair, Department of Radiology, UW SMPH

## Faculty with Population Health Experience

### Maureen Durkin, PhD, DrPH (term expired June 2007)

Associate Professor, Department of Population Health Sciences, UW SMPH

### Cindy Haq, MD (appointed July 2007)

Professor, Departments of Family Medicine and Population Health Sciences, UW SMPH

### Patrick Remington, MD, MPH

Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program, UW SMPH

## Faculty at Large

### Sanjay Asthana, MD

Professor, Department of Medicine, UW SMPH

### Molly Carnes, MD, MS

Professor, Department of Medicine, UW SMPH; Director, UW Center for Women's Health

## Academic Staff

### Mary Beth Plane, PhD

Senior Scientist, Department of Family Medicine, UW SMPH

## Oversight and Advisory Committee (OAC) Appointees

### Susan L. Goelzer, MD, MS, CPE

Professor, Departments of Anesthesiology and Population Health Sciences, UW SMPH

### Greg Nycz

Executive Director, Family Health Center of Marshfield, Inc.; Director, Health Policy, Marshfield Clinic

## MERC Executive Subcommittee

### Paul DeLuca, PhD, Chair

### Jeffrey Grossman, MD, Vice Chair

### William Busse, MD

### Norman Drinkwater, PhD

### Maureen Durkin, PhD, DrPH (term expired June 2007)

### Susan L. Goelzer, MD, MS, CPE (Ex-Officio)

### Cindy Haq, MD (appointed July 2007)

### Patrick Remington, MD, MPH

### George Wilding, MD, MS

## Board of Regents Liaison

### Pat Boyle, PhD (term expired May 2007)

Regent Emeritus and Liaison to the Wisconsin Partnership Program, UW System Board of Regents

### Roger E. Axtell (appointed December 2007)

Regent Emeritus and Liaison to the Wisconsin Partnership Program, UW System Board of Regents



## ➡ Oversight and Advisory Committee (OAC) Initiatives

The Oversight and Advisory Committee's (OAC's) key responsibilities are to:

- Direct and approve funds for public health initiatives;
- Provide public representation through the OAC's four community health advocates, each representing a specific area of health related to minorities, women, seniors, children, and rural and urban community health organizations; and
- Comment and advise on the Medical Education and Research Committee's (MERC's) expenditures.

In addition, the OAC ensures that the use of WPP funds supports its mission and goals and is consistent with its needs.

The OAC funds three categories of initiatives:

- Community-Academic Partnership Fund (CAPF) (page 10).
- Community-Population Health Initiatives (page 16).
- Public Health Education and Training Initiatives (page 16).

### Year in Brief

In 2007, the OAC awarded grants for 21 new initiatives – 11 Development Grants and 10 Implementation Grants. Since its inception in 2004, the OAC has awarded a total of \$25,612,436 to support 103 community-academic partnerships.

Philip Farrell, MD, who had provided guidance since the inception of the WPP, stepped down as chair of the OAC in February 2007. Committee members keenly appreciated former Dean Farrell's leadership in establishing the essential building blocks of the WPP. His departure was marked by expressions of deep gratitude for his dedication and direction during his tenure as chair of the OAC.

Succeeding Farrell in the role of OAC chair was Susan Goelzer, MD, Professor of Anesthesiology and Population Health Sciences and the former chair of Anesthesiology. Prior to her appointment to the OAC,

Dr. Goelzer received a Robert Wood Johnson fellowship and worked in the U.S. Senate Majority Leader's office, focusing on health disparities and the integration of public health into academic medicine. She brings significant experience with national health policy to her role as chair of the OAC.

Joining the committee in 2007 was David Kindig, MD, PhD, Emeritus Professor in the Department of Population Health Sciences, and Emeritus Vice-Chancellor for Health Sciences. Dr. Kindig was elected to the Institute of Medicine, National Academy of Sciences, and chaired its Health Literacy Committee. In the 1990s, he served as senior advisor to Donna Shalala, U.S. Secretary of Health and Human Services. His expertise and experience with policy at the national and state levels will be of great value to the work of the OAC.

In February 2007 the OAC held a strategic planning meeting, which included opening remarks from Dean Robert Golden assessing the achievements of the WPP. The full-day meeting provided a forum for members to identify future program improvements and refinements, and to discuss ways to be more strategic and effective with grant allocations. OAC members came to a shared understanding of the program's goals, its stewardship role, and fiscal accountability. The meeting also prompted a discussion of the OAC's advice-and-comment role on MERC expenditures, the OAC's focus on strategic grant making as it relates to the next *Five-Year Plan*, and potential collaborative opportunities the OAC and MERC might explore in the future.

**Special Funding Initiative: Reducing Health Disparities in Birth Outcomes.** A key development from the strategic planning meeting was the agreement to pursue a special funding initiative. The members concurred that identifying and focusing multiple, complementary efforts on an area of critical need – and on evidence-based solutions most likely to address that need – could have a significant impact.

The special initiative that emerged was Reducing Health Disparities in Birth Outcomes. The committee decided to address this issue following an assessment by a Special Initiative Subcommittee, after seeking input from national and state experts, and after engaging in an in-depth discussion of possible areas of focus. While Wisconsin is a leader among states for its low white infant mortality rates, it has the nation's



*"Rather than spending ten minutes per appointment, we have the ability with this grant to spend two hours talking to pregnant teens, listening to their questions, and teaching them about their bodies. We're hoping to observe a decrease in preterm labor, infant mortality, and maternal mortality and morbidity. We're also hoping to instill in these teens an ability to self-advocate and to become proactive partners in their health."*

► Eileen Nyholt

Aurora Sinai Medical Center Midwifery and Wellness Center

*"Group Prenatal Care for Vulnerable Pregnant Teens: Building Self-Efficacy and Social Support"*



*“Hmong women suffer higher mortality rates from cervical cancer which, with proper screening, can be reduced if diagnosed and treated at an earlier stage. Our goal is to see a reduction in these disparities in cancer rates by emphasizing regular screening, obtaining recommended treatment, and adhering to needed follow-up. In the process, we hope to encourage Hmong women to become informed stakeholders in managing their overall health.”*

**Pang Vang** ◀

House of Peace Community Center  
“Staying Healthy as a Hmong Woman: Building Capacity to Address Cancer Disparities”

highest African American infant mortality rates. As the OAC proceeds with this special initiative, it expects collaborations with multiple state and local partners. (For more information, see page 17.)

**Enhanced OAC-MERC Collaboration.** During the year the OAC also pursued greater involvement and collaboration with the MERC. The committees shared more information and engaged in positive dialog – for example, OAC members participated in the MERC strategic planning meeting, and the OAC and MERC formed a joint Evaluation Implementation Subcommittee.

The OAC continued to enhance and improve its ongoing support for grantees through the Community-Academic Partnership Fund (CAPF). The committee funded the expansion and continuation of five highly successful projects from previous years, and it provided funding for 16 new projects.

The committee supported continued program improvements in public health education and training, both in the number of participants served and in their geographic scope. Some notable successes include the graduation of the first fellows of the Wisconsin Population Health Fellowship Program, and the distance education health policy training provided to public health professionals statewide.

## Community-Academic Partnership Fund (CAPF)

The Community-Academic Partnership Fund (CAPF) fosters partnerships between community-based organizations and UW SMPH faculty and staff, combining the strengths and skills of each partner. The premise is that health issues in community settings, which can at times involve entrenched social problems, can benefit from a collaborative approach to formulating solutions.

Those in the communities offer insights into the specific public health needs of residents, a familiarity with existing support systems/infrastructure, and access to local resources. The academic partners bring technical and content expertise as well as their commitment to research. Such partnerships can produce a host of benefits: encouraging

community engagement, improving the overall health of communities, and enhancing student learning through community service.

## Initiatives

The CAPF administers two types of grants (Table 1):

- **Collaboration Development Grants** support small implementation programs, development or evaluation activities, community needs assessment, capacity-building initiatives, and pilot or feasibility projects that test ideas to determine if they warrant further development. Development Grants also support projects that foster new collaborations. (Maximum grant amount of \$67,000.)
- **Collaboration Implementation Grants** fund more expansive population and public health projects that address priority health issues. Implementation Grants support projects that have the greatest potential to significantly improve health and/or to be replicated elsewhere in the state. (Maximum grant amount of \$475,000.)

Type of Grant	# Reviewed	# Funded	Total Funding
Collaboration Development Grant	46	11	\$692,927
Collaboration Implementation Grant	47	10	\$4,589,376
<b>Total</b>	<b>93</b>	<b>21</b>	<b>\$5,282,303</b>

Table 1: CAPF Awards for 2007.

For the 2007 funding cycle, the OAC invited community organizations to submit applications for projects that address:

- The mission, vision and guiding principles of the WPP.
- The goals and priorities of the state health plan, *Healthiest Wisconsin 2010*.
- Programs aimed at the elimination of health disparities.
- The health needs of at-risk vulnerable populations who face barriers to obtaining quality health care.
- The health needs of rural and urban underserved areas in Wisconsin.





## Training and Technical Assistance

The OAC uses a competitive Request for Partnerships (RfP) process. Training and technical assistance are available to ensure the greatest potential for success in developing and submitting proposals. In addition to the grant-writing resources available at the WPP's website, the WPP staff assists with capacity building by offering information sessions, grant-writing workshops, and one-on-one technical assistance as needed – via email, phone or in-person meetings. The staff can also connect those in communities and in academic settings who share a common commitment to specific health issues.

## Multi-Step Review Process

All CAPF grant applications undergo a uniform review that includes the following steps:

**Technical review** – verification of eligibility and compliance with proposal requirements.

**Expert review** – assessment and scoring by external reviewers chosen for their expertise and insight into community needs. The reviewers independently and anonymously review each proposal and supply a numerical score as well as written comments. If scores vary significantly, the reviewers also meet to discuss the merits of initiatives.

**Full committee review** – thorough discussion and evaluation of each proposal by OAC members based on the need for the project, its potential significance, its partnership capacity, and its potential to advance the State Health Plan.

## Collaboration Development Grants

### ► Reducing Youth Substance Abuse through Brief Motivational Interviewing in Schools

Reducing substance abuse and dependence among at-risk youth ages 13 to 17, in partnership with five local school districts.

\$66,972 – Milwaukee County

**Community Partner:** Aurora Psychiatric Hospital

**Academic Partner:** Patricia Kokotailo, MD, MPH, Department of Pediatrics, UW SMPH

### ► Group Prenatal Care for Vulnerable Pregnant Teens: Building Self-Efficacy and Social Support

Improving birth outcomes in vulnerable pregnant teens through improved access to prenatal healthcare services in Milwaukee school settings.

\$66,937 – Milwaukee County

**Community Partner:** Aurora Sinai Medical Center Midwifery and Wellness Center

**Academic Partner:** Jacquelynn Tillett, CNM, ND, FACNM, Department of Obstetrics & Gynecology, UW SMPH

### ► Reducing Mental Health Treatment Barriers in Adjudicated, Poor, Substance Abusing Women

Developing strategies with affected women that reduce barriers to mental health treatment.

\$67,000 – Milwaukee County

**Community Partner:** Benedict Center, Inc.

**Academic Partner:** Ronald Diamond, MD, Department of Psychiatry, UW SMPH

### ► Oral Health Improvement for Adults with Developmental Disabilities

Improving oral health for adults with developmental disabilities through screening and referral services, health education, and student training.

\$66,748 – Dunn and Chippewa Counties

**Community Partner:** Community Health Partnership, Inc.

**Academic Partner:** Pam Entorf, RDH, BS, Dental Hygiene and Dental Assisting, Chippewa Valley Technical College

### ► Fluoridation for Healthy Communities

Continuing to plan for community-wide collaboration and support for optimal fluoridation levels.

\$67,000 – La Crosse, Monroe, Crawford and Vernon Counties

**Community Partner:** Couleecap, Inc.

**Academic Partner:** James Terman, MD, Department of Family Medicine, UW SMPH



*“Our project brings low-income people together to prepare a week’s worth of nutritious meals. We’re working not only with our academic partners but with UW Extension agents, Head Start centers, churches, and farmers offering locally grown produce. Ultimately we will examine the impact on the families financially, nutritionally, and socially.”*

► **Thomas Quinn**

West Central Wisconsin Community Action Agency, Inc.

“Family Table Project”



*"We are a very small, rural, impoverished county. Yet when you consider the resources this grant provides – combined with the high level of enthusiasm and motivation of so many residents here to enact change – I believe we have the potential to significantly impact the health of our citizens."*

**Barb Theis** ◀

Juneau County Health Department  
"Creating Healthy Rural Communities"

### ▶ **Promoting a Safe and Healthy Deaf Community**

Providing domestic violence and sexual assault services for deaf women through abuse-responsive services, education and advocacy.

\$54,443 – Statewide

**Community Partner:** Deaf Unity

**Academic Partner:** Leah Algier, MD, Department of Family Medicine, UW SMPH

### ▶ **(Kev Noj Qab Haus Huv Ntawm Pojniam Hmoob Lub Neej) Staying Healthy as a Hmong Woman: Building Capacity to Address Cancer Disparities**

Improving the health of Hmong women by developing prevention strategies that reduce barriers to cancer screening.

\$50,840 – Milwaukee County

**Community Partner:** House of Peace Community Center

**Academic Partner:** Sarah Esmond, MS, Center for the Study of Cultural Diversity in Healthcare, UW SMPH

### ▶ **Creating Healthy Rural Communities**

Developing, implementing and sustaining a community-wide health improvement process and plan.

\$59,250 – Juneau County

**Community Partner:** Juneau County Health Department

**Academic Partner:** Barbara Duerst, RN, MS, Department of Population Health Sciences, UW SMPH

### ▶ **Uniting a County**

Reducing alcohol and other drug abuse among 12- to 17-year-olds through a coalition-directed community action plan.

\$67,000 – Barron County

**Community Partner:** Marshfield Clinic Research Foundation: A Division of Marshfield Clinic

**Academic Partner:** John Olson, MD, FACP, Department of Medicine, UW SMPH

### ▶ **Family Table Project**

Improving the nutrition of low-income residents through a family-centered and shared meal preparation program using locally grown foods.

\$59,864 – Barron County

**Community Partner:** West Central Wisconsin Community Action Agency, Inc.

**Academic Partner:** Kirstin Siemering, DrPH, RD, Academic Affairs, Wisconsin Area Health Education Center, UW SMPH

### ▶ **Healthiest Wisconsin 2020: A Partnership Plan to Improve the Health and Safety of the Public**

Developing the next 10-year public health plan to guide and direct the shared vision of healthy and safe Wisconsin communities.

\$66,873 – Statewide

**Community Partner:** Wisconsin Department of Health and Family Services

**Academic Partner:** Susan Riesch, MS, DNSc, UW School of Nursing; Department of Population Health Sciences, UW SMPH

## **Collaboration Implementation Grants**

### ▶ **Expanding & Sustaining the "Safe Mom, Safe Baby" Project**

Improving perinatal health and safety outcomes for pregnant women and new mothers at risk for intimate partner violence through abuse responsive services, education, prenatal care and advocacy.

\$400,944 – Milwaukee County

**Community Partner:** Aurora Sinai Medical Center

**Academic Partner:** Tina Mason, MD, MPH, FACOG, Department of Obstetrics & Gynecology, UW SMPH; and Jacquelynn Tillett, CNM, ND, FACNM, Department of Obstetrics & Gynecology, UW SMPH

### ▶ **Got Dirt? Garden Initiative**

Improving child health and nutrition by increasing access to and consumption of fruits and vegetables through youth gardens at childcare centers and schools.

\$474,990 – Statewide

**Community Partner:** Brown County

**Academic Partner:** Aaron Carrel, MD, Department of Pediatrics, UW SMPH

**► Keeping Kids Alive in Wisconsin**

Improving child health and safety, and preventing child deaths, by developing a statewide death tracking system.

\$464,252 – Statewide

**Community Partner:** Children's Health Alliance of Wisconsin

**Academic Partner:** Timothy Corden, MD, Department of Population Health Sciences, UW SMPH

**► Ecocultural Family Interview Project**

Improving birth outcomes in high-risk mothers by adapting and piloting the Ecocultural Family Interview – a tool to address family strengths, challenges and gaps in services.

\$474,943 – Milwaukee County

**Community Partner:** City of Milwaukee Health Department

**Academic Partner:** Katherine Magnuson, PhD, School of Social Work, UW-Madison

**► Allied Drive Early Childhood Initiative**

Improving the health of vulnerable young children and their families in Madison's Allied Drive community through the continuation of a comprehensive home visitation program focusing on health and social services and improved access to employment assistance.

\$474,988 – Dane County

**Community Partner:** Dane County Department of Human Services

**Academic Partner:** Roseanne Clark, PhD, Department of Psychiatry, UW SMPH

**► Reducing Tobacco Use Among LGBT Populations in Wisconsin**

Reducing tobacco use through prevention and smoking cessation strategies for lesbian, gay, bisexual and transgender adults.

\$475,000 – Milwaukee, Dane, La Crosse and Chippewa Counties

**Community Partner:** Diverse and Resilient, Inc.

**Academic Partner:** Kathleen Oriel, MD, MS, Department of Family Medicine, UW SMPH

**► Expanded Community Role in the Milwaukee Homicide Review Commission**

Reducing violent injuries and promoting healthy and safe neighborhoods by expanding violence-prevention activities in partnership with community-based organizations.

\$474,164 – Milwaukee County

**Community Partner:** Milwaukee Police Department

**Academic Partner:** Ron Cisler, PhD, Associate Professor of Health Sciences, UW-Milwaukee

**► Underage Drinking – A Parent Solution**

Reducing underage alcohol use among Edgerton School District adolescents through prevention strategies involving school, family and community.

\$462,991 – Rock County

**Community Partner:** Partners in Prevention-Rock County, Inc.

**Academic Partner:** Michael Fleming, MD, MPH, Department of Family Medicine, UW SMPH

**► Changing the Culture of Palliative Care in Rural Wisconsin**

Improving patient and family access to healthcare through a network of palliative care and hospice service providers in rural communities.

\$413,221 – Statewide

**Community Partner:** The Hospice Organization and Pallative Experts (HOPE) of Wisconsin

**Academic Partner:** James Cleary, MBBS, Department of Medicine, UW SMPH

**► It Takes a Community to Help a Smoker**

Reducing tobacco use through prevention and smoking cessation strategies for residents in the 53212 Milwaukee zip code area.

\$473,883 – Milwaukee County

**Community Partner:** The Salvation Army Wisconsin & Upper Michigan

**Academic Partner:** Bruce Christiansen, PhD, Department of Medicine, Center for Tobacco Research and Intervention (CTRI), UW SMPH



*"Regardless of where a child dies in the state, we should take steps to better understand how and why it occurred, and we should take action to prevent future deaths. This grant will expand efforts statewide to prevent nearly half of the 400 unexpected child deaths that occur in Wisconsin each year."*

**► Karen Ordinas**

*Children's Health Alliance of Wisconsin  
"Keeping Kids Alive in Wisconsin"*





*"This project will provide one-on-one training in palliative care to physicians in rural practices. The goal is to ensure that people living in the most rural areas of Wisconsin will have access to the palliative care that will enhance the last part of their life."*

**Melanie Ramey** ◀

*Hospice Organization and Palliative Experts (HOPE) of Wisconsin  
"Changing the Culture of Palliative Care in Rural Wisconsin"*

## CAPF Cumulative Progress 2004-2007

BASED ON 98 TOTAL GRANTS

Figure 2. CAPF Grant Distribution by Target Population

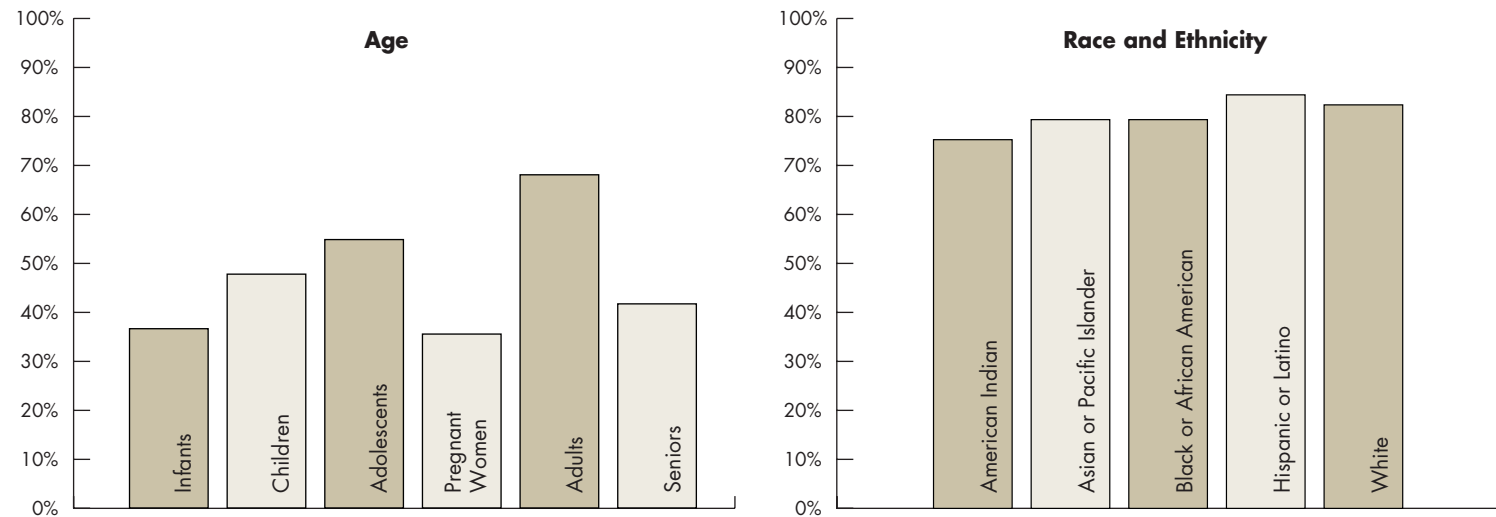
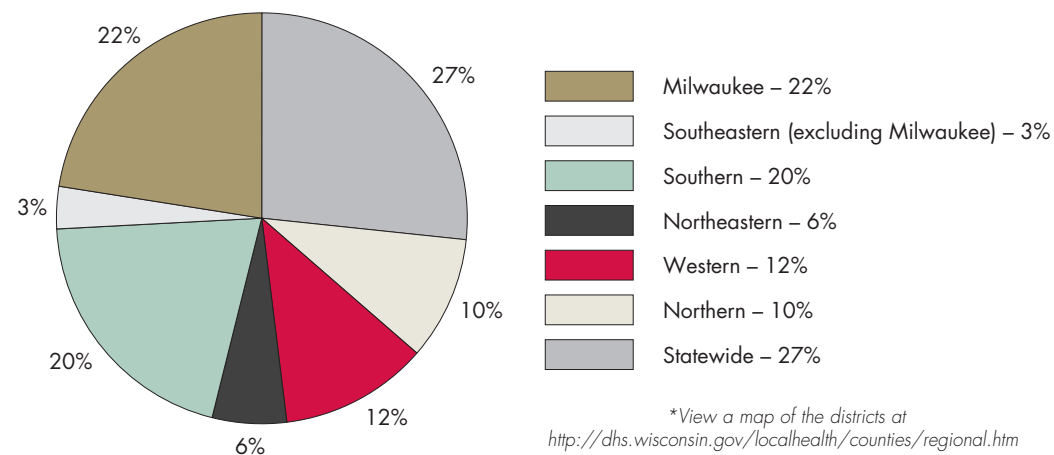


Figure 3. CAPF Grant Dollar Distribution by State Public Health District\*



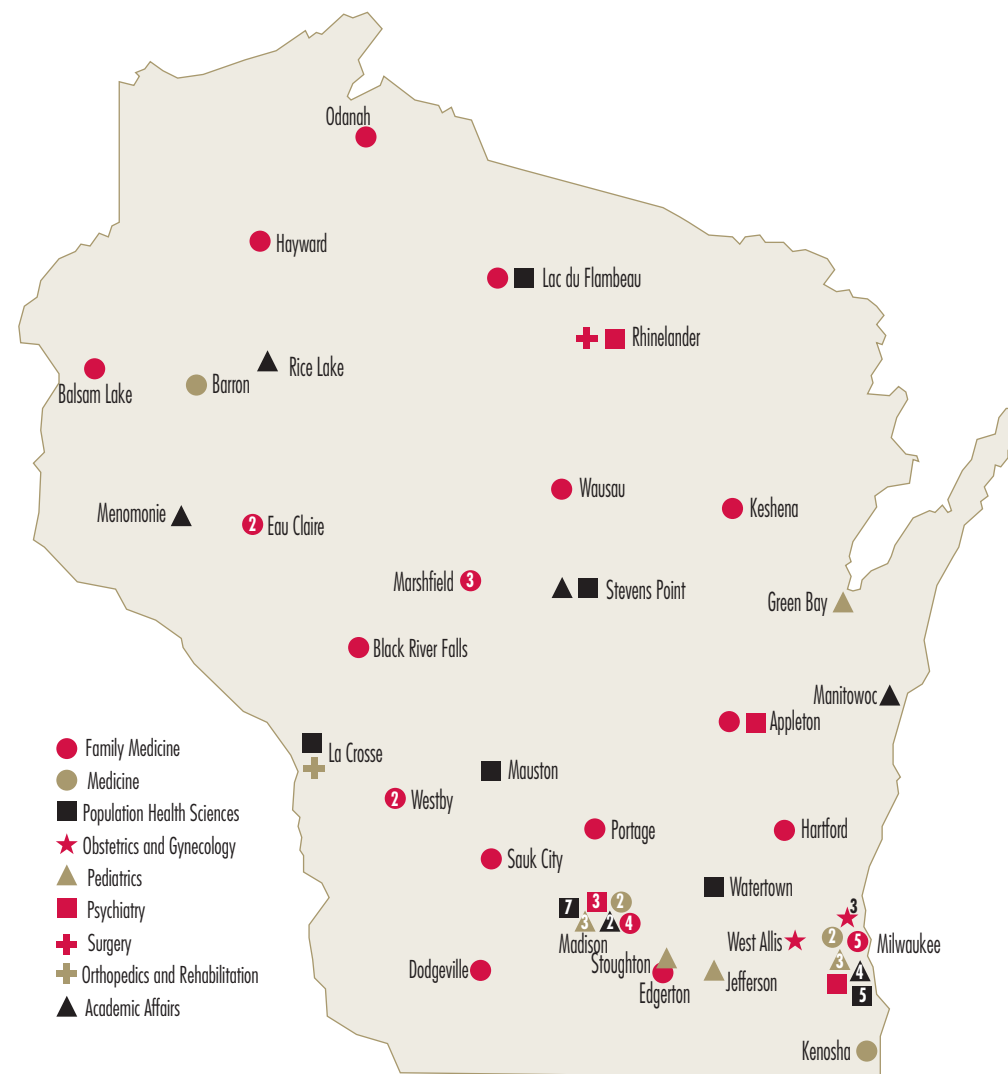
## CAPF Cumulative Progress 2004-2007

BASED ON 98 TOTAL GRANTS

Table 2: Breakdown of CAPF Grants by State Health Priority

Health Priorities	# of Grants	\$ Amount	% of Total
Access to primary and preventive health services	20	\$3,587,076	16%
Adequate and appropriate nutrition	2	\$109,318	<1%
Alcohol and other substance use and addiction	9	\$2,408,028	11%
Environmental and occupational health hazards	4	\$525,000	2%
High-risk sexual behavior	1	\$25,000	<1%
Intentional and unintentional injuries and violence	11	\$3,536,155	16%
Mental health and mental disorders	7	\$1,130,559	5%
Overweight, obesity, and lack of physical activity	17	\$3,394,832	15%
Social and economic factors that influence health	7	\$2,298,345	10%
Tobacco use and exposure	3	\$1,398,883	6%
<b>System (Infrastructure) Priorities</b>			
Integrated electronic data and information systems	2	\$792,713	4%
Community health improvement processes and plans	6	\$1,082,282	5%
Coordination of state and local public health system partnerships	6	\$1,296,264	6%
Sufficient, competent workforce	3	\$500,000	2%
	<b>98</b>	<b>\$22,084,455</b>	<b>100%</b>

Figure 4. Academic Partner Distribution by Project Site







## Community-Population Health Initiatives

The Community-Population Health Initiatives, launched in 2004, address health disparities in minority populations.

### Initiatives and Outcomes

These two initiatives were completed in 2007:

#### ► **Center for Urban Population Health: Multi-Level Information Systems and Health Promotion Interventions for Milwaukee School Children**

The Center for Urban Population Health (CUPH), the UW–Milwaukee School of Nursing, and Milwaukee Public Schools (MPS) collaborated to assess the health needs of preadolescent (ages 6–11) Milwaukee school children. Local school health personnel used the assessment to design and implement effective and culturally appropriate health education programs. These programs aim to promote health, reduce disparities, and remove health-related barriers to learning for all MPS children.

#### ► **Great Lakes Inter-Tribal Council, Inc. (GLITC); Tribal-Academic Partnership for American Indian Health**

The Tribal-Academic Partnership for American Indian Health implemented multiple activities to reduce health disparities among Wisconsin's American Indians. The project promoted cooperative epidemiological research between the UW SMPH and GLITC and encouraged American Indian interest in the sciences and health professions. The GLITC Epidemiological Center provided Wisconsin American Indian tribes with: training and technical assistance in public health; program planning and evaluation; and health data collection, management, analysis and interpretation. Additionally, the project increased the numbers of American Indian students demonstrating interest in the

health professions through curriculum changes and an annual American Indian Health Science Symposium.

## Public Health Education and Training Initiatives

The Public Health Education and Training (PHET) Subcommittee offers advice and recommendations to the OAC about public health education and training programs. The training programs help to ensure a highly skilled public health workforce in Wisconsin. It is the responsibility of subcommittee members to assure that educational initiatives address the identified public health education needs of the state's practitioners. The subcommittee works closely with the Wisconsin Public Health Association, the Wisconsin Department of Health and Family Services, and other public health education programs.

The PHET Subcommittee continues to be guided by four goals: (1) seek engagement from the broad public health workforce; (2) collaborate with the UW SMPH Office of Continuing Professional Development in Medicine and Public Health, the Medical College of Wisconsin, and other educational institutions; (3) develop programs in collaboration with community partners; and (4) review proposals and make recommendations as needed.

Three training programs are currently under way: Wisconsin Population Health Fellowship Program, the Healthy Wisconsin Leadership Institute, and Continuing Public Health Education.

### Initiatives and Outcomes

Although there were no new PHET awards in 2007, the following PHET initiatives are ongoing:

#### ► **Wisconsin Population Health Fellowship Program**

The Wisconsin Population Health Fellowship Program is an intensive two-year service-learning program for MS,

MPH or PhD graduates in public health or allied sciences. Its goal is to develop future public health practitioners who are skilled in planning, implementing and evaluating public health programs. In 2007, the second cohort of fellows graduated, and further planning was under way to increase placement of fellows in Wisconsin's rural communities.

The Fellowship Program has the following outcomes.

- To date, the program has enrolled 15 fellows, and six completed the program.
- Fellows in the program are working closely with community organizations and contributing in numerous ways to public health capacity in the state. For example:
  - Facilitating neighborhood initiatives on Milwaukee's north side aimed at improving nutrition and increasing physical activity opportunities.
  - Analyzing approaches to reducing Wisconsin's infant mortality rate.
  - Developing health promotion programs for seniors in Milwaukee.
  - Conducting research on the prevention of perinatal transmission of Hepatitis B.
  - Helping rural communities prepare epidemiologic data for local health needs assessments.

**\$1,566,789**, awarded in 2004, over four years – Statewide  
**UW SMPH Faculty:** Patrick Remington, MD, MPH; Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program

#### ► **Healthy Wisconsin Leadership Institute (HWLI)**

The HWLI is an education and training resource supported by the UW SMPH and the Medical College of Wisconsin. To date, more than 600 public health leaders and practitioners have participated in HWLI educational programs. Specific program components include the following.

**Community Teams** – Five teams from around the state receive public health and collaborative leadership training



during this one-year program as they mobilize their communities to address local health issues, including obesity, depression, cancer, substance abuse and infant mortality.

**Health Policy** – Virtual and in-person workshops are held in communities statewide.

**Lifelong Learning and Mentoring** – Training workshops for public health leaders are based on an annual theme. 2007 programming provided learning opportunities on coaching and mentoring.

The HWLI has the following outcomes:

- To date, more than 600 participants have participated in HWLI programs and are gaining skills and knowledge in key areas affecting public health practice.
- Over 80 individuals participated in the Community Teams program. The first cohort completed the program in 2007 and continues to work on their community health priorities. The second cohort is on track to complete the program in 2008.
- Participants reported broader partnerships, increased grant funding, improved statewide collection of health-related data, more frequent media coverage of health issues, and communication with legislators.

\$814,403, awarded in 2004, over four years in collaboration with MCW – Statewide

**UW SMPH Faculty:** Patrick Remington, MD, MPH; Professor, Department of Population Health Sciences; Director, UW Population Health Institute; Faculty Director, MPH Program

### ► Continuing Public Health Education

As part of the UW SMPH, the Office of Continuing Professional Development in Medicine and Public Health (OCPD) focuses on education of the public health workforce.

A number of OCPD outreach efforts are ongoing:

- Collaborating with the state Department of Health and Family Services to compile a public health education inventory.

- Developing the learning concierge/counselor plan.

Among 2007 outcomes were the following:

- Developed a survey for the public health workforce, to be implemented in 2008.
- Assessed how public health professionals can use professional development learning resources as a tool to improve education and training experiences.

\$560,338, awarded in 2006, over 30 months – Statewide  
**UW SMPH Faculty:** George Mejicano, MD, MS, Associate Dean, Continuing Professional Development; Director, Office of Continuing Professional Development in Medicine and Public Health

## Future Initiative: Reducing Health Disparities in Birth Outcomes

During the OAC's 2007 strategic planning meeting, members were unified in their decision to pursue a special funding initiative in order to maximize impact on a significant health issue. After several months of gathering information and seeking insights from experts, the committee selected its first statewide special initiative: Reducing Health Disparities in Birth Outcomes.

Infant mortality was chosen since this measure is a critical indicator of communities' overall health and well-being. And although Wisconsin is a leader among states for its low white infant mortality rate, the state's African American infant mortality rate is the highest in the nation. Moreover, progress in reducing African American infant mortality has decreased dramatically since 1979-1981. At that time the state ranked third from the top; now it ranks last\* among the 34 states reporting data.

As the WPP launched this long-term funding initiative, it consulted with a national expert, Richard Aronson, MD, MPH. Dr. Aronson prepared a detailed policy report identifying



The Wisconsin Partnership Program joined with the Johnson Foundation and the UW SMPH for a two-day conference on May 22 and 23, 2008, entitled "The Wisconsin Infant Mortality Summit" where state and national experts convened at the Wingspread Conference Center in Racine, Wisconsin. The purpose for the conference was to discuss infant health disparities and create a coalition of partners to support an action plan for improving birth outcomes among African American women in Wisconsin.

evidence-based programs and best practices in other states, and he assessed the effectiveness of innovative strategies at the state and national levels. In addition, he consulted with other experts in Wisconsin and other states before submitting recommendations, which will serve as the foundation for future efforts.

*"This initiative isn't focused merely on funding, it's focused on bringing coalitions together that have never before joined forces. Our intention is not simply to reduce African American infant mortality rates, although that's a primary goal. At the same time, we hope to impact the even larger issue of morbidity – infant morbidity as well as chronic morbidity."*

► OAC member Michael Fleming, MD

The problem of disparities in birth outcomes is far reaching, since factors contributing to those disparities touch all sectors of society. The goal is to support self-sustaining community-based interventions that will lead to better birth outcomes in Wisconsin.

The WPP, in its commitment to this initiative, has set the stage for collaborations with many state and local partners. While the precise amount of long-term funding for the initiative remains to be determined, it is expected to be significant.

\* According to the 2004 CDC National Vital Statistics Program



## ► Medical Education and Research Committee (MERC) Initiatives

The Medical Education and Research Committee (MERC) directs and approves funds for medical education and research that advance population health. The Dean, with advice from the MERC, allocates one-third of the available MERC funding to targeted programs that respond to emerging opportunities requiring immediate or short-term action. The remaining two-thirds of the funding is allocated by MERC to the following:

- Targeted Programs based on five focus areas.
- Competitive Programs, which include the New Investigator Program and the Collaborative Health Sciences Program.

The MERC ensures that funds are used to support the mission, vision and guiding principles of the WPP and to contribute to the transformation to an integrated School of Medicine and Public Health.

### Year in Brief

During 2007 the MERC awarded 17 new grants to fund innovative research and education proposals (Figure 5). Since its inception, the committee has allocated more than \$36 million and made a total of 64 awards aimed at benefiting the people of the state.

During the year the MERC welcomed two new members to the committee: Cindy Haq, MD, and Rodney Welch, PhD. Dr. Haq is Professor of Family Medicine and Population Health Sciences, and Director of the Center for Global Health. In addition to developing international health curricula, research and partnerships at the UW Center for Global Health, Dr. Haq has also served as a consultant to medical schools and governments worldwide. Dr. Welch is Professor and Chair of the Department of Medical Microbiology and Immunology. He also serves as Robert Turrell Professor in Infectious Diseases.

His research focuses on the disease processes of different strains of *E. coli*. The goal of his studies has been to uncover unique bacterial processes and structures that can be targeted for new antibiotics and vaccines.

The MERC's objective to promote collaborations expanded markedly during the year as the Collaborative Health Sciences Program was implemented. The goal of this program is to support novel ideas and new approaches to research and education that promote the transformation to an integrated School of Medicine and Public Health. The program is also intended to build critical campus-wide, UW System-wide, and statewide partnerships, again with the objective of improving the health of the people of the state. The MERC expects these collaborative projects will bring together faculty with a high level of interest and investment in addressing Wisconsin's public health challenges.

In 2007 the MERC funded seven research or education projects in the Collaborative Health Sciences Program. These projects are examining new ways to address a wide range of critical health issues – from antibiotic-resistant bacteria to breast cancer to Vitamin D inadequacy in rural populations.

The New Investigator Program, begun in 2005, funded six research projects on topics from ovarian cancer to preventing falls in the elderly to immune responses in HIV patients.

Outcomes have been promising from previously funded and recently concluded initiatives in the New Investigator Program. The findings of these studies have been disseminated through the media and in respected peer-reviewed journals, pointing to the value of this funding opportunity for faculty in the early stages of their careers. (For more information on concluded New Investigator projects, see page 22.)

During the year the MERC continued its support for core programs that reach beyond the UW SMPH. Both of the following initiatives received funding from earlier planning grants, enabling the projects to build a strong foundation prior to receiving 2007 implementation grants:

- Wisconsin Network for Health Research (WiNHR) – a groundbreaking collaborative effort among the four largest health care systems in the state: UW Health, Marshfield Clinic, Aurora Health Care, and Gundersen Lutheran.
- Wisconsin Academy for Rural Medicine (WARM) – a program that improves access to health care in rural areas by increasing the numbers of UW SMPH graduates who select rural practices.

The MERC also funded two initiatives that exemplify the importance of service and outreach education to communities to advance population health:

- The 2007 Emergency Care and Trauma Symposium – which trained more than 600 emergency medical professionals in Wisconsin.
- The Development of Human Rights Initiative – which provided funding to develop a human rights initiative focusing on access to primary health care, nutrition, and social and economic factors impacting health.

A highlight of 2007 was the committee's strategic planning process, culminating in a meeting at which the members assessed accomplishments, identified potential areas of future growth, and discussed development of the next *Five-Year Plan*. The strategic planning session began with an address by Dean Golden and concluded with a consensus document outlining future direction. MERC members appreciated the community health perspectives offered by OAC members. A particularly important part of the strategic planning meeting was discussion of collaborations between the MERC and the OAC, as participants focused on opportunities for the two committees to identify common priorities.

The MERC remains committed to enhancing funding opportunities for faculty so they may bring their expertise to bear on the state's most challenging health problems – through discovery, application of knowledge, and community engagement.





## Categories of MERC Allocations

**Targeted Programs** – Targeted Programs (page 20) are typically multi-year projects designed to develop new approaches to health issues. Decisions regarding allocation of grants are guided by the committee's goals and objectives outlined in the *Five-Year Plan* and focus on the following five areas: (1) Innovations in Medical Education, (2) the Wisconsin Population Health Research and Clinical Trials Network, (3) Disease Genomics and Regenerative Medicine, (4) Molecular Medicine and Bioinformatics, and (5) Emerging Opportunities in Biomedicine and Population Health.

**Competitive Programs** – This category encompasses two types of competitive awards (page 21).

- o **The New Investigator Program** is available to UW SMPH Assistant Professors. Emphasis is on education or research projects spanning the spectrum of basic, clinical, or population health science and supporting innovative approaches leading to improvements in health. In 2007 funding was awarded to six initiatives from the 24 proposals submitted. (Maximum grant amount of \$100,000)
- o **The Collaborative Health Sciences Program** is available to UW SMPH Associate Professors, and Senior or Distinguished Scientists. Collaboration across the traditional boundaries of basic science, clinical science, social and behavioral science, and/or population health science is required. The collaborations may be within the UW SMPH; or they may be with other UW-Madison schools or colleges, UW System campuses, the Medical College of Wisconsin, state agencies, or community organizations. (Maximum grant amount of \$300,000)

In 2007, grantees formed collaborations with:

- Faculty members at other UW-Madison Schools and at other UW System campuses.
- Health care providers and organizations.
- Community organizations.

The committee invited 20 full proposals from among 61 submitted letters of intent, and it awarded funding to seven initiatives.

## Multi-Step Review Process

The MERC proposals undergo a rigorous review process, including the following steps:

**Technical review** – verification of eligibility and compliance with proposal requirements.

**Expert review** – assessment and scoring by external faculty reviewers chosen for their expertise and/or by MERC members.

**Full committee review** – oral presentations to the MERC by the most highly ranked candidates before the committee made its final selections. Awards were based on the ranking of reviewers, the project's ability to meet program objectives, and the project's alignment with the WPP goals.

## Grant Monitoring

Financial and progress reports are required from each grantee. The reports are reviewed by MERC and feedback, if necessary, is provided to the grantees. In addition, the recipients of awards over \$500,000 are required to make an annual presentation to MERC highlighting their achievements and their progress towards realizing project goals. Detailed final reports are submitted at the completion of the project.

Award Type	# of Grants	\$ Amount	% of Total
<b>Research</b>			<b>78%</b>
Applied Public Health Research	14	\$9,116,360	25%
Clinical & Translational Research	15	\$13,382,320	37%
Basic Science Research	24	\$5,822,032	16%
<b>Education</b>			<b>22%</b>
Medical Education	5	\$4,583,510	13%
MPH Program	1	\$2,682,977	7%
Continuing Professional Education	5	\$569,357	2%
<b>Total</b>	<b>64</b>	<b>\$36,156,556</b>	<b>100%</b>

Table 3: MERC Awards by Type, 2004 – 2007. This breakdown of the award categories – by research and education – pertains to all MERC grants since 2004. The table demonstrates that significant funding is applied toward research and education projects that bring discovery and the transfer of knowledge to patient care and into communities.

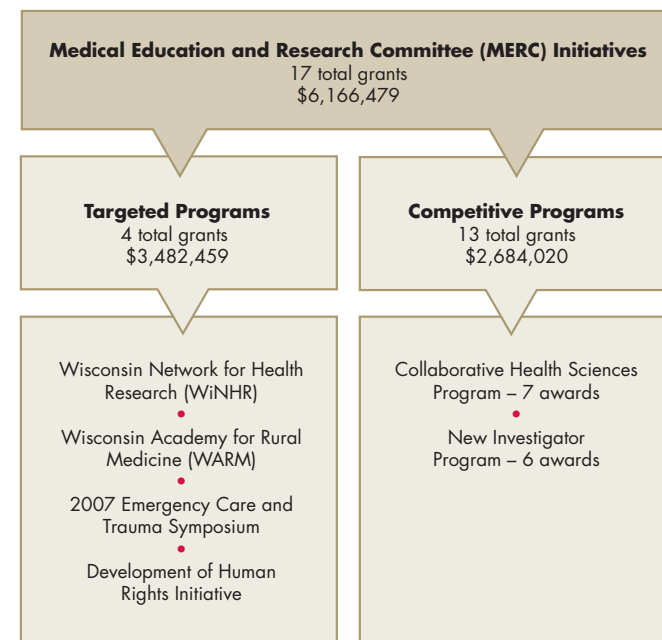


Figure 5. MERC Funding Categories and Awards for 2007



*“Ultimately the goal of WiNHR is to make cutting-edge health care delivery available to all residents in the state. Regardless of racial or ethnic background, economic circumstances, or rural versus urban location, all of our state’s residents should have the same opportunities for current and future standards of care.”*

► **Howard Bailey, MD**

*“Wisconsin Network for Health Research (WiNHR)”*

*“Without the infrastructure of the WiNHR network, we would lack the ability to conduct projects that truly represent our diverse populations across the state.”*

► **Ron A. Cisler, PhD**

*Director, Center for Urban Population Health, Associate Professor of Health Sciences, UW-Milwaukee*

*“Wisconsin Network for Health Research (WiNHR)”*

*“The WPP provided critical funds so that we could not only target incoming students interested in practicing medicine in rural Wisconsin, we could also work closely with our three statewide partners who provide the students’ clinical training. What’s most satisfying to me is the excitement of the prospective students. Our students in the WARM project have the cultural sensitivity and the appreciation for rural life that, when paired with their education, will enable them to become outstanding physicians.”*

► **Byron Crouse, MD**

*“Wisconsin Academy for Rural Medicine (WARM)”*

## Targeted Programs

### ► **Wisconsin Network for Health Research (WiNHR)**

**Background:** WiNHR is a groundbreaking collaborative effort among the four largest health care systems in the state: UW Health, Marshfield Clinic, Aurora Health Care, and Gundersen Lutheran. Established in 2004 with planning grants from the MERC (in 2004 and 2005), WiNHR continues to link researchers and health care organizations across the state. Its work with medical informatics, in creating a statewide research database, will provide access to data on diseases, trends, interventions and therapies.

**Program Overview:** This program made significant strides as a research entity in 2007. WiNHR now has the infrastructure in place to give researchers the mentoring and administrative support to pursue their research. WiNHR is working on several studies, including:

- Heart Disease and Diabetes Rates in Latinos and Caucasians.
- Adolescent Scoliosis.
- Alternative Treatment for Asthma.
- Implications of Bacterial Infection in Pregnancy.

By year’s end the WiNHR program was approaching completion of a warfarin pilot study as well as a study titled Genomics of Warfarin Dosing in African Americans. By bringing together the state’s largest health care systems – and by reaching out to non-traditional research settings such as rural health clinics and Tribal clinics – WiNHR is poised to create a research model for other state and national programs.

**Implementation Grant:** \$2,711,469 over two years

**UW SMPH Faculty:** Howard Bailey, MD, Professor, Department of Medicine

### ► **Wisconsin Academy for Rural Medicine (WARM)**

**Background:** While 33 percent of Wisconsinites live in rural areas, only 11 percent of physicians practice in rural areas, a wider gap than at the national level, where rural areas account for 20 percent of the population and 9 percent of physician practices. As a result, 83 percent of Wisconsin counties (60 of 72) are designated as totally or partially underserved. In addressing the current and increasingly

serious shortage of physicians in the workforce, the UW SMPH has pledged to increase class size, and has created the Wisconsin Academy for Rural Medicine (WARM) to help ensure that more physicians practice in rural areas.



In the fall of 2007 the first five students in the Wisconsin Academy for Rural Medicine (WARM) program were enrolled at the UW SMPH. Students admitted through the WARM program make a commitment to practice medicine in rural parts of Wisconsin.

**Program Overview:** WARM illustrates the benefit of collaboration between the OAC and MERC. WARM began with an OAC development grant in 2004 followed by a MERC planning grant in 2005, then went on to receive an implementation grant in 2007. During the year the program made significant progress: The first five students enrolled at the UW SMPH, and 13 students were accepted for the next academic year. These students are learning to address the unique medical concerns of rural areas, which often involves working with less healthy, older and poorer patients. During the year important progress was made in:

- Designing the core curriculum for the rural elective.
- Developing clerkships for the students, initially in Rice Lake and Marshfield.
- Establishing various methods of outreach to prospective students, including working with medical organizations and visiting other UW campuses and private colleges statewide.

The WARM project is gaining national attention through journal articles and invitations to present at national meetings. When



operating at full capacity, the goal of the project is to enroll 25 students annually.

**Implementation Grant:** \$668,490 over three years

**UW SMPH Faculty:** Byron Crouse, MD, Associate Dean for Rural and Community Health

### ► 2007 Emergency Care and Trauma Symposium

**Background:** More highly trained Emergency Medical Personnel will improve the competency of the public health workforce and the quality of emergency care they provide to Wisconsin residents.

**Program Overview:** This project made it possible for approximately 600 emergency medical professionals in Wisconsin to attend a professional development conference at no cost. The Office of the UW-Madison Chancellor provided matching funds for this grant.

Participants learned the latest techniques in patient evaluation and emergency medical procedures for application in complex field situations. With UW's facilities and technology, the lectures and training were filmed and made accessible via the Internet, and the program had far-reaching educational applications well beyond the symposium. More than 1,000 people have accessed the material to date.

**Implementation Grant:** \$80,000 over one year

**UW SMPH Faculty:** George Mejicano, MD, MS; Associate Dean, Continuing Professional Development; Director, Office of Continuing Professional Development in Medicine and Public Health

### ► Development of Human Rights Initiative

**Background:** Students, staff and faculty can play an important role in advancing the concept of health as a basic human right. This project will help prepare them to serve as health care advocates and leaders, statewide and worldwide.

**Program Overview:** This project provides support for development of an initiative focusing on human rights, access to primary health care, nutrition, and social and economic factors impacting health. The initiative aims to coordinate diverse human rights activities on campus, promote new research, enhance existing studies, and help raise the study and teaching of human rights to a new level.

**Implementation Grant:** \$22,500 over three years

**UW SMPH Faculty:** Cynthia Haq, MD; Professor, Departments of Family Medicine and Population Health Sciences; Director, Center for Global Health

## Competitive Programs

### New Investigator Program

#### ► Falls Risk Detection and Gait Instabilities in Older Adults

In Wisconsin, the death rate due to falls is twice the national average, and annual medical care costs due to fall-related injuries were reported at \$96 million. This project seeks to develop an accurate measure of risk for falls among older adults that is easily used in clinics and can facilitate treatment interventions.

**\$100,000** over two years

**Principal Investigator:** Bryan Heiderscheit, PhD, Assistant Professor, Department of Orthopedics and Rehabilitation

#### ► Reconstructing HIV Sequence Histories to Identify Potent Immune Responses

With more than 40 million people currently living with HIV/AIDS, including nearly 6,000 in Wisconsin, developing an effective vaccine to prevent HIV transmission is an urgent public health priority. This project uses virus archived within long-lived cells to pinpoint highly potent immune responses that could be included in future HIV vaccines.

**\$99,620** over two years

**Principal Investigator:** David O'Connor, PhD, Assistant Professor, Department of Pathology and Laboratory Medicine

#### ► A New Diagnostic Test to Monitor Regression and Recurrence of Epithelial Ovarian Cancer

Ovarian cancer is the fifth leading cause of cancer-related deaths in the country, with approximately 300 deaths from epithelial ovarian cancer annually in Wisconsin. This project seeks to develop a novel diagnostic test that will help identify disease recurrence at a much earlier stage than currently possible. Such a test will lead to more efficient treatment of recurring ovarian cancer.

**\$98,738** over two years

**Principal Investigator:** Manish Patankar, PhD, Assistant Professor, Department of Obstetrics and Gynecology



*"I grew up in a small town in Wisconsin and I know what it's like to have to travel for health care. That's why I want to be a rural doctor, to serve some of the state's underserved population. I looked into the rural medicine program at the University of Minnesota Duluth. Then I heard about the WARM program and, since I really want to stay in Wisconsin, this is the perfect fit for me. I want to give back to the community and to Wisconsin – and my classmates in the WARM program share my passion for rural medicine."*

► Carla Carlson

*First-year student in the WARM program.  
"Wisconsin Academy for Rural Medicine (WARM)"*

*"In Wisconsin we have not only a high rate of falls among older adults, we have approximately twice the national average in the number of deaths resulting from falls. Our study will attempt to determine who is at risk for falling based upon how they walk. Our ultimate goal is to make falls screening a routine part of medical exams for older adults, so that proven prevention programs can be ordered for at-risk patients."*

► Bryan Heiderscheit, PhD

*"Falls Risk Detection and Gait Instabilities in Older Adults"*





*“We are proposing that analyzing specific immune cells could serve as an alternate, and more sensitive, test to monitor ovarian cancer in patients who are being treated for this disease. We expect that the proposed test will allow us to better treat the disease – and to reduce the toxicity caused by chemotherapy.”*

► **Manish Patankar, PhD**

*“A New Diagnostic Test to Monitor Regression and Recurrence of Epithelial Ovarian Cancer”*

*“Bacterial resistance to antibiotics is a widespread problem, both in Wisconsin and nationwide. We are attempting a novel treatment that uses probiotics, or living bacteria, to counter resistance. If our work is successful, it will offer a non-antibiotic-based method for preventing infections caused by drug-resistant bacteria.”*

► **Nasia Safdar, MBBS**

*“Probiotics for Prevention of Infection by Multiresistant Bacteria”*

### ► **Metabolic Control of Metastasis by a Master Regulator of Neurogenesis: Molecular Mechanisms and Therapeutics**

Breast cancer is the most commonly diagnosed cancer in Wisconsin women. More than 90 percent of breast cancer deaths are due to metastasis of the primary tumor. A therapeutic regimen that prevents metastasis has the potential to save approximately 800 lives per year in Wisconsin. This project tests the hypothesis that regulating sugar metabolism and diet can help control metastasis.

**\$99,990** over two years

**Principal Investigator:** Avtar Roopra, PhD, Assistant Professor, Department of Neurology

### ► **Probiotics for Prevention of Infection by Multiresistant Bacteria**

Multi-drug-resistant bacteria are a major cause of severe infections in health care institutions, and their containment is a public health priority. This project will examine the use of a probiotic (dietary supplement) preparation in hospitalized patients as a new means of preventing infection by drug-resistant bacteria.

**\$100,000** over two years

**Principal Investigator:** Nasia Safdar, MBBS, Assistant Professor, Department of Medicine

### ► **The Relationship between Asthma and Obstructive Sleep Apnea (OSA): A Pilot Study of the Effects of Treatment for Comorbid OSA in Patients with Asthma**

Asthma is a significant public health burden. In 2002, nearly 80 percent of the 450,000 people with asthma in Wisconsin reported symptoms in the prior 30 days. Many asthmatic individuals report sleep disturbances, with a high prevalence of obstructive sleep apnea (OSA) in those with severe asthma. This project studies prevalence and predictors of OSA symptoms, and the impact of treatment with continuous positive airway pressure for OSA on asthma control, sleep and quality of life, and health resources utilization.

**\$99,995** over two years

**Principal Investigator:** Mihaela Teodorescu, MD Assistant Professor, Department of Medicine

## Outcomes from Concluded New Investigator Program Initiatives

In 2007 four New Investigator initiatives ended with promising results, including publication in peer-reviewed journals, additional funding from external sources, and reports in the media.

### ► **Scott Kennedy, PhD: Molecular Analysis of the Putative Mammalian siRNase ERI-1**

The investigator subsequently received the Shaw Scientist Award, which will provide funding for this research into 2012. Additional external funding is anticipated.

This project was designed to understand how small interfering RNAs (siRNAs) function in the cell. The research identified three genes essential in regulating gene expression. A better understanding of how to utilize siRNAs could lead to more effective therapies and have far-reaching implications for cancer and other diseases.

### ► **Luigi Puglielli, MD, PhD: Sterol Carrier Protein 2 Is a Novel Link Between Aging and Alzheimer’s Disease**

The findings were published in the *Journal of Biological Chemistry*.

The abnormal accumulation of amyloid  $\beta$ -peptide is involved in the development of Alzheimer’s disease. The researcher identified a sterol carrier protein, a possible mechanism involved in Alzheimer’s disease. The study’s results may potentially help identify types of medications that could prevent Alzheimer’s disease.



## Outcomes from Concluded New Investigator Program Initiatives

### ► Robert Striker, MD, PhD: Optimizing Immunosuppressant Therapy Based on Viral Genetics to Improve Hepatitis C-Infected Transplant Patient Outcomes

The results appeared in *Hepatology*, and the project went on to receive a four-year grant from the American Cancer Society.

Infection with the hepatitis C virus (HCV) is the primary reason for liver transplant today. Infection of the new liver by residual HCV in the blood is inevitable, and the immune system suppression critical for transplant success can worsen HCV-mediated disease. This study, which mapped mutations in HCV with Cyclosporine resistance, offers promise that the drug can serve dual treatment purposes in many patients: providing both immune suppression and anti-HCV activity.

### ► Stacey Schultz-Cherry, PhD: Novel Therapies Against Influenza Infection

The findings were published in the *Journal of Virology* and reported in the media.

The goal was to contribute to the base of knowledge about the prevention and treatment of influenza. A peptide was discovered that blocks the influenza virus from attaching to and entering the cells of its host. This finding could contribute to a class of new antiviral drugs to prevent and treat influenza.

## Collaborative Health Sciences Program

### ► A Comprehensive Approach to Insomnia

Seeking to develop an evidence-based behavioral treatment model for insomnia, this study addresses two general aims. Aim 1 tests the hypothesis that insomnia results from abnormalities in slow wave sleep. Findings will elucidate the causes of insomnia as well as improved diagnosis. Aim 2 assesses the epidemiology of insomnia and behavioral treatment efficacy using the Wisconsin Sleep Cohort Study. Findings will provide a better understanding of the health impact of insomnia and define a model for community health interventions.

**\$299,654** over three years

**Principal Investigator:** Ruth Benca, MD, PhD, Professor, Department of Psychiatry

### ► Vitamin D Inadequacy: Documentation in Rural Populations and Evaluation of Correction by Food Supplementation

Vitamin D inadequacy is extremely common and is associated with musculoskeletal disease (osteoporosis, rickets and falls) and increased risk of infections, multiple sclerosis and cancer. The goals of this project are to define regional prevalence, investigate underlying mechanisms, evaluate potential unappreciated consequences, and identify effective means for correcting Vitamin D inadequacy. Two approaches will be explored: (1) Vitamin D supplementation of food, rather than the inadequate “fortification” currently utilized; and (2) whether individuals of varying ages and ethnicities require different amounts of Vitamin D.

**\$300,000** over three years

**Principal Investigator:** Neil Binkley, MD, Associate Professor, Department of Medicine

### ► Linking Aging, Resveratrol and Sirtuins

Caloric restriction is an established method of extending lifespan and promoting healthy aging in diverse organisms. Growing evidence suggests that the same mechanism is operative in humans. Recent articles have strongly implicated a novel group of conserved proteins, sirtuins, in mediating the health benefits of caloric restriction. Resveratrol, a plant compound found in wine and known



“For many generations, our ancestors made Vitamin D simply by spending much of their lives in the sun. However, today Vitamin D deficiency is a common worldwide problem causing adverse health consequences, particularly for those of us living at northern latitudes. Our study looks at food fortification, and at whether Vitamin D requirements vary by life stage or by ethnic and racial group. My hope is that our research will make an important contribution by providing the Food and Nutrition Board essential data to re-evaluate its Vitamin D recommendations, which will in turn prompt industry to increase the amount of Vitamin D added to our food.”

► Neil Binkley, MD

“Vitamin D Inadequacy”

“With calorie restriction – maintaining nutrients but taking in 30% fewer calories – we know of the health benefits in certain lower organisms and mammals: not only longer lifespan but decreased incidence of cancer, cardiovascular disease, diabetes, and neurodegeneration. Our study attempts to identify the molecular basis for these health benefits, with the hope that people may eventually be able to achieve those same benefits without requiring the same level of calorie restriction.”

► John Denu, PhD

“Linking Aging, Resveratrol and Sirtuins”





*“We live in an era when resistance to antibiotics is one of the greatest threats to public health. Our collaborative group has discovered new molecular targets in viruses, fungi and bacteria that can be used to develop new antimicrobial drugs. Our goal is to develop new classes of antimicrobials to effectively treat life-threatening infections caused by drug-resistant germs.”*

► **Bruce Klein, MD**

*“Wisconsin Infectious Disease Drug Discovery”*

*“This grant allows us to work with community physicians as they study the effectiveness of ultrasound for identifying arterial damage. Our study places hand-held ultrasound machines in primary care physicians’ offices, and provides rigorous training to ensure excellent results. We’re taking research into our communities so that a technique developed at UW can be studied in a primary care setting – and, if effective, can be disseminated statewide to improve our citizens’ health.”*

► **James Stein, MD**

*“Improving Cardiovascular Risk Prediction Using Hand-Held Carotid Ultrasonography”*

to harbor cardiovascular and neurological health benefits, has been reported to be an activator of sirtuin enzymes. This study explores the molecular basis for the health benefits of caloric restriction and resveratrol, providing new insights into healthy aging modulated by diet.

**\$300,000** over two years

**Principal Investigator:** John Denu, PhD, Associate Professor, Department of Biomolecular Chemistry

► **Individualized Stroma-Targeting Therapy in Breast Cancer**

According to 2006 estimates, 4,000 Wisconsin women are diagnosed with breast cancer each year, and it remains the second leading cause of cancer deaths in Wisconsin women. It is becoming clear that cells in the stroma (tumor bed) actively participate in tumor growth. Since altered fibroblasts (connective tissue cells) in the stroma contribute to cancer growth and progression, it is expected that returning them to a normal biological function will benefit cancer patients. The goal of this project is to develop patient-specific therapeutic strategies aimed at normalizing breast cancer stroma.

**\$300,000** over three years

**Principal Investigator:** Andreas Friedl, MD, Associate Professor, Department of Pathology and Laboratory Medicine

► **Wisconsin Infectious Disease Drug Discovery**

Infectious disease is the second leading cause of death worldwide. A growing number of highly drug-resistant microbes, and the lack of new antibiotics, threaten to worsen this problem. To address the public health crisis of infection due to antibiotic-resistant germs, this project will create an anti-infective drug discovery program to develop new drug therapies. The goal is to identify novel compounds with antimicrobial activity aimed at the organisms that cause major clinical problems for vulnerable patients.

**\$300,000** over three years

**Principal Investigator:** Bruce Klein, MD, Professor, Department of Pediatrics

► **Improving Cardiovascular Risk Prediction Using Hand-Held Carotid Ultrasonography**

The UW Atherosclerosis Imaging Research Program has developed a new technology to screen for early stages of atherosclerosis. Because one-third of first cardiovascular events are fatal, there is strong need for a noninvasive way to identify asymptomatic patients with increased cardiovascular risk. Rather than relying only on risk factors, this project teaches community-based health care providers from five medical practices in Wisconsin to use ultrasound to directly image the cause of cardiovascular events, the atherosclerosis itself.

**\$286,297** over two years

**Principal Investigator:** James Stein, MD, Associate Professor, Department of Medicine

► **Healthy People / Healthy Systems: The OPTIMISE Model**

OPTIMISE (Outcomes of Patients and Trainees in a Model of Industrial & Systems Engineering), as implemented by the Internal Medicine Residency Program, will apply an established engineering model to health care to evaluate and redesign medical resident learning and patient care. The program has four aims: (1) to improve the prevention, diagnosis and management of chronic disease; (2) to improve patient safety through standardized communication; (3) to improve medical resident performance and quality of work life; and (4) to maximize evidence-based practice. This program will transform the training of future Wisconsin physicians by changing the focus from the process of education to the outcome of the learners.

**\$299,726** over three years

**Principal Investigator:** Bennett Vogelmann, MD, Professor (CHS), Department of Medicine

## Evaluation

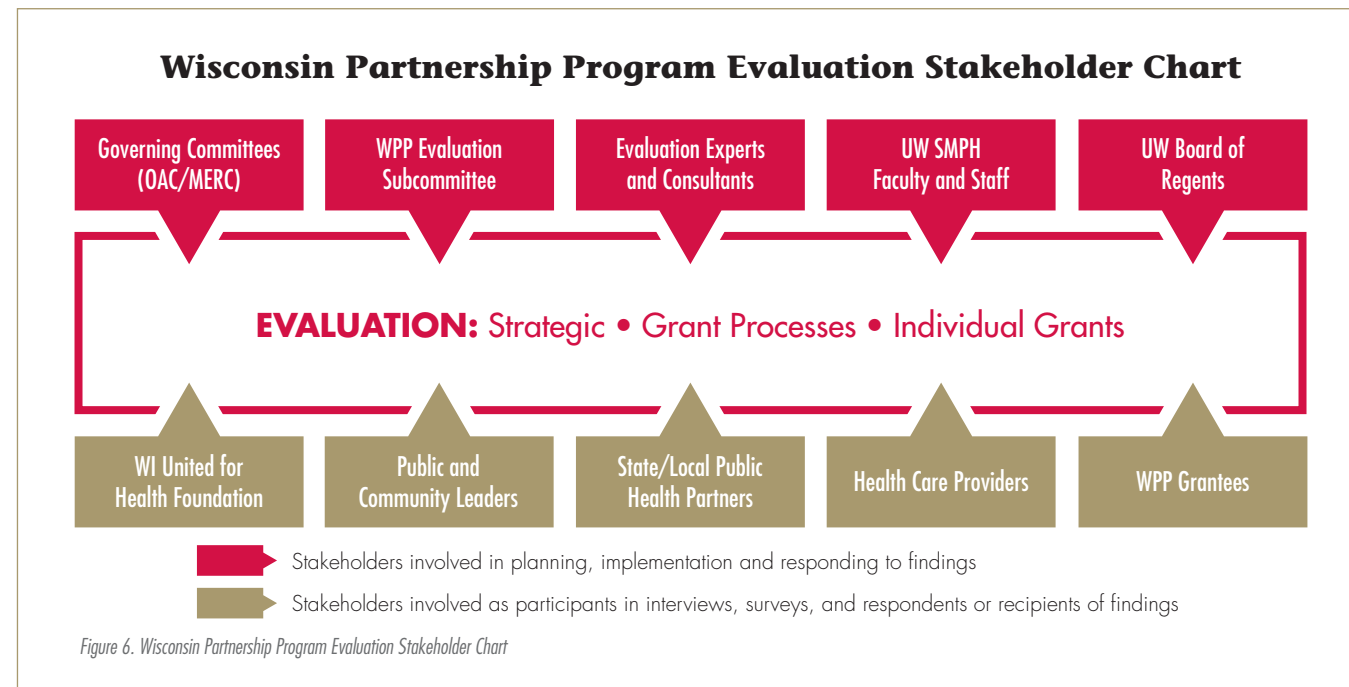
Evaluation of the WPP took place throughout 2007 to assess progress toward the mission, vision and goals described in the 2003-2008 *Five-Year Plan*. Rigorous evaluation and continuous quality improvement are essential to advance the WPP's goals.

Evaluation results will provide valuable feedback for the Oversight and Advisory Committee (OAC), the Medical Education and Research Committee (MERC), and the faculty and staff of the UW SMPH, UW-Madison, the UW System Board of Regents, the Wisconsin United for Health Foundation, and the UW Foundation. These groups will use the evaluation results to report progress and describe accomplishments to interested parties, including state government, elected officials, health care providers, state and local leaders in public and community health, and the public. Results of the evaluation will also support the strategic planning process for the WPP's second five-year plan.

To ensure exemplary stewardship of the funds and to be more strategic and effective with grant allocations, the WPP has instituted three levels of evaluation to assess progress in attaining desired outcomes for the program as a whole, within selected clusters of grants or initiatives, and for individual grants. The three levels include an evaluation of broad strategic activities, the grant-making processes, and individual grant evaluations. Diverse stakeholder participation is essential to the evaluation process (Figure 6).

## Strategic Evaluation

In 2007, the WPP developed and approved a strategic evaluation plan to help inform and guide future planning. This plan represented the culmination of a year-long process during which the two governing committees (MERC and OAC) identified the central elements of a five-part framework to assess progress in advancing the program's mission of



improving the health of Wisconsin residents. The strategic evaluation plan goals are to:

- Strengthen program-wide implementation.
- Offer new information about the effectiveness of funding decisions.
- Advise on the most effective forms of fund allocation.
- Provide direct evidence of program effectiveness.
- Assist the program in fulfilling its fiduciary and oversight responsibility.
- Inform the decision-making process for future funding initiatives, including further refinement of the WPP's grant-making strategies.

The plan looks at progress in five strategic focus areas for improving programs and providing guidance for the

development of the next *Five-Year Plan* that begins in 2009. There are specific measures and indicators in each area.

The five focus areas are:

- **Advancing the Public Health System:** The WPP plays an important role in advancing the priorities of the state health plan, *Healthiest Wisconsin 2010*. Through a descriptive analysis and key informant interviews, this area of focus considers to what extent program funds are helping to advance the capacity of Wisconsin's public health system through grants to advance the goals and objectives of the state health plan.
- o *Measures:* WPP program alignment and progress made in state health plan priorities and objectives. Internal and external stakeholder perspectives of WPP efforts to advance the state health plan.



- o *Outcomes:* Advancements in state health plan goals, objectives and priorities. Increased dissemination of population health programs and practices.
  - **UW School of Medicine and Public Health (SMPH)**

**Transformation:** The WPP plays a primary role as an agent of change in the School's transformation process. Through a descriptive analysis and key informant interviews, this area of focus considers to what degree the WPP is helping to advance the SMPH transformation to a fully integrated School of Medicine and Public Health.

    - o *Measures:* Description of WPP program-wide efforts to promote the SMPH transformation. Internal and external stakeholder perspectives of WPP efforts to promote the transformation.
    - o *Outcomes:* WPP enhancements to the transformation efforts and increased emphasis in population and public health.
  - **Balanced Research and Education Portfolio:** From basic research in understanding health and disease, to applied research aimed at improving medical practices and treatments, the WPP plays a key role in supporting scientific inquiry and training health professionals. Through a descriptive grant analysis, this focus area will determine how expenditures reflect a spectrum of research and education by program area, timeline for results, type and approach.
    - o *Measures:* Description of program research and education awards reflecting a range of approaches for application to individual and population health. Description of research discoveries translated in evidenced-based programs, policies and practices.
    - o *Outcomes:* Improved WPP capacity to stimulate a range in projects that address population health needs. Increased translation of research discovery to advance individual and population health.
  - **Community-Academic Partnership Model:** A major WPP program strategy is the opportunity for community organizations and the academic community to develop partnerships that will ultimately lead to improved health outcomes. Through a qualitative assessment of funded partnerships, this focus area will determine how the WPP is promoting successful and effective collaborations, and if they are contributing to improvements in population health.
    - o *Measures:* Descriptions of community-academic partnerships and their contributions to community health. Community and academic partner perceptions of the WPP's community-academic partnership model.
    - o *Outcomes:* Improved program-wide capacity to promote community-academic partnerships that have an impact on population health.
  - **Governance and Stewardship:** The WPP's ability to achieve its mission and goals requires the prudent use of financial resources, effective governance, and sufficient administrative oversight to manage the funds appropriately and in compliance with governing documents. Through an operations and financial audit, this focus area will provide an assessment of the program's governance and stewardship responsibilities.
    - o *Measures:* Operational audit of grants management, compliance, conflict of interest and staffing. Financial audit of leveraged resources, supplanting and management of funds.
    - o *Outcomes:* Improved operational management of funds. Improved financial management and effective use of funds.
- A diverse group of UW researchers, faculty, consultants and WPP staff will conduct the evaluation throughout 2008. The Evaluation Subcommittee of the OAC and MERC continues to play an important role in the process by:
- Providing input into the development of evaluation tools.
  - Providing oversight on implementation of the plan.
  - Reviewing the results of the performance reports and findings.
  - Communicating findings and recommendations.
- The WPP will publish a detailed report with full results in 2008.



## Grant Process Evaluation

The OAC and MERC annually examine how each committee solicits, reviews, funds and classifies grants. These evaluations help refine and revise strategies as needed to enhance the WPP's effectiveness. In 2007, process evaluations were also helpful in discussing a long-range vision, WPP goals and the next *Five-Year Plan*.

The WPP also devotes special attention to finding ways to gather feedback from key constituents, including grantees, grant seekers, and key leaders in the state by using anonymous surveys, interviews and organized dialogues.

Assessing trends over time is valuable so the WPP can determine improvement in particular areas. Since 2004, over 340 individuals have offered comments and insight on the Community-Academic Partnership Fund, the Request for Partnership application, timeliness, staff technical assistance, and the grant review process through an annual survey. From this survey, the program learned how to improve the application and the grant review process and enhance WPP's communication strategies.

## Individual Grant Evaluations

The vast majority of the WPP's resources are devoted to making grants to faculty and community organizations that can help to advance the Program's mission and goals. Clearly, WPP projects are beginning to show impressive progress and outcomes.

WPP staff review grantee reports that measure progress toward program goals, and that detail the partnerships, key activities and related processes. Grantees often provide both qualitative and quantitative data to detail their progress and outcomes, offer their reflections and lessons learned, and describe what they envision as the ultimate impact of their project.

At project completion, final reports may be followed by on-site visits or presentations to the committees. Site visits allow the WPP to observe the project firsthand, and to gain knowledge that may not be easily communicated in a written progress report. In addition, staff share lessons learned and results broadly within the academic and public health community. As evaluations continue in 2008, the WPP will be better able to support and disseminate successful outcomes, program models and initiatives as appropriate.



*"PolkADOT (Polk County Alcohol and Drug Outreach and Training) is now in its third and final year of Partnership funding. We have made tremendous strides since first meeting with our academic partner over three years ago. The advent of new funding from the Wisconsin Initiative to Promote Healthy Lifestyles (WIPHL) brought us to the threshold of opportunities we could not have imagined when we started. When we began, our responsibility was to get local sites to administer the brief healthy lifestyle screening forms to enable telephone follow-up from our faculty partner. Now, our partner clinics and agencies are fully engaged in the local delivery of alcohol and other drug services and are working hard to achieve sustainable service delivery."*

► **Mike Rust**

*"Polk County Alcohol and Drug Outreach and Training"*

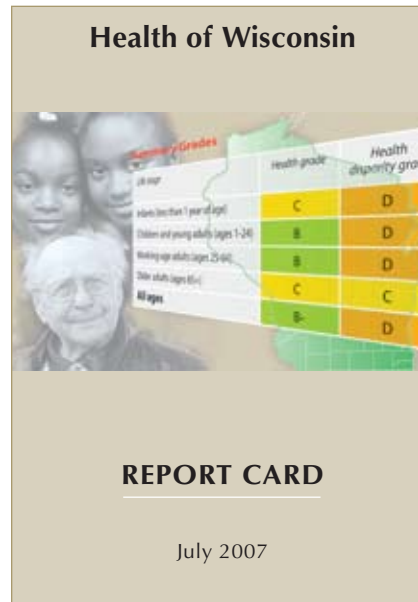


“Becoming a healthier state first requires knowing how to measure overall population health and reduction of health disparities. After that we need to identify the most cost-effective programs and policies to make progress on these measures. The Making Wisconsin the Healthiest State project provides guidance on both of these practical dimensions.”

► **David Kindig, MD, PhD**

“Making Wisconsin the Healthiest State”

## ► The Health of Wisconsin Report Card



Making Wisconsin the Healthiest State, a project funded by the MERC in 2004, was led by David Kindig, MD, PhD, Emeritus Professor, Department of Population Health Sciences, and Patrick Remington, Professor, Department of Population Health Sciences, UW SMPH. It is an example of the work being conducted by UW SMPH faculty to assess the health of the state now and into the future. The issuance of the *Health of Wisconsin Report Card*,

an important component of the overall project, offers valuable information to the WPP and to state leaders for future health planning and interventions.

**Background:** According to *America's Health Rankings*, Wisconsin is becoming healthier over time but is losing ground in comparison to other states. The Report Card is a means of evaluating progress towards two of the three goals of *Healthiest Wisconsin 2010*: protecting/promoting health for all, and eliminating health disparities. In the Report Card, the **health** of the state was assessed by measuring length of life and quality of life. The Report Card looked at the health of people in four life stages: infants, children and young adults, working-age adults, and older adults. **Health disparities** were assessed by looking at health across variables of gender, geography, socioeconomic status, and race/ethnicity.

**Program Overview:** Findings from the first Report Card revealed the following grades for the state as a whole: a B– in overall health, and a D in health disparities. The grades per life stage are as follows:

- Infants: C in health, D in health disparities.
- Children and young adults: B in health, D in health disparities.
- Working-age adults: B in health, D in health disparities.
- Older adults: C in health, C in health disparities.

A second report, *Opportunities to Make Wisconsin the Healthiest State*, was issued in February 2008. This report indicates how we rank among the states on 51 determinants of health such as smoking rates, health care quality, and healthy child development. In the summer of 2008, another report will be issued evaluating several hundred programs and policies. Perhaps the most effective source of information to improve our grades, this report should guide the state's public and private policy makers, leaders creating the *Healthiest Wisconsin 2020* state health plan, and the WPP as it formulates plans to invest in future initiatives.





## ➡ Planning for the Future

As the WPP moves forward with development of the next *Five-Year Plan*, we are also looking back to the accomplishments of the past four years. When the Program was established, countless individuals collaborated – within as well as outside the UW SMPH – to build the foundation for what has become the Wisconsin Partnership Program. We recognize the contributions of our two governing committees, the OAC and the MERC, both of which have fully embraced their roles and responsibilities as they provide the stewardship and the guidance necessary for our successful grant-making process. Furthermore, the work of the WPP has extended the Wisconsin Idea to foster far-reaching partnerships between those at the UW SMPH and those throughout the UW System and in communities statewide.

The growth of the WPP – as reflected by the number of grants awarded and the amount of dollars allocated for improving health – is impressive. While it is too soon to determine the overall impact, it is not too soon to begin to pinpoint the success stories of many programs and their potential to be replicated statewide.

Through exploration and assessment, we are identifying the projects with the greatest potential to produce the greatest benefits for our state. We will look, for instance, to the *Health of Wisconsin Report Card* and its subsequent reports (see page 28), each of which provides valuable overviews of our state's health that not only guide Wisconsin's policy makers but also guide the WPP as we plan for future investments.

As noted earlier, both of our governing committees are focused on strategic planning to develop future initiatives that target pressing health issues. We have engaged in a comprehensive planning process to find new paths to greater collaboration. And in 2008 through our evaluation work, we will be gathering the information and the public input necessary to produce our next *Five-Year Plan*. Guided by this plan, we will make investments that have the greatest potential to benefit the people of Wisconsin.

## Financial Overview

### Introduction

On March 25, 2004, with execution of the *Agreement Between the Wisconsin United for Health Foundation, Inc. (WUHF), the University of Wisconsin Foundation, and the University of Wisconsin System Board of Regents (the Agreement)*, a total of \$296,598,534 was released from WUHF to the UW Foundation.

The *Agreement* called for approximately \$166.6 million to be released by WUHF in subsequent years upon successful review and acceptance of the annual reports submitted by the WPP. Following acceptance of the 2004, 2005 and 2006 Annual Reports by WUHF, all restricted funds have been transferred to the endowment.

As prescribed in the *Agreement*, all WPP revenues have been accounted for in segregated accounts at the UW Foundation and all WPP expenditures have been accounted for in separate accounts within the UW SMPH.

### Administrative Budget

Administrative expenses were \$597,547 for the period of January 1, 2007 through December 31, 2007 compared to a 2007 budget of \$619,550. The UW SMPH also provides in-kind support for administrative expenses from the Offices of the Dean and Vice Dean, Fiscal Affairs, Human Resources, Legal Services, and Public Affairs. The administrative budget has been approved by the OAC and the MERC. Allocation of costs in the Income Statement on page 31 is based on a 35 percent/65 percent split. Detail expenditures for the period are as follows:

Administrative Expenditures. December 31, 2007	
Total Salaries	\$349,616
Total Fringe Benefits	\$140,607
Other Expenditures. December 31, 2007	
Supplies	\$12,848
Travel	\$9,814
Reviewer Services	\$7,076
Evaluation	\$8,806
Other Expenses	\$68,780
<b>Total</b>	<b>\$597,547</b>
<b>OAC (35%) Allocation</b>	<b>\$209,141</b>
<b>MERC (65%) Allocation</b>	<b>\$388,406</b>

### Grant Management

The WPP manages grant funds consistently, whether the funding is external to community organizations or internal to the University. Areas of grant management include the following.

- Individual projects are approved by the OAC, the MERC, or the Dean with the endorsement of the MERC, and are processed in accordance with UW-Madison policies and with broad oversight by the UW System Board of Regents.
- Every awarded project has a Memorandum of Understanding (MOU) (see the following section).
- Every proposal includes a non-supplanting certification (see the following Non-Supplanting Policy section).

### Memorandum of Understanding

All applications approved for funding require a Memorandum of Understanding (MOU) between the WPP and the community organization or the faculty recipient. Acceptance of an award requires the grantee to be aware of and comply with the terms and conditions of the MOU. The MOU provides a mechanism for the OAC and MERC to monitor progress of their respective awards. Each MOU includes a timeline for progress reports,

financial reports, and applicable compliance documents to be sent to the OAC or to the MERC.

### Non-Supplanting Policy

As outlined in the *Decision of the Commissioner of Insurance in the Matter of the Application for Conversion of Blue Cross & Blue Shield United of Wisconsin*, funds from the WPP may not be used to supplant funds or resources available from other sources. The UW SMPH has designed a review process for determination of non-supplanting, which was approved by WUHF.

### Initial Award

All applicants and award recipients, whether internal or external, must complete a non-supplanting questionnaire developed by the UW SMPH. As part of the technical review process and MOU development, the Associate Dean for Fiscal Affairs reviews this questionnaire, along with financial statements from external recipients. In the case of internal awards, the Associate Dean also considers the UW SMPH budget and existing grant funding.

Any potential supplanting concerns are discussed with the applicant. Resolution may include a budget modification or reduction. Funds will not be awarded if it is determined that supplanting would or is likely to occur. Any unresolved supplanting questions are brought to either the OAC or the MERC, as appropriate. An appeal process is available in the case of a dispute between the Associate Dean and the recipient.

### Subsequent Funding

As part of the financial reporting process, each recipient must certify that supplanting has not occurred. Recipients of multi-year awards must complete a new questionnaire each year.

## Annual Report

Based on the non-supplanting determination made by the Associate Dean for Fiscal Affairs, the Dean of the UW SMPH has attested to compliance with the supplanting prohibition in the annual report. The UW-Madison Vice Chancellor for Administration has also attested that UW-Madison and the UW System have complied with the supplanting prohibition.

### OAC Review and Assessment of the Allocated Percentage of Funds

*As required in the addendum to the Five-Year Plan and in the Agreement, the OAC reviewed and assessed the allocation percentage for public health and medical education and research initiatives on March 21, 2007.*

*After considering the indicators developed for the program-wide evaluation, the data provided from ongoing grant reporting, and the increased communication between the OAC and the MERC, the OAC believed it would have sufficient information to assess and advise on the allocation percentage.*

*The OAC agreed that the allocation of 35 percent for public health initiatives and 65 percent for medical education and research initiatives should remain unchanged for 2007. The vote included the provision that a) the Program continue evaluation and data-gathering processes to support evidence-based planning decisions, and b) develop a set of tools for the next Five-Year Plan that will maximize the Program's efforts towards improving population health.*

## Accounting

The following financial report consolidates activities of the UW Foundation and the UW SMPH for the period January 1, 2007 through December 31, 2007. Revenues consist of investment income and market valuation and expenditures consist of administrative and program costs. All expenses and awards are reported as either Public Health Initiatives (OAC–35 percent) or Medical Education and Research Initiatives (MERC–65 percent). Approved awards have been fully accrued as a liability less current year expenditures, (shown as follows).

## Financial Reports – Unaudited

### Balance Sheet (12/31/2007)

Assets	
Current Investments	\$47,111,102
Non-Current Investments	\$358,180,244
<b>Total Assets</b>	<b>\$405,291,346</b>
Liabilities and Fund Balances	
Liabilities	
Accounts Payable	–
Grants Payable	\$38,875,094
<b>Total Liabilities</b>	<b>\$38,875,094</b>
Net Assets*	
Unrestricted	\$8,236,008
Temporarily Restricted	–
Permanently Restricted	\$358,180,244
<b>Total Net Assets</b>	<b>\$366,416,252</b>
<b>Total Liabilities &amp; Net Assets</b>	<b>\$405,291,346</b>

\*See further discussion on page 32.

### Income Statement (1/1/2007 – 12/31/2007)

Revenues	
Gifts Received	\$15,229,208
Investment Income	\$2,085,157
Realized Gains/(Losses) on Investments	\$36,838,211
<b>Total Revenues</b>	<b>\$54,152,576</b>
Expenditures	
Public Health Initiatives	
Administrative Expenditures	\$209,141
Grant Expenditures	\$5,307,376
Medical Education & Research Initiatives	
Administrative Expenditures	\$388,405
Grant Expenditures	\$6,207,767
<b>Total Expenditures</b>	<b>\$12,112,689</b>
<b>Net Increase/(Decrease) in Net Assets</b>	<b>\$42,039,887</b>

## Immediately Available Funds – Report of Expenditure Activity

(3/25/2004 – 12/31/2007)

<b>Balance as of 3/25/2004</b>	<b>\$30,000,000</b>
Decreases	
Program Expenditures	
Public Health Initiatives	\$7,908,802
Medical Education & Research Initiatives	\$12,531,501
<b>Total Program Expenditures</b>	<b>\$20,440,303</b>
Outstanding Payables at 12/31/2007	
Public Health Initiatives	\$11,469,543
Medical Education & Research Initiatives	\$17,391,525
Total Outstanding Payables at 12/31/2007	\$28,861,068
<b>Total Immediate Funds – Balance as of 12/31/2007</b>	<b>(\$19,301,371)</b>



## Financial Notes

### Cash and Investments

The financial resources that support grants for the period January 1, 2007 through December 31, 2007 are generated from funds released by the Wisconsin United for Health Foundation, Inc. (WUHF), as prescribed in the *Agreement*, as well as generated from investment income. All funds are housed and managed by the UW Foundation. As needed, funds are transferred to the UW SMPH to reimburse expenses.

Income received on unrestricted funds is based on the performance of the underlying investments as well as endowment distributions from the permanently restricted funds. All expenses are charged against unrestricted funds. Income received on permanently restricted funds is based on the performance of the underlying investments. The only reductions to the permanently restricted funds are endowment distributions to unrestricted funds.

### Current Investments

Current investments consist of participation in the UW Foundation expendables portfolio. The objective of the expendables portfolio is to preserve principal and provide a competitive money market yield. Typically, gifts placed in the expendables portfolio have a short-term horizon, usually less than three years. The expendables portfolio is mainly invested in short-duration, fixed-income securities. The UW Foundation has identified a level of the expendables portfolio that is unlikely to be withdrawn over a short-term horizon and therefore this percent is invested in higher returning asset classes.

### Non-Current Investments

Non-current investments consist of participation in the UW Foundation endowment portfolio. The objective of the endowment portfolio is to achieve a long-term, annualized return that creates an income stream to fund programs,

preserves the real value of the funds, and provides for real growth. To achieve this, the endowment is invested in a diversified portfolio that includes U.S. and international equity, fixed income, real assets, alternative assets, and cash equivalents.

The UW Foundation uses quantitative models along with qualitative analysis to maximize target return while minimizing risk. The UW Foundation recognizes that individual investments or asset classes within the endowment will be volatile from year to year, but believes that this risk will be mitigated through diversification of asset classes and investments within asset classes.

### Liabilities – Grants Payable

Grants payable are recorded as of the date of OAC or MERC approval. The liability reflects the total amount of the grant award, which ranges from one to five years in length, less any expenditures incurred before December 31, 2007. Any subsequent modifications to grant awards are recorded as adjustments of the grant expenditures in the year the adjustment occurs. Grants payable at December 31, 2007 are as follows:

GRANTS PAYABLE			
	Public Health	Medical Education and Research	
Year	(OAC-35%)	(MERC-65%)	Total
12/31/08	\$11,469,543	\$17,391,525	\$28,861,068
12/31/09	\$3,474,487	\$4,412,828	\$7,887,315
Thereafter	\$1,551,396	\$575,315	\$2,126,711
<b>Total</b>	<b>\$16,495,426</b>	<b>\$22,379,668</b>	<b>\$38,875,094</b>

### Net Assets

Based upon the *Agreement*, net assets are divided into two components:

- Unrestricted net assets: Funds that are not limited by imposed stipulations of the *Agreement* and are available for the designated purposes of the WPP.
- Permanently restricted net assets: Funds held in permanent endowment status with income available on an annual basis.

### Income Statement

#### Revenues

Revenues for the period of January 1, 2007 through December 31, 2007 consist of two components: (1) investment income, which has been recorded as earned throughout 2007; and (2) net realized gains/(losses) on investments, which represents the difference between the original cost of investments and the sales proceeds (realized) or the fair market value at the end of 2007 (unrealized).

Investment income distributions to the spendable (unrestricted) funds are based on the UW Foundation spending policy applied to 100 percent of the market value of the endowment (permanently restricted) funds.

#### Expenditures

Expenditures for the period of January 1, 2007 through December 31, 2007 consist of grant awards, as described above, and administrative expenses. All expenses fall under one of the two major components identified in the *Five-Year Plan*:

- Public Health Initiatives (OAC-35 percent)
- Medical Education and Research Initiatives (MERC-65 percent)

Grant award expenditures by major component at December 31, 2007 are shown on the next page.

## 2007 OAC Funding

Project Title	Type*	\$ Total Award	\$ Total Expended	\$ Grants Payable
<b>DEVELOPMENT GRANTS</b>				
Creating Healthy Rural Communities	S	59,250	–	59,250
Family Table Project	R/S	59,864	–	59,864
Fluoridation for Healthy Communities	S	67,000	–	67,000
Group Prenatal Care for Vulnerable Pregnant Teens: Building Self-Efficacy and Social Support	R/S	66,937	–	66,937
Healthiest Wisconsin 2020: A Partnership Plan to Improve the Health and Safety of the Public	S	66,873	–	66,873
(Kev Noj Qab Haus Huv Ntawm Pojnam Hmoob Lub Neej) Staying Healthy as a Hmong Woman: Building Capacity to Address Cancer Disparities	R/S	50,840	–	50,840
Oral Health Improvement for Adults with Developmental Disabilities	S	66,748	–	66,748
Promoting a Safe and Healthy Deaf Community	S	54,443	–	54,443
Reducing Mental Health Treatment Barriers in Adjudicated, Poor, Substance Abusing Women	R/S	67,000	–	67,000
Reducing Youth Substance Abuse through Brief Motivational Interviewing in Schools	R/S	66,972	–	66,972
Uniting a County	S	67,000	–	67,000
<b>IMPLEMENTATION GRANTS</b>				
Allied Drive Early Childhood Initiative	R/S	474,988	–	474,988
Changing the Culture of Palliative Care in Rural Wisconsin	S	413,221	–	413,221
Ecocultural Family Interview Project	R/S	474,943	–	474,943
Expanded Community Role in the Milwaukee Homicide Review Commission	S	474,164	–	474,164
Expanding & Sustaining the “Safe Mom, Safe Baby” Project	R/S	400,944	–	400,944
Got Dirt? Garden Initiative	R/S	474,990	–	474,990
It Takes a Community to Help a Smoker	R/S	473,883	–	473,883
Keeping Kids Alive in Wisconsin	S	464,252	–	464,252
Reducing Tobacco Use Among LGBT Populations in Wisconsin	S	475,000	–	475,000
Underage Drinking - A Parent Solution	S	462,991	–	462,991
<b>Total 2007 OAC Funding</b>		<b>\$5,282,303</b>	<b>\$ –</b>	<b>\$5,282,303</b>

\* S = service (community based); E = education; R = research

## 2006 OAC Funding

Project Title	Type*	\$ Total Award	\$ Total Expended	\$ Grants Payable
<b>PLANNING GRANTS</b>				
Childhood Obesity Wellness Campaign	S	45,040	4,438	40,602
Family Teaming to Improve Health Outcomes for Youth	S	49,942	17,959	31,983
Fit Kids, Fit Cities	S	44,210	34,527	9,683
Fluoridation for Healthy Communities	S	50,000	20,672	29,328
Green City, Active People	S	50,000	–	50,000
Health Care Task Force on Pre- and Inter-Conception Care: Optimizing Women's Health and Increasing Access to Primary and Preventive Health Services	S	49,567	9,312	40,255
Increasing Breastfeeding Rates in Milwaukee County	S	49,454	–	49,454
Noj Zoo, Nyob Zoo (Eat Well, Live Well): A Hmong Community Health Promoter Project	S/E	50,000	36,559	13,441
Northern Wisconsin Child and Adolescent Psychiatry Access Project (CAPAP)	S	49,945	8,429	41,516
Planning a Multicultural Women's Education Program to Eliminate the Stigma of Depression	S	48,336	–	48,336
Preventing Substance Abuse Among LGBTQ Youth in Wisconsin	S	48,760	17,504	31,256
Schools and Clinics United for Healthy Children and Youth	S	50,000	–	50,000
<b>IMPLEMENTATION GRANTS</b>				
Coordinating Partnerships to Improve Access to Public Health Coverage	S	446,185	91,074	355,111
FIT WIC - FIT Families	S	450,000	57,165	392,835
Health Watch Wisconsin	S/E	447,700	62,787	384,913
Honoring Our Children Urban/Rural Outreach Project	S	450,000	2,948	447,052
Latino Geriatric Center	S/E	448,251	49,634	398,617
Measuring the Impact	S/R	396,894	7,298	389,596
Milwaukee Nurse-Family Partnership Program	S	449,376	–	449,376
Project Connect	S	450,000	34,151	415,849
Strong Rural Communities Initiative	S	299,815	104,026	195,789
Taking Care of Me: A Cancer Education and Screening Promotion Program for Hispanic/Latina Women	S	450,000	42,049	407,951
What Works: Reducing Health Disparities in Wisconsin Communities	S/R	429,461	28,557	400,904
Wisconsin Partnership for Childhood Fitness	S/R	446,568	–	446,568
Workforce Development: Advancing the Plan for a Diverse, Sufficient and Competent Workforce	S/E	450,000	35,747	414,253
<b>PUBLIC HEALTH EDUCATION &amp; TRAINING</b>				
Continuing Public Health Education	S/E	560,338	173,405	386,933
<b>Total 2006 OAC Funding</b>		<b>\$6,759,842</b>	<b>\$838,242</b>	<b>\$5,921,600</b>

\* S = service (community based); E = education; R = research

## 2005 OAC Funding

Project Title	Type*	\$ Total Award	\$ Total Expended	\$ Grants Payable
<b>PLANNING GRANTS</b>				
Active Prescription for Wisconsin	S	15,865	15,865	–
Assessing Lifestyle Behaviors and Beliefs in Underserved Adults	S	48,637	46,295	2,342
Chippewa Valley Community Diabetes Program	S	49,903	49,903	–
Development of a Wisconsin Public Health Laboratory Network	S	49,234	23,237	25,997
Enhancing the Role of Consumers as Informed Partners in the Health Care System	S	46,569	24,591	21,978
Got Dirt? Initiative	S	41,270	31,819	9,451
Green City, Healthy People: Eliminating Health Disparities while Revitalizing Milwaukee's Johnson Park	S	50,000	45,576	4,424
Hispanic Health Patient Navigation Collaboration Planning Project	S	25,728	12,823	12,905
Reduce Health Disparities within the LGBT Populations in Wisconsin	S	46,482	37,328	9,154
<b>IMPLEMENTATION GRANTS</b>				
Engaging Wisconsin Communities for Substance Abuse Prevention	S	430,872	115,340	315,532
Expand Behavioral Risk Factor Survey Coverage to Provide Local Tracking of Healthiest Wisconsin 2010 Priorities	S/R	440,466	142,105	298,361
Footprints to Health	S	450,000	73,118	376,882
Influencing Wisconsin's Public Health System by Defining, Understanding and Diffusing a Treatment Model for Hmong Mental Health	S/R	450,000	125,165	324,835
Polk County Alcohol and Drug Outreach and Training (PolkADOT)	S/R	448,584	109,151	339,433
Reality Check 21	S	450,000	167,447	282,553
Si Se Puede (Yes You Can)	S	411,183	195,098	216,085
Transporting Children Safely – A Public Health Model for WIC (Women, Infants, and Children) Families	S	344,924	129,427	215,497
Wisconsin Falls Reduction Project	S/R	448,898	107,730	341,168
The Wisconsin Healthy Air Initiative	S	450,000	82,854	367,146
<b>Total 2005 OAC Funding</b>		<b>\$4,698,615</b>	<b>\$1,534,872</b>	<b>\$3,163,743</b>

\* S = service (community based); E = education; R = research

## 2004 OAC Funding

Project Title	Type*	\$ Total Award	\$ Total Expended	\$ Grants Payable
<b>PLANNING GRANTS</b>				
Ho-Chunk Nation Culturally Trained Preventive & Supportive Care Project	S	25,000	25,000	–
<b>IMPLEMENTATION GRANTS</b>				
At Risk Adolescent Health Outreach, Prevention and Services Collaborative Program	S	292,467	244,346	48,121
Beyond Lip Service: Integrating Oral Health into Public Health	S	450,000	271,046	178,954
Breaking the Barriers to Health Care & Domestic Violence Prevention for Latino/Hispanic Immigrants	S/E	450,000	430,631	19,369
Co-op Care	S	450,000	308,738	141,262
Dane County Early Childhood Initiative	S	450,000	340,004	109,996
First Breath: Enhancing Service to Health Care Providers and Clients	S/E	450,000	367,297	82,703
Fit Kids Fit Families in Washington County	S	318,971	128,320	190,651
Healthy and Active Lifestyles for Children and Youth with Disabilities: A Comprehensive Community-Based Partnership	S	440,490	235,523	204,967
Healthy Children, Strong Families	S/R	426,120	326,403	99,717
Milwaukee Birthing Project: Improving Birth Outcome for Mothers and Children	S	414,475	399,788	14,687
Milwaukee Homicide Review Commission	S/R	400,001	341,046	58,955
Peridata: A Rural/Urban Information Network	S	395,819	201,994	193,825
Safe Mom, Safe Baby: A Collaborative Model of Care for Pregnant Women Experiencing Intimate Partner Violence	S	448,529	353,818	94,711
<b>COMMUNITY-POPULATION HEALTH INITIATIVES</b>				
Multi-Level Information Systems and Health Promotion Interventions for Milwaukee's School Children	S/R	299,839	299,839	–
Tribal-Academic Partnership for American Indian Health	S/E/R	245,379	200,248	45,131
<b>PUBLIC HEALTH EDUCATION AND TRAINING</b>				
Wisconsin Population Health Fellowship Program	S/E	1,566,789	1,181,588	385,201
Healthy Wisconsin Leadership Institute	S/E	814,403	554,873	259,530
<b>Total 2004 OAC Funding</b>		<b>8,338,282</b>	<b>6,210,502</b>	<b>2,127,780</b>
<b>Total 2005 OAC Funding</b>		<b>4,698,615</b>	<b>1,534,872</b>	<b>3,163,743</b>
<b>Total 2006 OAC Funding</b>		<b>6,759,842</b>	<b>838,242</b>	<b>5,921,600</b>
<b>Total 2007 OAC Funding</b>		<b>5,282,303</b>	<b>–</b>	<b>5,282,303</b>
<b>Total OAC Funding (2004, 2005, 2006 &amp; 2007)</b>		<b>\$25,079,042</b>	<b>\$8,583,616</b>	<b>\$16,495,426</b>

\* S = service (community based); E = education; R = research

## 2007 MERC Funding

Project Title	Type*	\$ Total Award	\$ Total Expended	\$ Grants Payable
<b>TARGETED PROGRAMS</b>				
2007 Emergency Care and Trauma Symposium	S/E	80,000	–	80,000
Development of Human Rights Initiative	E	22,500	–	22,500
Wisconsin Academy for Rural Medicine (WARM)	E	668,490	40,162	628,328
Wisconsin Network for Health Research (WiNHR)	E	2,711,469	23,961	2,687,508
<b>NEW INVESTIGATOR PROGRAM</b>				
A New Diagnostic Test to Monitor Regression and Recurrence of Epithelial Ovarian Cancer	R	98,738	–	98,738
Falls Risk Detection and Gait Instabilities in Older Adults	S/R	100,000	3,971	96,029
Metabolic Control of Metastasis by a Master Regulator of Neurogenesis: Molecular Mechanisms and Therapeutics	R	99,990	–	99,990
Probiotics for Prevention of Infection by Multiresistant Bacteria	R	100,000	–	100,000
Reconstructing HIV Sequence Histories to Identify Potent Immune Responses	R	99,620	2,316	97,304
The Relationship between Asthma and Obstructive Sleep Apnea (OSA) – A Pilot Study of the Effects of Treatment for Comorbid OSA in Patients with Asthma	R	99,995	–	99,995
<b>COLLABORATIVE HEALTH SCIENCES PROGRAM</b>				
A Comprehensive Approach to Insomnia	R	299,654	10,809	288,845
Healthy People/Healthy Systems: The OPTIMISE Model	E	299,726	12,258	287,468
Improving Cardiovascular Risk Prediction Using Hand-Held Carotid Ultrasonography	E	286,297	24,032	262,265
Individualized Stroma-Targeting Therapy in Breast Cancer	R	300,000	10,600	289,400
Linking Aging, Resveratrol and Sirtuins	R	300,000	53,285	246,715
Vitamin D Inadequacy: Documentation in Rural Populations and Evaluation of Correction by Food Supplementation	R	300,000	22,792	277,208
Wisconsin Infectious Disease Drug Discovery	R	300,000	3,064	296,936
<b>Total 2007 MERC Funding</b>		<b>\$6,166,479</b>	<b>\$207,252</b>	<b>\$5,959,227</b>

\* S = service (community based); E = education; R = research

## 2006 MERC Funding

Project Title	Type*	\$ Total Award	\$ Total Expended	\$ Grants Payable
<b>MERC INITIATIVES</b>				
UW Institute for Clinical and Translational Research	S/E/R	6,847,846	1,058,474	5,789,372
<b>STRATEGIC INITIATIVES ALLOCATION</b>				
Advancing Evidence-Based Health Policy in Wisconsin: Translating Research into Practice	S/E	149,230	44,095	105,135
Center for Urban Population Health Public Health Development Plan	S/E/R	1,058,448	–	1,058,448
<b>COMBINED MERC/STRATEGIC INITIATIVES ALLOCATION</b>				
The Wisconsin Smokers Health Studies	S/R	600,000	219,048	380,952
<b>NEW INVESTIGATOR PROGRAM</b>				
Creation of a Bovine Cryptosporidium Vaccine to Reduce Outbreaks in Human Populations	R	100,000	69,920	30,080
Determinants of Antibiotic Resistance in Nursing Homes	R	100,000	19,077	80,923
Integrating Variation at Single Nucleotides and Short Tandem Repeats to Identify Genetic Associations with Complex Diseases	R	100,000	19,077	80,923
Magnetic Resonance Imaging in a Study of Prolotherapy for Knee Osteoarthritis	R	99,971	14,132	85,839
Partnering with Quit Lines to Promote Youth Smoking Cessation in Wisconsin	S/R	100,000	9,997	90,003
Surface-Rendered 3D MRI Overlaid into Live X-Ray Fluoroscopy to Guide Endomyocardial Progenitor Cell Therapy for Recent Myocardial Infarction: Technical Development and Validation Toward Clinical Translation	R	100,000	7,667	92,333
Treatment of Vitamin D Insufficiency	R	100,000	64,475	35,525
<b>Total 2006 MERC Funding</b>		<b>\$9,355,495</b>	<b>\$1,525,962</b>	<b>\$7,829,533</b>

\* S = service (community based); E = education; R = research

## 2005 MERC Funding

Project Title	Type*	\$ Total Award	\$ Total Expended	\$ Grants Payable
<b>MERC INITIATIVES</b>				
Human Proteomics Program	R	1,867,208	1,465,063	402,145
Regenerative Medicine Program	R	1,200,000	480,850	719,150
Survey of the Health of Wisconsin (SHOW)	S/E/R	4,116,906	1,634,048	2,482,858
Wisconsin Network for Health Research (WiNHR)	S/R	1,175,827	901,206	274,621
<b>STRATEGIC INITIATIVES ALLOCATION</b>				
Library Collection Support for Public Health Research and Training	S/E/R	159,794	53,385	106,409
Reducing Cancer Disparities through Comprehensive Cancer Control	S/E/R	532,126	422,605	109,521
Startup Funding to Recruit Faculty Member Specializing in Genetic Epidemiology	S/E/R	261,706	64,180	197,526
Startup Funding to Recruit Faculty Member Specializing in Health Policy	S/E/R	261,706	27,922	233,784
"The Transformation of Health Care and the Role of the University" Conference	S/E	22,308	22,308	–
Wisconsin Academy for Rural Medicine (WARM)	S/E	134,884	101,004	33,880
<b>COMBINED MERC/STRATEGIC INITIATIVES ALLOCATION</b>				
Health Innovations Program (HIP)	S/E/R	1,310,158	503,078	807,080
<b>NEW INVESTIGATOR PROGRAM–CYCLE 1</b>				
Healthy Children Strong Families–Supporting Caregivers Improving Lifestyles	S/R	93,054	59,515	33,539
Investigating Fungal Infection: Analysis of Spores from the Human Fungal Pathogen <i>Cryptococcus Neoformans</i>	R	100,000	99,154	846
Molecular Analysis of the Putative Mammalian siRNase ERI-1	R	99,913	99,913	–
Molecular Mechanism of Lung Organogenesis, Tumorigenesis, and Asthma	R	100,000	77,210	22,790
Novel Therapies Against Influenza Infection	R	100,000	100,000	–
Sterol Carrier Protein 2 is a Novel Link Between Aging and Alzheimer's Disease	R	99,894	99,894	–
<b>NEW INVESTIGATOR PROGRAM–CYCLE 2</b>				
Androgen Receptor as an Immunological Target for the Treatment of Prostate Cancer	R	99,906	86,370	13,536
Cellular and Viral Determinants of Human Cytomegalovirus Lytic and Latent Replication Cycles	R	100,000	67,471	32,529
Effects of Statin Therapy on Vascular Properties and Outcomes in Diastolic Heart Failure Patients	S/R	100,000	20,142	79,858
GLI2 Protein Stabilization in the Activation of Hedgehog Signaling Pathway in Prostate Cancer	R	100,000	94,725	5,275
Mechanisms of CREB Regulation and Function in Response to DNA Damage	R	100,000	91,338	8,662
Novel Exploratory Approaches to Elucidating the Role of GRIAL in CD25+ T Regulatory Cell Biological Function	R	91,560	64,608	26,952
Optimizing Immunosuppressant Therapy Based on Viral Genetics to Improve Hepatitis C Infected Transplant Patient Outcomes	R	100,000	100,000	–
The Role of Ikaros in Cellular Proliferation	R	100,000	92,521	7,479
Topical Honey for Diabetic Foot Ulcers	S/R	99,976	55,550	44,426
Wnt/Frizzled Signals in Normal and Malignant Lymphoid Development	R	100,000	75,518	24,482
<b>Total 2005 MERC Funding</b>		<b>\$12,626,927</b>	<b>\$6,959,580</b>	<b>\$5,667,346</b>

\* S = service (community based); E = education; R = research



## 2004 MERC Funding

Project Title	Type*	\$ Total Award	\$ Total Expended	\$ Grants Payable
<b>MERC INITIATIVES</b>				
Innovations in Medical Education	E/S	3,414,780	2,048,522	1,366,258
Survey of the Health of Wisconsin (SHOW)	R/E/S	121,955	109,585	12,370
Wisconsin Clinical Trials Network (WiCTNet)	R/S	105,414	105,414	–
<b>STRATEGIC INITIATIVES ALLOCATION</b>				
Improving Cancer Care in Wisconsin	R/E/S	313,539	313,539	–
Making Wisconsin the Healthiest State	R/S	820,343	566,368	253,975
Master of Public Health (MPH)	E	2,682,977	1,554,912	1,128,065
Wisconsin Alzheimer's Institute	R/E/S	375,000	212,107	162,893
<b>Total 2004 MERC Funding</b>		<b>7,834,008</b>	<b>4,910,447</b>	<b>2,923,561</b>
<b>Total 2005 MERC Funding</b>		<b>12,626,927</b>	<b>6,959,580</b>	<b>5,667,346</b>
<b>Total 2006 MERC Funding</b>		<b>9,355,495</b>	<b>1,525,962</b>	<b>7,829,533</b>
<b>Total 2007 MERC Funding</b>		<b>6,166,479</b>	<b>207,252</b>	<b>5,959,227</b>
<b>Total MERC Funding (2004, 2005, 2006 &amp; 2007)</b>		<b>\$35,982,909</b>	<b>\$13,603,241</b>	<b>\$22,379,668</b>

\* S = service (community based); E = education; R = research



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All of the Application Review Subcommittee members are affiliated with the UW SMPH.

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### Diversity Policy

The OAC and the MERC have adopted the following diversity policy to emphasize the importance of a broad perspective and representation for the WPP's goals, objectives and processes:

“The mission of The Wisconsin Partnership Program (WPP) of the UW SMPH is to advance population health in Wisconsin by promoting community-academic partnerships, supporting research and education, and influencing public policy. The commitment to diversity is integral to the WPP mission and pursuit of making Wisconsin the healthiest state in the nation and to its overarching goal of eliminating health disparities. A broad perspective helps the WPP understand the most effective means to address population health issues and to improve the health of the public.

Diversity encompasses underrepresented groups and people who are specifically protected by civil rights laws and includes, but is not limited to age, gender, race, national origin (ethnicity), religious beliefs, physical abilities and characteristics, sexual orientation, economic circumstances and lifestyle.

The WPP is subject to and complies with the diversity and equal opportunity policies of the Board of Regents of the University of Wisconsin System and UW-Madison.

Furthermore, to ensure diversity within the programmatic goals and objectives of the WPP, the following policy has been adopted:

1. The WPP will strive to achieve a diverse membership among the Oversight and Advisory Committee (OAC), the Medical Education and Research Committee (MERC), standing and ad hoc committees, staff, consultants, advisors and partners.
2. The WPP will undertake a strategic and systematic approach to involving individuals from diverse racial/ethnic groups, ages, abilities, geographic regions and interests by supporting opportunities for community engagement throughout WPP planning processes, development and outreach.
3. The WPP will continue to monitor the level of diversity on all WPP committees, subcommittees, and advisory groups. The WPP will communicate its diversity policy to the public by posting the policy on the Program Web site and by publicizing the policy in advance of committee elections.”

### Open Meetings and Public Records Laws

The WPP conducts its operations and processes in accordance with the State of Wisconsin's Open Meetings and Public Records laws. Meetings of the OAC, the MERC, and their respective subcommittees, are open to the public, in accordance with the law. Agendas, minutes, and approved documents are posted on the Program's Web site, [www.wphf.med.wisc.edu](http://www.wphf.med.wisc.edu).

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Wisconsin Partnership Program  
2007 Annual Report  
Appendix

The Appendix to the 2007 Annual Report of the Wisconsin Partnership Program containing attestations of non-supplanting and the draft minutes of the Oversight and Advisory Committee (OAC) and the Medical Education and Research Committee (MERC) meetings are available online at [http://www.wisconsin.edu/news/2008/08-2008/2007\\_annual\\_report\\_appendix.pdf](http://www.wisconsin.edu/news/2008/08-2008/2007_annual_report_appendix.pdf)

## **GROWTH AGENDA ACTION STEPS: UPDATE ON OPERATIONAL EXCELLENCE AND EFFICIENCY**

### **BACKGROUND**

In furtherance of the *Growth Agenda for Wisconsin's* goals of creating more graduates, more high paying jobs, and stronger communities, the University of Wisconsin System developed the *Advantage Wisconsin* strategic framework. This framework presented a set of seven core strategies to provide guidance and direction in moving the initiative forward for the benefit of the State and its residents.

One of those core strategies centered around Operational Excellence and Efficiency. The eleven Growth Agenda Action steps included the following item:

#### **Ramp-up operational excellence and efficiency to focus more resources on the Growth Agenda for Wisconsin**

In order to focus its limited resources on the Growth Agenda, the UW System will commit to keeping its administrative costs among the lowest in the nation. The University must take operational excellence to the next level through a business process redesign that will make ours an even more efficient system of higher education. Chief Business Officers at each institution will collaborate to identify business practices that can be standardized, streamlined, simplified, and automated across the UW System. They will look to other institutions of higher education as well as to the private sector to identify better ways to conduct our business, while improving the UW System's service to students and the entire state.

### **REQUESTED ACTION**

This item is for information only.

### **DISCUSSION**

While the University of Wisconsin System is consistently among the most administratively efficient higher education Systems in the country, it continues to strive for ways to streamline its processes, focus its resources, and achieve even greater levels of success. To that end, a group of Chief Business Officers from UW-Madison, UW-Oshkosh, UW-Stevens Point, UW-Stout, UW-Superior, and UW-Colleges/UW-Extension formed the Operational Excellence Working Group led by UW System Vice President for Finance Deborah Durcan and her staff. Their objective was to develop a number of initiatives that could enhance existing efforts and

allow UW institutions to manage expanding responsibilities without the addition of new resources, allow the reallocation of resources to higher priority activities, and recognize excellence where it exists. The group identified a number of current practices which could be expanded as well as some promising new opportunities:

- Recognizing the well developed Administrative Process Redesign (APR) project currently underway at UW-Madison as well as smaller pilot projects at UW-Stout and UW-Oshkosh, the Working Group developed plans for a series of evaluation projects employing the principles of “Lean Manufacturing”. These principles concentrate on speed, efficiency, and eliminating waste which Lean defines as non-value added activities.
- In its Administrative Process Redesign project, UW-Madison identified several areas of focus for its initial efforts. Under the title *A Fast Start, Timely Transition and Smooth Exit for Employees*, they have formed a team focusing on ways to have all of the necessary tools – e-mail and other technology services – available to new employees the first day they report for work. A second team is considering ways to ease the transition of employees who transfer within the university, to help assure that they don’t lose productivity as part of the change. Another team in this area is working on a campus-wide protocol for ensuring timely, efficient, and complete execution of necessary administrative actions when individuals leave employment at UW-Madison. Other teams are considering how campus units manage gift funds from the UW Foundation and evaluating the administration of research sub-agreements. In this first round of projects, UW-Madison has brought together and trained more than 120 people giving them the tools and mindset to encourage thoughtful consideration in other areas of their work.
- At UW-Stout, Lean principles have been employed in looking at the Facilities work-order system, classified employment processes, and other projects. At UW-Oshkosh, the Chief Business Officer participated on a private sector hospital review team and has brought in Lean experts from that project to share their experiences and the benefits derived from the use of the Lean evaluation method.

With an eye toward building on these and other efforts, the Operational Excellence Working Group met with Lean experts from the Northwest Wisconsin Manufacturing Outreach Center based at UW-Stout to discuss the Lean process and consider potential project ideas. The group then sought feedback and additional project ideas from the Chief Business Officers at all UW institutions. Once a list of potential projects had been developed, individual institutions were asked to indicate their interest and readiness to participate in Lean training and a focused evaluation of one of three processes identified for the initial round of reviews. The first three processes to be considered under this Systemwide initiative include the procurement card process, non-payroll payments for services made to individuals, and the travel expense reimbursement process.

The first of these projects, the procurement card process is currently underway at four institutions: Platteville, Oshkosh, River Falls, and Superior. Each of these institutions was asked to establish a review team to participate in a two day training and facilitated work



session. Individual institutions used a value stream mapping process to visually display the current state of the process at their institution and identify potential points of improvement. Representatives from each of the four institutions will then come together to map a desired future state for the procurement card process. To the extent possible, this future state mapping will seek to remove non-value added activities to achieve a leaner, more efficient process. Participating institutions will then work toward implementation of the desired future state. In addition, the results of this evaluation effort will be shared with all UW institutions as a way of sharing best practices and encouraging more streamlined, simplified, and standardized processes across all UW institutions.

This same approach will be used for the next two projects with all UW institutions being afforded the opportunity to benefit from the work of each set of evaluation teams. While campus efforts are currently focused on the specific areas identified, the larger goal is to provide people with training which can be applied to other areas of operation well after the initial projects have been completed. Ultimately, employees across the UW System will be given the tools and motivation to increase their productivity, enhance their job satisfaction, and generally be more effective in their jobs despite the challenging fiscal environment.

In addition to the Systemwide Lean Initiative, the Operational Effectiveness Working Group has suggested taking greater advantage of the considerable expertise residing in the UW System through targeted expansion in two other areas. One would seek to make greater use of faculty and staff who present at outside conferences by encouraging those individuals who present at National, Regional, and State conferences to bring that expertise to UW System colleagues through a UW System funded presentation program. The group believes there is an opportunity to take advantage of this internal expertise to share best practices, new approaches, and latest developments across all institutions. Such a program would leverage these valuable resources and provide a cost-effective way to enhance the professional development of UW System employees.

A second initiative would establish a UW System Innovation/Efficiency Award program. This program would offer incentives for staff to prepare proposals for professional organization awards by providing modest incentive funding to departments for submitting such proposals and additional reward funding for any proposals that receive outside recognition through formal award programs. The Group believes this would provide another cost-effective way to encourage UW employees to achieve peer recognition for best practices implemented at their institutions.

The three Lean process improvements will be evaluated later this year at which time the next set of business processes will be identified for focused improvement. University employees will continue to share their experiences regarding best practices, potential pitfalls, and more cost-effective ways to meet the ever-increasing administrative challenges faced by all UW institutions. As these new efforts unfold, an update on the progress made and its impact on UW employees and operations will be provided later this fiscal year.

## **RELATED REGENT POLICIES**

None

## **UW SYSTEM TRUST FUNDS UPDATE ON PRIVATE EQUITY PROGRAM**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

The attached paper provides an update on Trust Funds' private equity investment program, which began in 2002. The use of the term "program" gives an indication that investing in private equity is quite different from, and generally more complex than, investing in more traditional asset classes (such as publicly-traded stocks and bonds). Given the challenges of running a successful private equity program, staff felt it would be helpful to provide the Committee with an update on the program. Because some of the Committee members are new (or new relative to the program inception date), the paper begins by providing some background information on private equity.

#### **REQUESTED ACTION**

This item is for informational purposes only.

#### **DISCUSSION**

"Private equity" represents ownership interests in or debt financing provided to, established or fledgling companies, for which there is no public market. The primary subclasses of private equity are "buyouts" and "venture capital." Defining issues and challenges in successful private equity investing include the following: investment vehicles are limited partnerships; investments are illiquid and involve long-term commitments of capital; valuation and performance reporting standards are less certain; diversification across multiple dimensions is required; achieving and maintaining target allocation levels requires significant time and on-going cash flow modeling; and gaining access to top-tier partnerships or private equity management firms is paramount (median performance is not acceptable).

Given these considerable challenges, what roles should a successful private equity program be expected to play within a diversified, long-term portfolio? By focusing on capable, top-quartile, value-added managers and not simple financial engineering players, the program should provide the following: high absolute and risk-adjusted returns; exposure to high-growth/high-profit potential new ventures and technologies not available in public markets; and, potentially, investment returns that have a relatively low correlation to those from the public markets. The attached report provides data and commentary suggesting that, to date, the UW Trust Fund's private equity program has been quite successful.

#### **RELATED REGENT POLICIES**

Regent Policy 31-9: Investment Policy Statement

# UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

## Update on Private Equity Program

### Introduction

The purpose of this paper is to provide an update on Trust Funds' private equity investment program, which began in 2002. The use of the term "program" gives an indication that investing in private equity (and some other "alternative" asset classes) is quite different from, and generally more complex than, investing in more traditional asset classes (such as publicly-traded stocks and bonds). Some of the unique aspects of private equity investing include the following: the investment vehicles are generally closed-end, limited-life "limited partnerships;" cash flows to and from these partnerships need to be modeled and appropriately managed; private equity is a broad asset class consisting of multiple subclasses and other distinctions (i.e., it is not as homogenous as say, U.S. large-cap equities); as such, there are frequent and multiple levels of decisions that must be made by investors in private equity. For the most part, these on-going investment and commitment decisions are made by Trust Funds' investment staff; that is, the Board and the Committee are not involved in the specifics of the program. Given this, and given the challenges of running a successful private equity program, staff felt it would be helpful to provide the Committee with an update on the program. Because some of the Committee members are new (or new relative to the program inception date), the paper begins by providing some background information.

### Background Information

#### What is "Private Equity?"

"Private equity" (sometimes referred to as "private capital") represents ownership interests in (equity or equity-like) or debt financing provided to, established or fledgling companies, for which there is no public market. Such private equity securities are exempt from registration with the Securities and Exchange Commission as they are issued in transactions "not involving any public offering."

Private equity is an important source of funds for the following situations (Prowse 1998):

- New ventures
  - Early stages
  - Later stages
- Middle-market private companies
  - Expansion
  - Changes in capital structure
  - Change in ownership
- Public companies
  - Management or leveraged buyouts (LBOs)
  - Financial distress
  - "Special situations"

As described above, there would seem to be several subclasses within the broad category of "private equity." And, indeed, investors typically divide private equity into the following major subclasses:

Buyouts: Investments made to acquire majority or control positions in businesses purchased from or spun out of public or private companies, or purchased from existing management and shareholders of public equity in “going private” transactions. Buyouts are generally achieved with both equity and debt. Examples of various types of buyouts include: small, middle market, large cap and growth. The companies involved in these transactions are typically more mature and generate operating cash flows. A “leveraged buyout” involves a purchase of a company or business unit of a company using mostly borrowed capital.

Growth Capital: Equity investments in more mature companies that are looking for capital to expand or restructure operations, enter new markets or finance a major acquisition without a change of control of the business.

Distressed or Special Situations: Investments in equity or debt securities of a distressed or bankrupt company, or a company where value can be unlocked as a result of a one-time opportunity, such as a change in government regulations or a market dislocation.

Mezzanine/Subordinated Debt Financing: Financing provided by a bank or specialized investment fund to invest in a debt instrument of lower credit quality relative to senior debt in a company but ranking senior to any equity claims. The instrument may include equity participation features such as warrants.

Venture Capital: This broad subclass of private equity refers to equity investments made typically in less mature companies, for the launch, early development, or expansion of a business. Venture capital is often sub-divided by the stage of development of the company ranging from early stage capital (for start-up companies) to late stage capital that is often used to fund expansion of existing businesses that are generating revenue but may not yet be profitable. Many venture capitalists also seek to provide management, industry or technical expertise to add value to the company or their investment. Liquidity typically is realized through an “initial public offering” (IPO) or the sale of the company to another, often large public company.

Private equity subclasses other than venture capital are also often lumped together and referred to as “corporate finance.”

Private equity is by its nature highly illiquid. There is no ready public market let alone a regulated exchange on which these securities trade, and there is therefore no easily ascertainable “market value” for them. This leads to one of the many challenges in private equity investing: “how to value the investments on an interim, pre-exit basis?” Traditionally, investments have been carried at the lower of historical cost (i.e., the entry valuation) or, if deemed significantly impaired, some marked-down value. However, relatively new accounting standards, primarily FAS 157, raise the level of complexity by calling for the application of “fair value” accounting.

Finally, to give some sense of the opportunity set available in private equity, one might wonder as to the size of these private markets. First, relative to public securities markets, the private markets remain miniscule. UBS Global Asset Management estimates that of the total investable capital market of some \$110 trillion as of 2007, only one-half of one percent currently represents private equity. This equates to roughly only \$550 billion in private equity outstanding. Of this amount, some 80 percent, or \$440 billion, represents “corporate finance” private equity, while venture capital represents approximately 20 percent, or only \$110 billion. Second, although the amount of invested capital held both privately and publicly

can be expected to grow and fluctuate along with global economic activity and growth, the varying impetuses for private financing probably makes the size of private markets more fluid and variable. This is particularly true with buyouts, where the question becomes, “how much of the existing public markets will be taken private?” And variable economic and other broad market conditions results in considerable variability in the size and volume of private capital fundraising activity from year to year. In some ways it seems that whereas in public markets, the investment opportunities (primarily existing public companies) go looking for capital, in private markets, capital goes looking for opportunities. In any event, the small absolute and relative size of the private equity market overall should give some pause to willing investors. The probability of this capital market segment becoming on occasion significantly over-invested – “too many dollars chasing too few good deals” – would seem to be quite high.

### How Does One Invest in Private Equity?

In theory, an institutional investor could look to provide private capital directly to companies, without any intermediaries. While this might be vaguely akin to internally managing public equity investments, direct private investing requires expertise, experience, access to “deal-flow,” and levels of capital (unless diversification is not an issue) far beyond the resources and capabilities of even the most sophisticated institutional investor. Therefore, reliance on an intermediary, or professional manager, is the norm. In private equity, limited partnerships are the primary intermediary between investors and private equity “issuers.” In fact, limited partnerships manage an estimated 80 percent of all private equity investments. In a limited partnership structure, the investors are the limited partners (“LPs”) and a team of professional private equity managers serves as the general partner (“GP”). These general partners are usually associated with independent partnership management firms (e.g., KKR or Bain Capital) or are sometimes affiliated with a large financial institution (e.g., with Goldman Sachs or AIG).

These private equity limited partnerships, or private equity “funds,” consist of the pooled capital of many institutional investors (the LPs) and some much smaller amount of capital from the GP (e.g., 1 percent of the fund). Individual private equity fund offerings normally reflect the specialization of the GP in certain subclasses, strategies, and even geographic areas (e.g., a middle-market, European buyout fund). The fund will normally have a stated target size (e.g., \$500 million), and the GP attempts to raise the capital from new and prior-fund investors. Also, the minimum investment in a private equity fund is typically high (e.g., \$10 million). It is a completely closed-end structure (as opposed to say an open-ended mutual fund), in that no additional capital can be invested in the fund after its initial closing. The private equity fund usually originates as a “blind pool;” that is, money is raised from investors before specific investment opportunities are identified and certainly before they are known to the investors. Therefore, the GP normally will invest the fund’s capital in underlying “portfolio companies” over three to five years as opportunities are identified and deals are negotiated, structured, and closed. (The GP generally raises a new fund only after an existing fund is nearly fully invested.) The fund will also have a limited life (e.g., ten years with two one-year extension options), over which time all investments are sold or otherwise exited, and capital is returned to investors. Finally, once invested in a limited partnership, an investor is for all intents and purposes stuck with his investment until fund termination; this is because the investor generally cannot sell or transfer his LP interests, and if selling was permitted, there would likely be no, or at most a very limited and expensive, market for such interests. As mentioned earlier, private equity securities (i.e., the direct investments in the underlying portfolio companies themselves) are highly illiquid. And the private equity manager normally expects that it will take considerable time to unlock the value from the investments and to identify and structure profitable exits. It is for these reasons that the investor’s LP interests are similarly illiquid.

There are several reasons why investors may choose not to select and invest on their own in individual private equity funds. An institutional investor may instead choose to hire a private equity adviser or consultant to select funds and manage their program for them. Or, the investor may choose to invest more indirectly, and in a more non-customized fashion, by selecting and investing in a “fund of funds.” A fund of funds is itself normally structured as a limited partnership, which invests in a diverse portfolio of underlying limited partnership funds (which in turn invest in diverse portfolios of underlying companies). Reasons an institutional investor might choose to hire a consultant or use a fund of funds include the following: 1) for a new investor, there is often limited, if any, access to long-established, top-tier private equity firms and their fund offerings; an advisory/consulting firm or fund of funds may have such access; 2) the investor may not have the internal resources and expertise required to select and oversee investments in many individual funds; and/or 3) given the high minimum investment levels and specialized focus of most funds, the investor may not have enough capital to achieve sufficient diversification; in this case, a fund of funds is often the best solution.

Lastly, an overview of private equity investing would not be complete without a discussion of fees. Long a sore spot for many investors, fees remain universally high. At the individual fund level, the most common fee structure continues to be “2 and 20.” This means a 2 percent management fee, usually on committed, not invested, capital (this is meant to cover the private equity firm’s operating costs), and 20 percent of profits as an incentive fee (this is also referred to as “carried interest” or simply “carry”). The standard justification for the substantial GP carry is that it provides for a strong alignment of GP and LP interests. And, if an investor hires a consultant to select funds or uses a fund of funds approach, an additional layer of management fees is incurred.

### Why Private Equity Then?

Given the complexities, illiquidity, and seemingly high risks involved, why do large institutional investors bother with private equity? The answer is simple: higher return expectations. Most institutional investors look to private equity to provide a high-risk/high-return, growth-oriented component to their portfolios. And, this is certainly the case for UW Trust Funds. For the asset allocation study conducted in 2007, the annual return assumption used for private equity was 12.5 percent, while the risk assumption (annualized standard deviation of monthly returns) was 25 percent. This compares to return and volatility assumptions of 8.25 percent and 15 percent, respectively, for public equities. One common expectation is that private equity should over the long term provide returns of 300 to 500 basis points, or 3 to 5%, above public market equities.)

While diversification is also cited as a benefit of incorporating private equity, this so-called “alternative” asset class actually produces returns that are fairly strongly correlated with public equity market returns and similarly much less correlated with fixed income and other alternative asset class returns. For example, the UW System 2007 asset allocation study assumed correlations to U.S. equities and U.S. bonds of 0.88 and 0.31, respectively. Private investment returns will ultimately depend on public market conditions and activity, as the entry and eventual exit valuations will have a strong if not direct link to public market valuations at those times. Therefore, correlations between the broad private equity class and public equity markets are expected to be relatively high.

Why should private equity be expected to have such a risk/return profile, and what about the seemingly low level of diversification benefits? To answer these questions, it is necessary to look more closely at the expected sources of risk and return. (Note: This section draws extensively on an excellent reference work, the book entitled *Pioneering Portfolio Management*, written by Yale University’s Chief Investment Officer, David Swenson.)

First, it is very important to begin with a little known historical fact: median performance results for venture capital and corporate finance (specifically, leveraged buyouts here) have lagged results for U.S. equities over comparable periods. But, unlike investment managers operating in the public stock and bond markets, there is a huge dispersion among the returns of private equity managers. For instance, an analysis of returns for the period 1980 to 1997 yields the following astonishing results (Swenson, 2000):

	Venture Capital	Leveraged Buyouts	U.S. Public Equities
High	498.2%	243.9%	18.1%
First quartile	17.1%	23.8%	16.6%
Median	8.1%	13.2%	15.5%
Third quartile	0.6%	1.1%	14.9%
Low	-89.7%	-65.9%	13.2%

Obviously then, even if there was a way to passively invest in the entire universe of private equity managers, such an investor would likely be very disappointed. In fact, unless top-quartile performance can be achieved over the long term, private equity investing may not be worth the effort. But if this can be achieved, the rewards are substantial .

What then is behind the potentially higher return and certainly higher risk profile of private equity? “The [potentially] superior private equity returns come at the price of higher risk levels, as investors expose assets to greater financial leverage [particularly buyouts] and more substantial operating uncertainty [both venture capital and buyouts].... In fact, buyouts often simply represent turbocharged equity, with leverage magnifying the results – good or bad – produced by a particular company.” (Swenson, 2000) Success in venture capital, of course, is often and accurately described using baseball vernacular: one or two homeruns out of dozens of strike-outs. In fact, it is estimated that upwards of 20 percent of all venture capital deals result in total loss of invested capital. Nonetheless, Swenson goes on to paint a more optimistic picture for a more focused private equity program.

“Private equity investments tend to overcome the problems associated with divergence in aspirations of shareholders and management evident in many of today’s publicly traded companies. Separation of ownership (by shareholders) and control (by management) often results in a substantial gap between the interests of shareholders and the actions of management; without significant equity interests, managers might pursue a wide range of activities designed to improve their lot at the expense of outside owners. Fancy offices, excessive salaries, bloated fleets of airplanes, and other managerial perquisites rarely enter the picture in profit-oriented private investments. Moreover, private company managements tend to operate with longer time horizons and lower risk aversion, pursuing strategies that promote creation of enterprise value at the expense of personal job security. Because private deals generally require management to take material ownership stakes, interests of outside owners and operating management align.

In the venture capital world, entrepreneurial start-ups involve individuals exhibiting a single-minded focus on building successful companies. Buyout transactions attract management devoted to improving the operation’s bottom line, addressing the challenges of a highly leveraged capital structure with the goal of achieving a profitable exit. Managements in buyout and venture deals tend to share the goals and objectives of owners.”

“Pure financial engineering holds little interest for serious private investors. Buyout firms that simply add debt to balance sheets and venture groups that provide only late-stage bridge financing operate in extremely competitive environments where money represents an efficiently priced commodity. Financial

engineers merely expose assets to high levels of fundamental risk, doing nothing to justify the enormous fees represented by profits interest.

Strategies for adding value to corporate operations make private equity an interesting investment activity, creating the possibility of exploiting less competitive deal-sourcing environments and identifying operation-enhancing opportunities. To the extent that private asset managers increase corporate value in a substantial way, investment results exhibit independence from the forces that drive valuation of marketable equities.”

What roles, then, should a successful private equity program be expected to play within a diversified, long-term portfolio? By focusing on capable, top-quartile, value-added managers and not simple financial engineering players, the program should provide the following: high absolute and risk-adjusted returns; exposure to high-growth/high-profit potential new ventures and technologies not available in public markets; and, potentially, investment returns that have a relatively low correlation to those from the public markets.

### Unique Challenges in Private Equity Investing

The major challenges seem to be the following:

- Determining how to structure the private equity program
- Determining desired diversification and subclass allocation targets
- Achieving and maintaining target allocations
- Gaining access to top-tier partnerships and firms
- Benchmarking issues
- Valuation and performance reporting issues
- Legal review of partnership and other agreements
- Possible tax implications

Each of these challenges is separately discussed below.

As mentioned previously, investors can structure their private equity program in a number of ways. Going from a high degree of internal management and investment decision-making to lower degrees, the alternatives are again: invest directly in portfolio companies and transactions; invest directly in individual private equity funds; hire a consultant or adviser to select private equity funds and create a more customized portfolio; or hire a fund of funds manager(s). Which alternative is adopted usually hinges upon the investor’s level of assets, resources, expertise, and “time in the game” (i.e., how long ago did the investor choose to begin its program?).

Regardless of structure, a successful private equity program needs to achieve a high degree of diversification across each of the following dimensions: individual funds/private equity firms, private equity subclass, “vintage years” (the year in which a private equity fund is raised and begins investing), industry positions, number of portfolio companies, and geography. The vintage year issue is quite important with private equity. Commitments are generally invested over five years, which makes the investment performance for a given commitment very susceptible to the economic cycle linked to that period. (Murphy 2007) What an investor clearly should not do at program inception is commit their entire target dollar allocation to funds just of that one vintage year.



Achieving and maintaining target allocations to private equity is also a significant challenge. From the earlier discussion on the structure of a private equity fund, or limited partnership, this should not be surprising. For each commitment to a partnership, the dollars are invested over three to five years and are returned with profits (hopefully) along the way toward eventual fund termination, some ten to 15 years hence. Also, vintage year risk should be mitigated by committing on a regular and frequent basis over time, rather than say every tenth year. Therefore, cash flow modeling is essential to managing a private equity program. This involves making sound assumptions about a myriad of variables. (These will be addressed in more detail later, when the UW Trust Funds' program itself is discussed.) And, due to the illiquidity, investment horizon, and cash flow nature of the underlying investments, private equity cannot be included in a regular (e.g., monthly or quarterly) rebalancing program. This kind of shorter-term rebalancing within the investor's overall portfolio can generally only be conducted with liquid, publicly-traded asset classes.

The preceding discussion on "Why Private Equity?" pointed to the importance of gaining access to top-tier private equity managers and their funds, many of which are continually oversubscribed and essentially not accessible to new investors. In private equity, there is a great dispersion of investment returns among the different funds and managers, markedly unlike the limited dispersion among managers of publicly-traded stocks and bonds. Therefore, to be successful and achieve the expected high returns, it is essential to gain access to top-quartile performers.

As with many alternative asset classes for which there are no investable passively-managed alternatives (e.g., a market index), performance benchmarking is an issue for private equity. As already mentioned, one common benchmark for private equity is the long-term return on public equities (e.g., the S&P 500) plus 300 to 500 basis points. Also, there are a number of organizations (e.g., Venture Economics and Cambridge Associates) that survey private equity managers and their fund returns and compile various aggregated performance data. And, using these data as benchmarks, a common relative return expectation is that a private equity fund (or fund of funds) should outperform the average or median performance among similar funds raised in the same vintage year, or rank within the top-quartile of such funds. Such benchmarking is geared more toward assessing the relative capabilities of the private equity manager in question.

Valuation issues have already been discussed. However, what was not mentioned was that both the lack of ready market valuations for private equity investments and the sheer number of partnerships normally involved, conspire to delay or lag performance reporting. It is, therefore, very common that when a portfolio containing a private equity component reports its performance (e.g., as of June 30), the private equity data is lagged by one quarter (e.g., March 31).

Investing in private equity partnerships also means that partnership and other legal agreements must be analyzed and executed. The review and possible negotiations surrounding these agreements usually requires that the investor has, or employs, some specialized legal expertise, as the documents and terms can be complex.

Finally, even a tax-exempt institutional investor may have to deal with potential tax implications from investing in private equity. For example, for foreign investment, there can be foreign tax-withholding that may not be easily recovered. Also, and more importantly, certain types of investments may generate "unrelated business taxable income" (or UBTI). Therefore, there is still a requirement for a tax-exempt investor to obtain the necessary tax reports from its private equity partnerships (e.g., K-1s) and to potentially file appropriate returns and pay related taxes. Some degree of tax advice and assistance is generally required when investing in private equity.

## UW Trust Funds' Private Equity Program: Addressing the Challenges

### Brief History

As mentioned previously, Trust Funds began its private equity investment program for the Long Term (endowment) Fund in 2002. After a lengthy analysis period and multiple presentations to the Committee (by both internal staff and external speakers, including John Feldt of the UW Foundation and Mark Baer of WARF) during much of 2000 and early 2001, staff recommended a target allocation to private equity of ten percent and the use of a fund of funds approach. These recommendations were approved by the Committee in April, 2001. Staff then conducted an extensive search/RFP process for private equity fund of funds managers, which resulted in the selection of Adams Street Partners and JP Morgan. As explained to the Committee at program inception, approximately equal commitments to these two managers were anticipated. Also, initial broad diversification targets included the following: 70 to 75 percent to corporate finance, 25 to 30 percent to venture capital; and 70 to 75 percent U.S., 25 to 30 percent non-U.S. First commitments were made to Adams Street's 2002 fund offerings, which began investing in March, 2002, and to JP Morgan's series II level fund of funds, which began investing in January, 2003.

Regarding Trust Fund's overall target allocation to private equity, it may be of interest to put that target into perspective once again by looking at peer allocations. The following table shows this target allocation versus actual allocations (as of June 30, 2007) for various peer groups.

Trust Funds Target Allocation	NACUBO \$100-\$500 MM	NACUBO >\$1Billion	Big 10 Average
10.0%	3.9%	10.4%	8.7%

As indicated above, larger endowments tend to hold higher percentages of private equity than smaller endowments, many of which have no private equity exposure. Specific examples of allocations by some large endowments as of 2007 include the following: Northwestern – 20 percent; both Yale and Michigan – 19 percent; and Harvard – 11 percent. Also, the 2007 NACUBO Study indicates that 12 reporting institutions had allocations above 20 percent, with the highest having 26 percent. As another point of comparison, the UW Foundation Endowment's current allocation to private equity is 12.3 percent (as of March 31, 2008) while its target allocation is 15 percent. (Note: As of March 31, 2008, Trust Funds' actual allocation was 8.4 percent.)

So, given that the UW Trust Funds accepted the challenges of private equity investing over six years ago now, how successfully have these challenges been met?

### Achieving and Maintaining Target Allocations

As discussed earlier, achieving and maintaining target allocations to private equity is a challenge. First, the movement toward target allocations should ideally be conducted over a fairly lengthy period of time to ensure vintage year diversification in particular. Second, both achieving and maintaining target allocations requires making assumptions about numerous, primarily cash flow-related variables. The variables looked at on an annual basis normally, are the following: commitment levels; cash outlays ("capital calls"); return of capital and profits/losses (distributions); appreciation/depreciation of invested capital along the way; and the growth of the entire fund, of which private equity is to represent a targeted percent. These variables are then used to create a cash flow model. The goal of the model is to project the impact of future commitments and thereby provide a "road map" to reach and maintain the target

allocation. While exact projections are nearly impossible, the model should be flexible enough that commitments can be adjusted to real-world conditions. This should allow the program to eventually maintain a near steady-state allocation (minimizing significant deviations) over time.

To construct a private equity cash flow model for internal use, Trust Funds worked in conjunction with both Adams Street Partners and JP Morgan. The following table shows the primary cash flow assumptions currently used. (Note: These are cash flows related to the commitments to the managers' fund of funds offerings.)

**Private Equity Model Variable Assumptions**

YEAR	Capital Called	Distributions	Appreciation
1	14.0%		
2	22.0%		
3	23.0%	2.0%	10.0%
4	18.0%	7.0%	20.0%
5	10.0%	14.0%	15.0%
6	7.0%	22.0%	12.0%
7	4.0%	25.0%	10.0%
8	2.0%	25.0%	10.0%
9		22.0%	9.0%
10		22.0%	6.0%
11		19.0%	5.0%
12		18.0%	3.0%
13		12.0%	
14		8.0%	
15		4.0%	
Totals	100%	200%	100%

Note that 100 percent of overall appreciation is assumed over the life of a fund, which in turn implies distributions of 200 percent of the amount committed (or “two times” capital, or a “2X multiple”). This cash flow projection also equates to an annualized internal rate of return (“IRR”) of 15 percent.

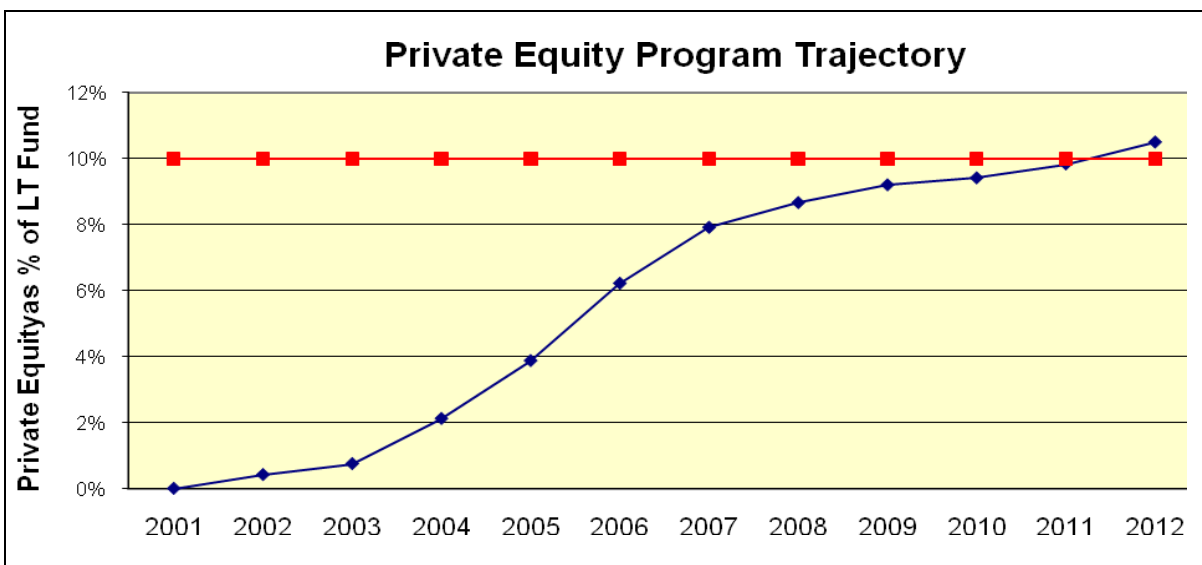
The final model variable for Trust Funds is the assumed growth rate of the entire Long Term Fund. The annual growth rate currently used is four and one-half percent, which is derived as shown in the table below.

LT Fund's expected return	8.5%
Plus expected net new gifts	1%
Less spending rate	(4%)
Less expenses/fees	(1%)
LT Fund's expected growth rate	4.5%

The following chart shows, on an aggregated basis, the program's actual cash flow experience through December 31, 2007, and cash flow projections over the subsequent five years using the model assumptions discussed. The model currently predicts that the Long Term Fund will reach the 10 percent target allocation in 2011-2012, ten years from the program inception date.

	ACTUAL (\$MM)						PROJECTED				
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>Commitments</b>	<b><u>\$10.0</u></b>	<b><u>\$10.0</u></b>	<b><u>\$15.0</u></b>		<b><u>\$10.0</u></b>		<b><u>\$5.0</u></b>	<b><u>\$16.0</u></b>	<b><u>\$5.0</u></b>	<b><u>\$5.0</u></b>	<b><u>\$20.0</u></b>
Capital Calls	(\$0.9)	(\$1.0)	(\$3.1)	(\$5.5)	(\$8.1)	(\$6.9)	(\$5.6)	(\$6.8)	(\$7.2)	(\$7.4)	(\$8.8)
Cumulative Capital Calls	(\$0.9)	(\$1.8)	(\$5.0)	(\$10.5)	(\$18.6)	(\$25.5)	(\$31.1)	(\$37.9)	(\$45.0)	(\$52.4)	(\$61.3)
Appreciation	\$0.0	(\$0.1)	(\$1.2)	(\$0.2)	(\$0.9)	(\$5.9)	(\$5.5)	(\$5.8)	(\$5.2)	(\$6.8)	(\$7.9)
Distributions	\$0.0	\$0.0	\$0.4	\$0.6	\$2.2	\$3.1	\$7.0	\$9.0	\$10.0	\$10.6	\$11.2
Cumulative Distributions	\$0.0	\$0.0	\$0.4	\$1.2	\$3.4	\$6.5	\$13.5	\$22.5	\$32.4	\$43.1	\$54.3
Net Cash Flow	(\$0.9)	(\$1.0)	(\$2.7)	(\$4.9)	(\$5.9)	(\$3.8)	\$1.4	\$2.2	\$2.8	\$3.2	\$2.4
Change in Market Value	\$0.9	\$1.1	\$3.9	\$5.1	\$6.8	\$9.7	\$4.1	\$3.5	\$2.5	\$3.5	\$5.5
Private Equity Market Value	<b><u>\$0.9</u></b>	<b><u>\$2.0</u></b>	<b><u>\$5.9</u></b>	<b><u>\$11.4</u></b>	<b><u>\$20.2</u></b>	<b><u>\$28.1</u></b>	<b><u>\$32.2</u></b>	<b><u>\$35.7</u></b>	<b><u>\$38.2</u></b>	<b><u>\$41.7</u></b>	<b><u>\$47.1</u></b>
Fund Market Value	\$214.8	\$266.6	\$278.3	\$293.2	\$324.7	\$355.2	\$371.2	\$387.9	\$405.3	\$423.6	\$442.6
Private Equity as % of Fund	<b><u>0.4%</u></b>	<b><u>0.8%</u></b>	<b><u>2.1%</u></b>	<b><u>3.9%</u></b>	<b><u>6.2%</u></b>	<b><u>7.9%</u></b>	<b><u>8.7%</u></b>	<b><u>9.2%</u></b>	<b><u>9.4%</u></b>	<b><u>9.8%</u></b>	<b><u>10.6%</u></b>

Given below is a graphic representation of the above data, showing the gradual movement towards and attainment of the target allocation.



Finally, the table below shows actual cash flows by individual fund of funds through December 31, 2007. However, commitments include those projected through year-end 2009.

Fund of Funds	Commitments	Dollars Drawn	Remaining Unfunded Commitments	Dollars Returned	Investment Value (Equity)	Equity + Dollars Returned
<b>Adams Street Partners</b>						
2002 Funds	\$ 10,000,000	\$7,743,000	\$2,279,256	\$2,865,241	\$8,327,922	\$11,193,163
2004 Funds	15,000,000	8,981,625	6,111,625	1,360,701	9,821,058	11,181,759
2008 Funds	5,000,000	80,000	4,920,000	0	N/A	N/A
2009 Funds (tentative)	4,000,000	N/A	4,000,000	N/A	N/A	N/A
	\$34,000,000	\$16,804,625	\$17,310,881	\$4,225,942	\$18,148,980	\$22,374,922
<b>J.P. Morgan</b>						
Corporate Finance II (2003)	\$10,000,000	\$7,406,654	\$2,593,346	\$2,812,898	\$7,955,001	\$10,767,899
Corporate Finance III (2006)	2,000,000	651,519	1,348,481	\$18,488	650,889	\$669,377
Venture Capital III (2006)	8,000,000	1,271,371	6,728,629	0	1,301,873	\$1,301,873
Corporate Finance IV (2009)	9,000,000	N/A	9,000,000	N/A	N/A	N/A
Venture Capital IV (2009)	3,000,000	N/A	3,000,000	N/A	N/A	N/A
	\$32,000,000	\$9,329,544	\$22,670,456	\$2,831,386	\$9,907,763	\$12,739,149
<b>TOTALS</b>	<b>\$66,000,000</b>	<b>\$26,134,169</b>	<b>\$39,981,337</b>	<b>\$7,057,328</b>	<b>\$28,056,743</b>	<b>\$35,114,071</b>

While Trust Funds' private equity cash flow modeling has shown reasonable predictive ability over the first six years of the program, actual realized cash flows have differed from model predictions. For instance, over the past year, distributions have dropped off significantly from predicted levels. This has been attributed primarily to the fact that larger buyout deals are not being completed or exited given the current credit-crunch conditions, and the "IPO window" for venture capital is currently closed given the current state of the public equity markets. Part of the difficulty in achieving and maintaining a target allocation according to plan may also result simply from the fact that private equity valuations are artificially smoothed; that is, they are not "marked to market" on a frequent basis as are publicly-traded asset classes. This can lead to at least temporary over-or under-stating when public markets are particularly volatile.

Due to the dynamic nature of the private equity market and, therefore, of the model variables involved, scenario analysis and "stress" testing might also be warranted from time to time. Staff recently tested the model using variables at 70 percent to 130 percent of current predicted levels through 2013. The results varied the allocation of the private equity program to a low of 7.9 percent and a high of 15.8 percent. Such analysis illustrates the difficulty in managing the private equity allocation and the need for flexibility and regular program review. (It should be noted here that although the target allocation to private equity is ten percent, the Committee approved an allowable range of 7 percent to 13 percent as part of the Investment Policy Statement of December, 2007.)

### Achieving Diversification

As discussed in the section on unique challenges in private equity, achieving sufficient and desirable levels of diversification across the following dimensions is essential to long-term success: fund managers/firms, private equity subclass, vintage year, industry positions, number of portfolio companies, and geography. Trust Funds has chosen to use the fund of funds approach, using two different managers, to provide for much of this diversification. However, with these two managers, some diversification and subclass asset allocation decisions remain with the investor.

With Adams Street Partners, Trust Funds has chosen to subscribe to their global program, in which the manager determines allocations by subclass and geography, and also allocates some portion to their own “direct investment fund.” In the most recent Adams Street Partners’ “Global Offering,” up to 40 percent may be allocated to their Non-U.S. Partnership Fund and up to 10 percent may be allocated to their Direct Investment Fund. Both U.S. and Non-U.S. Partnership Funds will be diversified across all private equity subclasses (buyouts, venture capital, etc.), while the Direct Fund will make primarily venture capital investments in growth- and development-stage companies. This Fund looks to invest in firms with experienced management teams and distinctive products and services in large, rapidly growing markets. Targeted companies will typically have received prior financing from early-stage venture firms and will be seeking additional capital to fund product development and commercialization. Opportunistically, the Direct Fund may also participate in buyout transactions on occasion.

The Adams Street U.S. Partnership Funds currently target allocations to the broad subclasses of private equity as follows: 45 to 75 percent in corporate finance (of which, roughly 35 to 50 percent will likely be buyouts), and 25 to 40 percent in venture capital. (Note: The U.S. market has recently been comprised of some 83 percent corporate finance (including 56 percent buyouts) and only 17 percent venture capital.) The Adams Street Non-U.S. Partnerships currently target allocations as follows: 60 to 90 percent in corporate finance (of which, roughly 50 to 70 percent will likely be buyouts), and ten to 30 percent in venture capital. (Note: The European market has recently been comprised of some 83 percent corporate finance – including 75 percent buyouts – and 17 percent venture capital. The Asia/Pacific market is currently more venture capital intensive, making up some 36 percent of all private equity, with corporate finance accounting for the balance, including only 42 percent in buyouts.) Also, both Adams Street Partnership Funds may now invest up to 40 percent in “secondary interests” (i.e., interests in existing partnerships being sold by third parties). And finally, Adams Street raises funds every year, providing their investors with annual subscription opportunities and great flexibility.

In contrast to Adams Street, JP Morgan does not provide an overall “global” program offering;” rather, leaving some allocation decisions up to each investor, the manager offers the following distinct funds: U.S. Corporate Finance, European (essentially non-U.S.) Corporate Finance, and Venture Capital (which is essentially global in focus). However, JP Morgan’s recommendations are currently the following: 75 to 80 percent corporate finance and 20 to 25 percent; 65 to 75 percent U.S. and 25 to 35 percent non-U.S. And, in fact, their current Venture Capital IV Fund expects to invest up to 35 percent in non-U.S. investments. Also, the JP Morgan series IV funds can invest up to 20 to 25 percent in each of secondary interests and direct co-investments. And, as is more typical with private equity partnership funds themselves, JP Morgan offers their funds of funds on a periodic basis, normally every three years.

Both managers look to invest roughly equal amounts in each partnership, expecting approximately 20 to 50 partnerships per fund of funds. Each of the underlying private equity funds, in turn, is expected to invest in some ten to 50 different portfolio companies.

Shown in the table below is diversification data for Trust Funds’ aggregate private equity program as of December 31, 2007. The data indicates that Trust Funds’ private equity investments are indeed well diversified across the many dimensions.

<b>Private Equity Program</b>	<b>Totals</b>
Total amount invested	\$28,056,743
Number of underlying partnerships	288
Number of underlying companies	5,109
Percent of commitments funded	42.1%
<u>Primary/Secondary positions:</u>	
<i>Primary Investments</i>	90.6%
<i>Secondary Investments</i>	9.4%
<u>Subclass diversification:</u>	
<i>Buyouts</i>	54.7%
<i>Venture Capital</i>	20.4%
<i>Special Situations</i>	13.4%
<i>Restructured/Distressed Debt</i>	9.5%
<i>Mezzanine/Subordinated Debt</i>	2.0%
<u>Geographic positions:</u>	
<i>United States</i>	76.6%
<i>Western Europe</i>	18.8%
<i>Asia</i>	3.1%
<i>Other</i>	1.6%
<u>Industry positions:</u>	
<i>Consumer</i>	19.2%
<i>Medical/Health</i>	15.0%
<i>Finance/Insurance/Real Estate</i>	11.3%
<i>Computer</i>	11.2%
<i>Communications</i>	9.0%
<i>Other</i>	6.3%
<i>Energy</i>	4.7%
<i>Industrial Products</i>	3.2%
<i>Consulting/Other Services</i>	5.8%
<i>Manufacturing</i>	8.7%
<i>Biotechnology</i>	1.9%
<i>Electronics</i>	2.2%
<i>Transportation</i>	1.4%
<b>TOTAL</b>	<b>100.0%</b>

### Achieving Investment Performance

The following chart shows the performance of both of the private equity fund of funds managers (i.e., the composite performance of the funds UW Trust Funds is invested in with each) as of December 31, 2007 versus various benchmarks.

Fund of Funds <sup>1</sup>	Three Years	Five Years	Since Manager Inception <sup>2</sup>
<b>Adams Street Partners</b>	<b>22.3%</b>	<b>21.2%</b>	<b>21.0%</b>
<b>J.P. Morgan</b>	<b>26.8%</b>	<b>N/A</b>	<b>27.0%</b>
Venture Economics Benchmark <sup>3</sup>	19.9%	20.4%	20.1%
Cambridge Associates Private Equity	24.4%	24.3%	N/A
Cambridge Associates Venture Capital	13.9%	10.7%	N/A

<sup>1</sup> Performance figures are annualized internal rates of return, reported net of investment fees at the fund level but not at the fund of funds level for Adams Street and JP Morgan. The Cambridge "Private Equity" benchmark represents only "corporate finance"-type funds. All benchmark returns are dollar-weighted averages; for the periods shown, these averages are higher than both median and top-quartile performance.

<sup>2</sup> The inception date for Adams Street Partners is March 21, 2002; inception date for JP Morgan is January 14, 2003.

<sup>3</sup> The Venture Economics Benchmark is a customized global private equity benchmark calculated by Adams Street Partners.

On an absolute basis, Trust Funds private equity program has performed exceedingly well. It also appears that the vast majority of the underlying partnerships in both Adams Street Partners and JP Morgan's funds of funds, in which Trust Funds have participated to date, are top-quartile performers. This has resulted in excellent relative performance as well.

## Concluding Observations

Performance since program inception has been strong and has met or exceeded expectations. Cash flow modeling has done reasonably well at estimating actual experience and providing sound recommendations for on-going commitment levels. Investment staff also continue to feel strongly that both Adams Street Partners and JP Morgan are extremely capable private equity fund of funds managers. They are focused, disciplined shops that continually strive to be the best at what they do. They are also each headed up by dynamic, founding leaders who seem to provide much of the cohesion and drive that make these firms excel; in the case of JP Morgan, this is Larry Unrein, and for Adams Street, it is Bon French. Although they both would seem to have many good years in front of them, the eventual departure of these leaders will be cause for reevaluation. At this juncture, staff see no reason to reconsider the Trust Funds' commitment to this asset class at current targeted levels, its fund of funds approach, nor its relationship with these two excellent fund of funds managers. However, the many on-going challenges of private equity investing described in this paper will remain.

Private equity, along with the current 1.6 percent allocation to the GMO Emerging Illiquid Fund, represents the Long Term Fund's only exposure to truly illiquid assets at this time. It is worth mentioning, however, that the Fund may gain exposure to other illiquid investments as moves towards the current strategic asset allocation. Specifically, absolute return and real asset mandates (such as timber, private real estate, and infrastructure) may be met with illiquid investment vehicles. Additionally, desirable new "opportunistic" investments may also involve illiquid vehicles. Staff intend to provide some research on determining an appropriate level of total illiquid investments within an overall endowment portfolio in the near future. In the meantime, in contemplating new illiquid investments with cash flow and tie-up characteristics similar to private equity, staff expect to utilize cash flow modeling on both stand-alone and overall aggregated bases.



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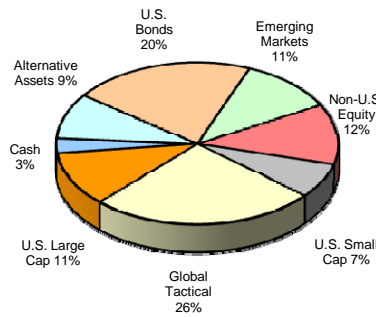
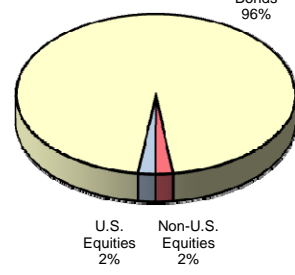
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# UNIVERSITY OF WISCONSIN SYSTEM TRUST FUNDS

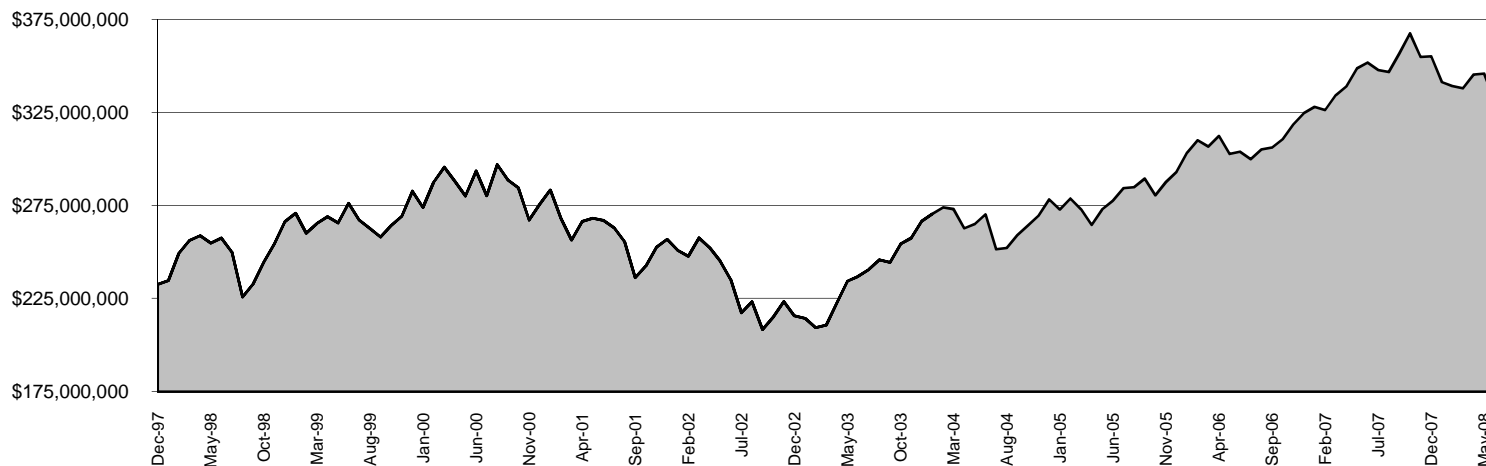
## Performance Report

As of June 30, 2008

	Mkt Value (millions)	Month Ending Return	Year To Date	One Year Return	Three Year Return	Five Year Return	Portfolio Objectives: Long Term Fund
<b>UW Long Term Fund</b> <i>70/30 Benchmark Index</i>	<b>\$330.8</b>	<b>-4.4%</b> <b>-5.9%</b>	<b>-5.6%</b> <b>-7.8%</b>	<b>-2.7%</b> <b>-6.8%</b>	<b>10.4%</b> <b>5.8%</b>	<b>12.1%</b> <b>8.0%</b>	Spending Rate 4.00%
<b>GMO Real Return Global</b>	\$86.7	-1.9%	-2.1%	-0.3%	N/A	N/A	Inflation (HEPI) 3.50%
<b>UBS Global Asset Mgt</b> <i>S&amp;P 500</i>	\$35.5	-8.9% -8.4%	-10.5% -11.9%	-13.6% -13.1%	5.8% 4.4%	9.7% 7.6%	Investment/Admin 0.75%
<b>Russell Mid-Cap Index Fund</b>	\$6.7	-8.0%	-7.2%	-11.1%	N/A	N/A	<b>Net Return Need 8.25%</b>
<b>Russell 2000 Index Fund</b>	\$6.4	-7.5%	-8.8%	-16.0%	N/A	N/A	<b>Actual Asset Allocation: Long Term Fund</b> 
<b>Provident Investment</b> <i>Russell 2000 Growth</i>	\$11.6	-6.1% -6.0%	-17.0% -8.9%	-13.7% -10.8%	3.9% 6.1%	9.0% 10.4%	
<b>UBS Global Asset International</b> <i>MSCI EAFE (unhedged)</i>	\$37.5	-9.4% -8.2%	-13.5% -10.6%	-14.8% -10.1%	8.9% 13.3%	13.0% 17.2%	
<b>GMO Emerging Markets</b>	\$30.7	-9.9%	-12.2%	-0.3%	26.0%	N/A	
<b>GMO Emerging Illiquid</b> <i>S&amp;P/IFCI</i>	\$5.4	-2.1% -10.0%	-14.2% -12.3%	0.9% 3.6%	NA 28.1%	N/A N/A	<b>Actual Asset Allocation: Intermediate Term Fund</b> 
<b>Applied Security-Treasurys</b> <i>Citigroup Treasury 1-10 Year</i>	\$23.7	0.2% 0.6%	1.6% 2.4%	4.1% 9.7%	N/A N/A	N/A N/A	
<b>Applied Security-TIPS</b> <i>Citigroup Inflation Linked</i>	\$30.3	1.5% 1.6%	4.8% 4.9%	14.2% 15.1%	N/A N/A	N/A N/A	
<b>Seix Advisors High Yield</b> <i>Merrill Lynch High Yield BB/B</i>	\$16.0	-1.5% -2.5%	-0.7% -0.8%	-0.7% -0.6%	N/A N/A	N/A N/A	
<b>Adams Street Partners<sup>1</sup></b>	\$17.9	N/A	N/A	N/A	22.3%	21.2%	
<b>JP Morgan Asset Management<sup>1</sup></b> <i>Venture Economics Composite</i>	\$11.1	N/A N/A	N/A N/A	N/A N/A	27.7% 19.9%	N/A 20.4%	
<b>Mellon Trust Cash</b>	\$11.2	0.2%	1.5%	4.1%	N/A	N/A	
<b>UW Intermediate Term Fund</b> <i>Lehman Intermediate Aggr</i>	<b>\$62.2</b>	<b>-0.4%</b> <b>-0.1%</b>	<b>1.6%</b> <b>1.4%</b>	<b>7.6%</b> <b>7.2%</b>	<b>4.6%</b> <b>4.3%</b>	<b>4.0%</b> <b>3.8%</b>	
<b>Reams Asset Management</b>	\$39.3	-0.2%	1.7%	7.8%	4.7%	4.1%	
<b>Applied Security Intermediate</b>	\$10.2	-0.1%	1.3%	7.4%	4.3%	3.7%	
<b>IT Fund Multi-Asset</b>	\$12.6	-2.7%	N/A	N/A	N/A	N/A	
<b>UW Income Fund</b> <i>Treasury Bill (1 month)</i>	<b>\$36.6</b>	<b>0.2%</b> <b>0.2%</b>	<b>1.5%</b> <b>0.9%</b>	<b>4.0%</b> <b>3.0%</b>	<b>4.5%</b> <b>4.0%</b>	<b>3.3%</b> <b>2.9%</b>	

<sup>1</sup> Private Equity returns are as of the Quarter ended December 31, 2007.

### Market Value: Long Term Fund



## **Office of Operations Review and Audit**



### **Program Review**

## **UW Mental Health Counseling Services**

**August 2008**

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## **EXECUTIVE SUMMARY**

Colleges and universities in the United States have been offering mental health counseling services since the early 1900s, rapidly expanding their services after World War II. Various analyses and studies in recent years indicate that a significant number of college students have mental health problems, and these problems may be growing on campuses. The University of Wisconsin (UW) System Office of Operations Review and Audit reviewed UW mental health counseling services. The review examined: services offered; student utilization of counseling services; and issues, challenges, and potential enhancements related to the administration of mental health counseling services. The review also examined reports issued by the UW System President's Commission on University Security and the Governor's Task Force on Campus Safety, as well as information on counseling practices at other institutions of higher education.

### **Mental Health Services Offered**

The UW Board of Regents recognized the importance of mental health counseling in Regents Policy Document (RPD) 23-1. Created in 1978 and revised in 2005, RPD 23-1 does not specify counseling services that UW institutions should offer, but states that UW institutions "should provide counseling services sufficient to address the developmental needs of students as well as respond to unexpected crises." All 13 four-year UW institutions and three UW Colleges offer an array of mental health counseling services for their students. The remaining ten UW Colleges do not currently offer services, but staff members do help to facilitate students' access to counseling services in the community and will begin to offer services in the 2008-09 academic year.

Mental health counseling services commonly offered by UW institutions include individual counseling, group counseling, crisis intervention, psychiatric services, outreach and education, mental health screening, and referrals. These services are consistent with those offered by other public colleges and universities in states surrounding Wisconsin.

UW counseling services are offered at accessible locations and at varying hours. UW institutions also maintain open eligibility for counseling services. In fiscal year 2006-07, 11 four-year UW institutions for which data were available reported serving more than 9,500 individual students.

### **Program Administration and Staffing**

Mental health counseling services at all four-year UW institutions and the three UW Colleges that offer the services are broadly organized as integrated health and counseling services (at six institutions), stand-alone units (at seven institutions), or outsourced services (at three institutions). In comparison, approximately two-thirds of counseling centers participating in a 2006 national survey of counseling center directors were stand-alone units.

UW professional counseling staffs are composed of psychologists, counselors, psychiatrists, and clinical social workers. Fifty-six percent of the UW professional counseling staff have doctoral degrees, and 44 percent have masters degrees. The average number of years of experience in the counseling field ranged from nine to 26 years.

In 2006-07, the number of professional counseling staff at the four-year UW institutions ranged from 1.3 to 27.5 full-time equivalent (FTE) staff. Compared with 2002-03, the number of FTE professional counseling staff at nine UW campuses stayed unchanged. The ratio of FTE professional counseling staff persons to students ranged from one to 1,492 to one to 4,289.

Five UW institutions received accreditation from three different accrediting agencies: the International Association of Counseling Services, Accreditation Association for Ambulatory Health Care, and the American Psychological Association. Two additional UW institutions are pursuing accreditation.

## **Financial Support and Options**

Salaries and fringe benefits account for most of the expenditures for counseling services. In 2006-07, the 13 four-year UW institutions reported spending more than \$6 million for salaries and fringe benefits for professional counseling staff.

UW System Financial and Administrative Policy G15, “Student Services Funding,” specifies General Purpose Revenue as the primary funding for counseling services. G15 also allows segregated fees as a funding source. The sources of support for UW counseling services range from 100 percent GPR to 100 percent segregated fees. In recent years, some UW institutions have shifted from GPR to segregated fees. This shift is consistent with the national trend. In addition to GPR and segregated fees, some UW institutions support their counseling services with grants and revenues from differential tuition initiatives.

UW institutions do not report having waiting lists, but they do require students without an urgent need to schedule an appointment. The reported wait time for mental health counseling appointments ranged from a few days to four weeks. The reported wait time at most UW institutions is at least one week. In addition to the wait time, UW counseling center directors and counselors reported increases in workload among professional counseling staffs. The wait time for appointments and staff workload will likely be further increased by a number of new developments, including increased total student enrollment and enrollment of veterans and their dependents, increased severity of mental health problems, concerns for campus safety, and the potential discontinuation of grant funding.

Funding for mental health counseling services has been a continuing dilemma for colleges and universities. The challenge for the UW Board of Regents, System Administration, and campus administrations is maintaining funding levels and finding a funding mix that can sustain an appropriate level of services. While there are no easy solutions, the report offers three possible courses of action for the Board of Regents, System Administration, and campus administrations to consider:

- *Delineating the extent of the UW System’s role in counseling services:* Although some UW institutions have set session limits for individual therapy, they have not strictly enforced the limits for various reasons. While psychiatric evaluation and consultation is an important component of counseling services, psychiatric services are also very expensive. The report identifies a need for a policy guideline as to the extent of services a student can receive and

the extent of the UW System's role in providing psychiatric services to students without a separate charge.

- *Exploring additional sources of financial support for counseling services:* GPR and segregated or student fees are the two principal sources of support for counseling services in the UW System and at many other colleges and universities. However, other colleges and universities have also used other sources of support that have not been tapped in the UW System to replace or supplement funding for their counseling services. The report identifies student counseling fees, user fees, financial support from other university departments, and third-party billing and payments as possible additional sources of support for counseling services.
- *Maximizing the use of existing counseling resources:* Since the bulk of UW counseling budgets go toward supporting professional counseling positions, it would be difficult to find savings from counseling operations. The report describes some ways that UW counseling centers can serve more students with the professional counseling staff they have, such as managing missed appointments, increasing the use of group therapy, seeking inter-campus collaboration, outsourcing certain aspects of counseling, and using counselor interns.

Also, in light of the tragedy at Virginia Tech, Northern Illinois, and other universities, and to enhance UW counseling services, the report recommends that UW institutions develop a process of following through the transfer of care of students identified as being high-risk when these students are referred to off-campus providers.

## **SCOPE**

The University of Wisconsin (UW) System Office of Operations Review and Audit reviewed UW mental health counseling services. The review focused only on counseling services for students. The goals of the review were to identify what counseling services are offered; to examine student utilization of these services; and to identify issues, challenges, and potential enhancements related to the administration of counseling services.

To conduct this review we: (1) visited UW-Eau Claire, Green Bay, Madison, Milwaukee, Oshkosh, Parkside, Platteville, River Falls, Stout, and Whitewater; (2) conducted telephone interviews with staff at UW institutions not visited, including UW Colleges campuses that offer counseling services; (3) reviewed reports issued by the UW System President's Commission on University Security and the Governor's Task Force on Campus Safety; (4) reviewed studies and articles about college and university counseling services; and (5) examined counseling practices at other colleges and universities. UW staff we interviewed and surveyed include counseling directors, counselors, chief student affairs officers, deans of students, registrars, campus police chiefs, and student government presidents. During the visits, we also toured counseling services facilities.

## **BACKGROUND**

Various analyses and studies indicate that a significant number of college students have mental health problems, and that mental health problems on campuses may be growing. For instance:

- The American College Health Association has conducted surveys of college students in the fall and spring each year since 2000. More than 71,800 students from 107 colleges and universities participated in the spring 2007 survey. Results from that survey revealed that 63.3 percent of the respondents reported they felt hopeless at times; 45 percent reported they were depressed to the point of having trouble functioning; 9.8 percent reported they had seriously considered attempting suicide; and 1.6 percent reported they had attempted suicide at least once during the past school year.<sup>1</sup> When results from the 2007 survey are compared with those from spring 2000, the proportion of students who reported they were depressed, felt hopeless, and seriously considered attempting suicide had increased slightly.
- The University of Pittsburgh conducts annual surveys of university counseling center directors. Three hundred sixty-seven college and university counseling center directors, including directors from some UW institutions, participated in the 2006 survey. Ninety-two percent of the center directors indicated that the number of students with severe psychological problems had increased in recent years.<sup>2</sup>

<sup>1</sup> The American College Health Association. "American College Health Association National College Health Assessment Spring 2007 Reference Group Data Report (Abridged)." *Journal of American College Health*, 2008, Volume 56, Number 5.

<sup>2</sup> Gallagher, Robert P. "National Survey of Counseling Center Directors, 2006." 6 September 2007 <<http://www.iacsinc.org/National%20Survey%20for%20Counseling%20Center%20Directors%20Results%20-%20Final.pdf>>.



- An analysis of the case files of more than 13,000 students who sought personal counseling at Kansas State University Counseling Center between 1989 and 2001 showed increases in the percentages of students having problems with stress/anxiety, depression, chronic mental disorder, and suicidal ideation. During this period, the number of students with depression doubled, and the number of students who had thoughts of committing suicide tripled.<sup>3</sup>

### **College Counseling Program Guidelines**

Colleges and universities in the United States have been offering counseling services since the early 1900s, and they rapidly expanded their services after World War II to assist the returning veterans.<sup>4</sup> Over time, a number of standards were established to guide college counseling programs. The most recognized standards include:

- *The International Association of Counseling Services (IACS)*: Currently, IACS is the only accrediting agency for college and university counseling centers. IACS standards cover five major areas, including counseling services roles and functions, ethical principles, and counseling services personnel. Colleges and universities are not required to obtain IACS accreditation to offer counseling services. However, college and university counseling centers have generally accepted IACS standards as minimum standards for their counseling services.
- *Accreditation Association for Ambulatory Health Care (AAAHC)*: AAAHC certifies college and university health centers. Because the health centers on some college and university campuses are also responsible for mental health, mental health care is addressed during the AAAHC accreditation process.
- *Council for the Advancement of Standards in Higher Education (CAS)*: CAS is not an accrediting agency. However, CAS has a long-term involvement in developing and promoting standards in student affairs, student services, and student development programs. The CAS standards for counseling services include a self-assessment guide covering topics such as mission, organization and management, ethics, financial resources, and program evaluation.
- *American Psychological Association (APA)*: The APA accredits education and training in professional psychology.

In addition to these national standards, counseling centers and the conduct of counselors are also regulated by various federal and state laws and professional organizations. Federal laws, such as the Americans with Disabilities Act (ADA), the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA), and Wisconsin

<sup>3</sup> Benton, Sherry A., John M. Robertson, Wen-Chih Tseng, Fred B. Newton, and Stephen L. Benton. "Changes in Counseling Center Client Problems Across 13 Years." *Professional Psychology: Research and Practice*, 2003, Volume 34.

<sup>4</sup> Davis, Deborah C. and Keren M. Humphrey (Eds.). *College Counseling: Issues and Strategies for a New Millennium*. Alexandria, VA: American Counseling Association, 2000.

laws, such as Chapter 51, Wis. Stats., grant certain rights to students seeking and receiving counseling services and require counseling centers and counselors to safeguard student records. Professional licensing organizations for the counseling staff also hold them accountable to ethical standards.

### **Developments in the UW System**

The UW Board of Regents acknowledged that mental health is a critical factor in student success and recognized the importance of counseling services in Regent Policy Document (RPD) 23-1, “Basic Health Module,” created in 1978 and revised in 2005. The policy states that UW institutions “should provide counseling services sufficient to address the developmental needs of students as well as respond to unexpected crises.”

In the wake of the Virginia Polytechnic Institute and State University (Virginia Tech) tragedy, the UW System President established the Commission on University Security in April 2007. The Commission was charged to “develop recommendations for how UW institutions can prevent, intervene, respond, heal, and resume operations when confronted with the threat, or actual incidence, of major violence” similar to the type experienced at Virginia Tech. A subcommittee on counseling services was established as part of the Commission to review the UW System’s counseling resources and to develop recommendations specifically on counseling services as they relate to violent behaviors. The subcommittee issued its report to the Board of Regents in August 2007.

## **DISCUSSION AND RECOMMENDATIONS**

This review examined: (1) mental health counseling services offered to and used by UW students; (2) staffing and administration of counseling services; and (3) methods for funding counseling services. Literature we reviewed while planning for this review indicated that the most pressing challenge facing college and university counseling centers is to respond to the increased demand for counseling services when there is not a corresponding increase in resources. Thus, we analyzed the current methods of providing and funding UW counseling services and identified alternative and additional sources of funding for UW counseling services.

### **MENTAL HEALTH SERVICES OFFERED**

RPD 23-1 does not specify counseling services that UW institutions should offer to students, but urges UW institutions to: (1) include an educational component in the services offered; (2) make psychiatric and medication management available and accessible to students; and (3) maintain referral sources for students who require long-term care. We examined the array of counseling services offered by UW institutions, student access to counseling services, and student utilization of counseling services.

## **Array of Services**

In reviewing the array of counseling services offered by UW institutions, we found that all 13 four-year campuses and three UW Colleges – UW-Baraboo/Sauk County, UW-Marathon County, and UW-Richland – offer counseling services for their students. All 13 four-year UW institutions provide most or all of their services in house and on campus. The three UW Colleges contract with community mental health service providers to provide counseling services for their students, and these services are offered off campus.

The remaining ten UW Colleges do not offer counseling services. However, staff members indicated that they help to facilitate students' access to counseling services in the community. For example, UW-Barron County faculty and staff direct students needing mental health counseling services to Barron County Department of Health and Human Services. The remaining ten UW Colleges, including UW-Barron County, plan to also offer counseling services in the 2008-09 academic year. In June 2008, the Board of Regents approved UW Colleges' request to increase segregated fees in fiscal year 2009 for mental health services.

We researched mental health counseling services offered by other colleges and universities in states surrounding Wisconsin. The array of counseling services offered by UW institutions are consistent with services offered by colleges and universities in our research. Even though each UW institution offers a unique array of services, UW institutions do offer some common services. These services include individual counseling, group counseling, crisis intervention, psychiatric services, outreach and education, and screening and referrals. Currently, these services are offered to UW students without a separate charge.

## **Individual Counseling**

According to UW counseling center directors and counseling staff, individual counseling or psychotherapy is the core of counseling services offered by UW institutions. Full-time UW counselors spend between 20 and 25 hours each week in direct counseling services, most of them in individual counseling. Typical individual counseling sessions at UW institutions last between 45 minutes and one hour.

RPD 23-1 states that counseling services should reflect a brief psychotherapy model, but does not define "brief." In keeping with this model, some UW institutions establish session limits or guidelines for individual psychotherapy. The guideline is 10 sessions per academic year at UW-Madison and UW-Milwaukee; 12 sessions per year at UW-Green Bay, La Crosse, and Oshkosh; and 14 sessions per year at UW-Eau Claire and UW-Whitewater. UW-Richland offers up to two sessions per year. These session limits are not rigidly enforced, however, and some UW counseling directors indicated that a lack of local resources for referral can make enforcing the limits more difficult. Also, they indicated that a counselor cannot ethically stop serving a student who needs continued assistance, even when a session limit has been reached, without a clear referral link.

UW-Parkside, Platteville, River Falls, Stevens Point, and Stout have not established session limits. However, UW-Platteville and UW-Stout conduct a meeting of counseling staff to discuss the need to continue seeing the student after the sixth and tenth counseling session, respectively.

### **Group Counseling**

Counseling center directors indicate that group counseling can be a valuable and cost-effective alternative to individual counseling. At the time of our visits, UW-Eau Claire, Madison, Milwaukee, Oshkosh, Stout, and Whitewater offered multiple group counseling options. Group counseling is also offered by providers under contract by UW-Baraboo/Sauk County and UW-Richland. Other UW institutions, such as UW-Green Bay, Parkside, Platteville, River Falls, and Stevens Point, offered limited group counseling options or stopped offering group counseling. Some counseling center directors we interviewed indicated that their institutions lack suitable space for confidential group sessions, UW staff and some students have concerns about anonymity, and the existing professional counseling staff do not have the time to organize groups.

### **Crisis Intervention**

The goals of crisis intervention are to provide immediate or emergency psychological care in order to avert a state of crisis and to respond quickly to mental health emergencies. UW institutions intend to achieve these goals by ensuring that students with urgent needs are seen immediately and by establishing procedures to respond to mental health emergencies.

During office hours, the four-year UW institutions factor into their staff scheduling some time each day for students who might have urgent needs. Counseling staff members are on call and available during this time. Students indicating urgent needs are scheduled for a crisis intervention session with the on-call counseling staff member.

The four-year UW institutions provide crisis intervention coverage for after hours and weekends through various arrangements. UW-Madison maintains a crisis phone line. UW-La Crosse, Oshkosh, Stout, and Whitewater arrange with community service providers to provide crisis intervention. At the remaining four-year UW campuses, university or local police are to be contacted in case of crisis; the counseling center directors and staff are available for consultation.

UW Colleges do not provide crisis intervention directly, but the service is available through their respective community mental health and law enforcement services providers.

### **Outreach and Education**

All four-year UW campuses offer outreach and education to students. A variety of information is provided, including information about counseling services, signs and symptoms of severe depression, stress management, anxieties, eating disorders, coping skills, sexual assault, relationship violence, academic problems, conflict resolution, and suicide prevention. Outreach and education are provided through websites, printed brochures, posters/bulletins, mass e-mails,

faculty/staff orientation, parent and student orientation, classroom presentations, and residence hall gatherings.

The extent of the outreach and education varies, based on staff and financial resources. Only UW-Stout and UW-Whitewater reported having staff designated for outreach. At all UW campuses, mental health outreach and education are done as part of the professional counseling staff members' regular responsibilities. Grant funding also enables some UW institutions, such as UW-River Falls and UW-Oshkosh, to develop and assemble educational materials for students.

### **Psychiatric Services**

Nine UW institutions – UW-Green Bay, La Crosse, Madison, Milwaukee, Oshkosh, Parkside, Platteville, River Falls, and Whitewater – offer psychiatric services on campus with university psychiatrists, psychiatric nurses, or consulting psychiatrists. At most of these campuses, psychiatric service hours are limited: four hours per month at UW-Green Bay; eight hours per month at UW-La Crosse, Oshkosh, and River Falls; eight to ten hours per month at UW-Parkside; and 16 hours per month at UW-Platteville and UW-Whitewater. Psychiatric services encompass evaluation, diagnosis, consultation, therapy, and medication.

UW-Eau Claire does not offer psychiatric services on campus, but does refer students to community psychiatrists and covers some of the costs for uninsured students. The remaining three four-year UW institutions – Stevens Point, Stout, and Superior – do not offer any psychiatric services. At these UW institutions, counseling staff members consult with university health physicians and nursing staff on psychotropic medication management and suggest students use mental health services offered by community providers or through their insurance plans, if they have them.

### **Screening and Referral**

Eight UW institutions offer mental health screening online or “mental health screening days.” These screenings are not meant to replace formal psychological evaluations. However, the screening serves as a tool to educate students about signs and symptoms of mental health issues. The screening also provides information to students about whether or not to seek a professional mental health evaluation.

Students who, after an evaluation, are determined to need care beyond what UW counseling services offer or who would benefit most from services in the community are referred to off-campus providers. All 13 four-year UW institutions that offer counseling services on campus refer students to off-campus mental health service providers. Anecdotal information indicates there are challenges with referring students to community resources, such as a lack of resources in the community, lack of transportation, inability of students to pay for services, and student resistance to the challenges of obtaining services off-campus.

UW mental health counseling services could be enhanced by tracking and monitoring student referrals to off-campus mental health providers. Tracking referrals was also an issue raised by

investigators of the Virginia Tech tragedy. Currently, when making a referral, UW counselors enter the information in the case notes and have students sign a release of information, if a release is needed. Some counselors we interviewed indicated that they also follow up with the providers or with the students after the referrals in some cases, but the follow up is not done consistently, and students do not always respond. UW counseling centers do not have any means of mandating student compliance with the referrals.

Although mandating compliance is not possible, following through with students who are referred to off-campus providers would help to ensure that at least students the Counseling Center identifies as “high risk” are successful in connecting with the off-campus providers. According to a study, 42 percent of clients referred by college and university counseling centers were unsuccessful in connecting with the off-campus providers.<sup>5</sup> In order to facilitate care for students who are referred to off-campus providers, ***we recommend that UW institutions develop a process of following through the transfer of care of students identified as being high risk.*** Towson University counseling center (Maryland) tracks referrals by appointing a point staff person for all off-campus referrals. In addition to developing a referral network, this staff person meets with each student to be referred. During the meeting, a consent form is signed allowing the staff to discuss treatment needs with insurance companies and providers, and the providers to call back or return a note card indicating that the student has begun treatment. UW institutions could adopt a similar process, to the extent that workload permits.

Asking off-campus providers to disclose information about a student will require student consent, and UW counseling centers must abide by all federal and state privacy laws. UW counseling centers can ask for this consent when discussing the referral with the students. UW-River Falls, for example, uses a student consent form to release information to off-campus providers and, in some cases, to request certain information from the providers.

### **Student Access to Counseling Services**

Accessible counseling services are essential if students are going to receive care. In reviewing student access to counseling services, we found that UW institutions that offer counseling services have implemented a number of actions to provide easy access to students. These included varying counseling center hours, locating facilities and services in easy access areas, having open eligibility, and implementing triage to ensure students with urgent needs are seen immediately.

#### **Varying Service Hours**

During the fall and spring semesters, counseling centers at the 13 four-year UW institutions are open between 8:30 a.m. and 4 p.m., Monday through Friday, with most opening at 8 a.m. and closing at 4:30 p.m. or later. The center hours vary during summers and semester breaks.

The bulk of counseling services are provided during normal office hours. However, offering certain services after office hours and on weekends is common. For example, UW-Eau Claire

<sup>5</sup> Owen, Jesse, Lavanya Devdas, and Emil Rodolfa. “University Counseling Center Off-Campus Referrals: An Exploratory Investigation.” *Journal of College Student Psychotherapy*, 2007, Volume 22, Number 2.

keeps the counseling center open until 7 p.m. every Wednesday, and UW-La Crosse and UW-Platteville also offer individual counseling appointments in the evening to accommodate students who cannot make daytime appointments. Richland County Health and Human Services, the provider under contract with UW-Richland to provide counseling services, opens its office in the evening two nights a week. UW institutions that offer group counseling also schedule group sessions in the evenings and on weekends. Outreach and education services are provided when requested, and may include evenings and weekends. As previously noted, crisis intervention is also generally available 24 hours a day, 7 days a week.

### **Accessible Locations**

UW institutions we visited locate their counseling services within walking distance of the residence halls, academic buildings, and other student facilities. UW-Madison offers students free bus passes on Madison Metro, which serves Madison and nearby cities, and arranges with Madison Metro to offer free campus bus routes. UW-Parkside operates a free shuttle bus that takes students to various campus locations, including the counseling facility. UW-Superior offers free transportation between residence halls and the counseling facility. The providers under contract with UW-Marathon County and UW-Richland are located within walking distance of these campuses. The provider under contract with UW-Baraboo/Sauk County is located approximately two miles from UW-Baraboo/Sauk County campus.

UW institutions have also facilitated student access to counseling services by locating counseling services with other student services. At UW-Green Bay, Milwaukee, Parkside, Platteville, River Falls, Stevens Point, and Whitewater, counseling services are located in the same buildings that house student health services. At UW-Eau Claire and Stout, counseling services are located with other student services, such as Dean of Students, financial aid, services for students with disabilities, and student organizations.

Counseling services brochures and web sites indicate where counseling services are located. Signs for counseling services are also visible inside and, in some instances, outside of the buildings.

### **Open Eligibility**

UW institutions maintain open eligibility for counseling services. At all UW institutions, all students are eligible for counseling services without a separate charge. Students are eligible as long as they are enrolled, regardless of the number of the credits they carry. Students who are not enrolled during the summer semester are eligible for counseling services during the summer if they were enrolled in the preceding spring semester and intend to return in the upcoming fall semester.

### **Triage**

According to the literature, having students wait to see counselors is a common practice at college and university counseling centers because demand tends to outweigh available staff resources. UW institutions do not have waiting lists, but they do require that students without

urgent needs schedule appointments. To ensure a quick response to students with urgent needs, most of the 13 four-year UW institutions have implemented a triage process to rapidly sort students by the severity of their conditions when counseling services are being sought.

### **Service Utilization**

Various studies indicate college and university counseling centers have experienced increased demand for mental health counseling services. We examined data on counseling service utilization to gauge the demand for counseling services at UW institutions. As we collected the data, we also reviewed methods UW institutions use to track counseling services data and what data are tracked.

### **Tracking Methods**

We found that UW institutions use a variety of methods to track counseling service utilization. UW-La Crosse, Oshkosh, and Stout use Titanium Schedule, a management software package designed specifically for college and university counseling centers. UW-Milwaukee and UW-Whitewater use PyraMED, a scheduling and management system designed for college health and counseling services. UW-Madison uses Point and Click, an electronic scheduling and records system. The remaining UW institutions used either homegrown or commercially-available spreadsheets and database products, such as Microsoft Excel, Microsoft Access, and Foxpro, or they maintained service utilization data manually. The three UW College campuses that offer counseling services do not maintain their own records of students referred for counseling services, and rely on reports from the providers under contract.

Most UW institutions maintain basic information, including age, race, sex, class rank, and the number of appointments or sessions. The types of problems presented are also commonly tracked, but coding of the presenting problems varies. Some UW institutions also maintain information on the student referral sources and termination reasons.

Due to the different systems used, information on service utilization is maintained differently across the UW System. For example, UW-Parkside maintains service utilization by appointments or sessions, rather than by individual students. UW-River Falls tracks service utilization manually, keeping count of students and faculty and staff served under the campus Employee Assistance Program separately, and combining all other information.

### **Students Receiving Services**

Information on the number of individual students receiving counseling services was available from 11 of the 13 four-year UW institutions and from two of the three UW Colleges campuses that offer counseling services. As Table 1 shows, the 11 four-year UW campuses reported serving more than 9,500 individual students in individual, couples, or group therapy in fiscal year 2006-07. The proportion of students receiving counseling services compared to the total student population ranges from 3.2 percent at UW-Milwaukee to 9.1 at UW-Madison. According to the 2007 survey of counseling center directors, the 272 counseling centers participating in the survey saw, on average, 8.5 percent of the enrolled students in 2006.



**Table 1: UW Students Receiving Counseling Services  
(2006-07)**

<b>UW INSTITUTION</b>	<b>ENROLLMENT HEAD COUNT (FALL 2006-07)</b>	<b>NUMBER OF STUDENTS RECEIVING SERVICES (UNDUPLICATED COUNT)</b>	<b>PERCENT OF ALL STUDENTS RECEIVING SERVICES</b>
Eau Claire	10,766	720	6.7%
Green Bay	5,690	303	5.3%
La Crosse	9,849	813	8.3%
Madison	41,028	3,727	9.1%
Milwaukee	28,309	916	3.2%
Oshkosh	12,530	794	6.3%
Parkside	5,007	*	*
Platteville	6,813	379	5.6%
River Falls	6,229	298	4.8%
Stevens Point	9,048	427	4.7%
Stout	8,372	521	6.2%
Superior	2,924	**	**
Whitewater	10,502	606	5.8%
UW Colleges	12,639	*	*

Sources: UW institutions (for number of students served)

UW System Office of Policy Analysis and Research (for enrollment head count)

\* UW-Parkside tracks service utilization by appointments and not by individual students. UW-Baraboo/Sauk County's contracted provider reported 19 student callers. UW-Richland's contracted provider reported providing nine assessment sessions. UW-Marathon County reported having referred approximately 100 students to the contracted provider, but did not require the provider to provide information on how many students were actually seen.

\*\* UW-Superior was in the process of reorganizing its counseling services at the time of the review and data were not available.

We reviewed the gender and classification of students receiving mental health services. On average, about two-thirds (65 percent) of the students seeking counseling services at UW institutions in academic year 2006-07 were female. More than half (55 percent) of the overall student population was also female (Appendix 1). On average, seniors constituted the largest percentage of the students receiving counseling services (Appendix 2).

Information on the number of individual students receiving counseling services in 2006-07 and in 2002-03 was available from ten UW institutions. Compared to 2002-03, all but one UW institution reported an increase in the number of students receiving counseling services, with increases ranging from less than one percent at UW-La Crosse to 52 percent at UW-River Falls (Appendix 3). The average increase was 22 percent. The average increase in enrollment headcount at these same UW institutions was 3.6 percent during the same four-year period.

Data on the sources of referrals show that the majority of students were self-referred. These data, as well as anecdotal information, indicated UW institutions have seen increases in the number of student referrals by other students, faculty, and staff.

## **Presenting Problems**

All UW institutions track information on the presenting problems for which students seek counseling. However, the presenting problems are coded differently across UW institutions. Table 2 shows the top two presenting problems reported by UW institutions.

**Table 2: Top Two Presenting Problems of Students Seeking Counseling Services (2006-07)**

<b>UW INSTITUTION</b>	<b>NUMBER 1 PRESENTING PROBLEM</b>	<b>NUMBER 2 PRESENTING PROBLEM</b>
Eau Claire	Depression	Substance abuse
Green Bay	Relationship difficulties	Substance abuse
La Crosse	Anxiety/Academic related	Relationship/depression
Madison *	Depressive disorders	Anxiety disorders
Milwaukee	Depression	Anxiety disorders
Oshkosh	Anxiety, fears, and worries	Relationship issues
Parkside **	Relationship	Self esteem
Platteville	Depression	Relationship difficulties
River Falls	Anxiety, stress, obsessive compulsive	Mood issues/depression
Stevens Point	Depression and suicidal thoughts	Anxiety, fears, and worries
Stout	Relationship	Depression/mood
Superior	***	***
Whitewater	Depression, sadness, and grief	Anxiety and fears
UW-Baraboo/ Sauk County ****	Relationship	Anxiety

Sources: UW institutions

\* Based on a sample of 300 students.

\*\* Based on appointments rather than individual students.

\*\*\* UW-Superior was in the process of reorganizing its counseling services at the time of the review, and data were not available.

\*\*\*\* Information is not available for UW-Richland and UW-Marathon County.

UW institutions reported changes in the presenting problems over time. For example:

- Several UW institutions reported an increase in the number of students seeking counseling services for depression and bi-polar disorders.
- UW-Milwaukee reported sharp increases in the number of students with eating disorders and attention-deficit disorder between 2005-06 and 2006-07.
- UW-Stout reported an increase in the number of immediate or same-day appointments. The number of immediate or same-day appointments for 2004-05, 2005-06, and 2006-07 were 5, 34, and 39, respectively. These appointments are reserved for students who need urgent care or crisis intervention.

- UW-Whitewater reported a 44 percent increase in the number of students seeking services for suicidal thoughts between 2005-06 and 2006-07 alone (from 36 to 52 students).

UW counseling center directors and staff we interviewed indicated that the presenting problems of UW students and the increased severity of problems are consistent with the national trend.

### **Counseling Sessions Provided**

Information on both the number of individual students receiving services and number of counseling sessions provided was obtained from eleven UW institutions. These institutions provided 39,905 counseling sessions to 9,504 students in 2006-07. The average number of counseling sessions per student ranged from 2 at UW-Green Bay to 4.9 at UW-Stout, as shown in Table 3.

**Table 3: Counseling Sessions Provided to Students  
(2006-07)**

<b>UW INSTITUTION</b>	<b>TOTAL NUMBER OF STUDENTS SERVED</b>	<b>TOTAL NUMBER OF SESSIONS</b>	<b>AVERAGE NUMBER OF SESSIONS PER STUDENT</b>
Eau Claire	720	1,875	2.6
Green Bay	303	616	2.0
La Crosse	813	3,902	4.8
Madison	3,727	17,443	4.7
Milwaukee	916	3,450	3.8
Oshkosh	794	3,497	4.4
Parkside	*	912	*
Platteville	379	1,003	2.6
River Falls	298	1,126	3.8
Stevens Point	427	1,796	4.2
Stout	521	2,536	4.9
Superior	**	**	**
Whitewater	606	2,661	4.4

Sources: UW institutions

\* UW-Parkside tracks service utilization by appointments and not by individual students. UW-Parkside provided 778 full counseling sessions in 2006-07.

\*\* UW-Superior was in the process of reorganizing its counseling services at the time of the review and data were not available.

To determine the change in the number of counseling sessions, we compared the number of counseling sessions in 2006-07 to that in 2002-03. We received data for these two years for ten UW institutions. Eight of the ten UW institutions reported an increase in the number of counseling sessions. The increases ranged from 5.6 percent at UW-Milwaukee to 102 percent at UW-River Falls. UW-Eau Claire and UW-La Crosse reported a decrease in the number of sessions provided, due to counseling staff reductions and referral of students with long-term needs to off-campus providers.

Even though most UW institutions have seen more students and provided more counseling sessions, the average number of sessions per student has not increased in the same proportion during the same period. The average number of sessions per student actually decreased at six UW institutions. Four UW institutions reported an increase, with only UW-River Falls and UW-Stevens Point reporting increases of 10 percent or more. The smaller increases in the average number of sessions per student may have been incidental rather than intentional, as UW institutions have not strictly enforced the session limits, and the average number of sessions is far below the established limits.

Overall, our review indicates that counseling services of some type are available to students and that students are utilizing these services. We also noted numerous actions by UW institutions to reach students, to keep counseling services brief, and to accommodate students with long-term mental health needs. These actions include:

- Management of high-risk students: All UW institutions have established a multidisciplinary review team to coordinate intervention for and response to students who are in distress on campus. Team members typically consist of staff from student affairs, residence life, university police, and counseling services. The teams developed a protocol for faculty, staff, and students to refer students of concern for intervention; and counseling is an essential component of the intervention. Another benefit of this effort is getting students into counseling and getting them in early before the problems exacerbate to the level of needing crisis intervention or long-term care.
- Education: UW counseling center directors and staff reported that they have increased education for students, parents, faculty, and staff about counseling services, health and wellness, and signs and symptoms of mental health problems. The education helps to increase coping skills and to get students with mental health issues to seek counseling early, before the problems become more severe.
- Solution-focused counseling: In keeping with a brief therapy model, UW counseling staff members utilize available resources and the students' strengths to help the students make effective changes in response to problem situations, rather than focusing on the sources of the problems.
- Case reviews and referrals: A number of UW institutions hold reviews of student cases after a certain number of sessions to discuss whether counseling should be extended, what counseling approach to explore, and whether students would be better served elsewhere.
- Withdrawal for medical reasons: All UW institutions that offer counseling services allow students to withdraw from school for medical reasons and receive full or partial credit for tuition paid. The policies allow students who need intensive and long-term mental health treatment to withdraw from school. UW institutions generally require that students returning after having withdrawn for medical reasons provide evidence from a medical professional that the students have received treatment for the problems.

## **PROGRAM ADMINISTRATION AND STAFFING**

Neither the various standards that guide college and university counseling services, nor RPD 23-1, specify how counseling services should be organized. We reviewed the organization of UW counseling services, staffing for counseling services, and the metrics of quality of counseling services. We expected to find variations among UW institutions, and this was the case.

### **Organizational Structures**

Mental health counseling services at the 13 four-year UW institutions and the three UW College campuses are broadly organized in one of three ways: integrated health and counseling services, stand-alone units, or outsourced services.

- *Integrated health and counseling services:* At UW-Madison, Milwaukee, Parkside, River Falls, Superior, and Whitewater, counseling services and student health services are merged. At these institutions, student health services and counseling services are in the same unit and under one single director. With the exception of UW-Madison and UW-Superior, counseling and student health services are also housed in the same building. Counseling and student health services at UW-Madison are scheduled to be moved to the same building sometime in December 2008. All health services at UW-Superior are provided off-campus, while counseling services are on campus.
- *Stand-alone units:* At UW-Eau Claire, Green Bay, La Crosse, Oshkosh, Platteville, Stevens Point, and Stout, counseling services are in a stand-alone unit headed by a director. However, counseling services are not necessarily the only services that these units provide. Other common services include assault and violence prevention and administration of various national standardized tests. Except at UW-Stout, the counseling services directors and the directors of student health services at these UW institutions report to the same manager or administrator. Counseling services and health services may also be housed in the same building.
- *Outsourcing:* At UW-Baraboo/Sauk County, Marathon, and Richland, counseling services are provided by local mental health service providers through contracts.

In times of limited resources, colleges and universities may experience increased pressure to find cost savings by merging health and counseling services. According to literature we reviewed, few studies have examined the costs and benefits of merging counseling services with health services. However, counseling directors who have gone through such a merger cited a number of advantages and disadvantages to a merged administrative structure. The advantages include improved communication between health and mental health providers; health and counseling services most likely offered in a single location; creation of a multidisciplinary treatment team; reduced confusion for students, parents, staff, and administrators; salary savings; improved treatment planning; and singular leadership. The disadvantages include increased tension between the staff, as student health services and counseling services compete for resources;

decreased confidentiality; and loss of experienced professional staff.<sup>6</sup> Some UW counseling directors also indicated that merging health and counseling services records could violate IACS standards on record privacy. IACS-accredited counseling centers are to limit access to counseling records to counseling center personnel; a signed release of information must be obtained from the student before records can be shared with other individuals.

According to the 2006 survey of counseling center directors, 65 percent of the directors participating in the survey indicated that their counseling services were not administratively integrated with health services. The Association for University and College Counseling Center Directors (AUCCCD) also believes that no single administrative structure is the most effective in serving students.

Our analysis of the administrative structure of counseling centers at public colleges and universities in states surrounding Wisconsin indicates that counseling centers at most of these colleges and universities are stand-alone units. Counseling staff at UW institutions indicated they collaborate extensively with student health services staff, even though the counseling services are separate.

### **Professional Counseling Staff**

UW professional counseling staffs are composed of psychologists, counselors, psychiatrists, and clinical social workers or nurses. In 2006-07, the number of professional counseling staff at four-year institutions ranged from 1.3 full-time equivalent (FTE) staff at UW-Parkside to 27.5 at UW-Madison. The ratio of FTE professional counseling staff persons to students ranges from one to 1,492 at UW-Madison to one to 4,289 at UW-Milwaukee, as shown in Table 4.

The number of FTE professional counseling staff at nine UW institutions in 2006-07, compared with 2002-03, stayed unchanged. UW-Milwaukee and UW-River Falls reported staff increases, while UW-Eau Claire reported a staff decrease. However, UW-River Falls and UW-Eau Claire reported significant staff reductions in comparison to 10 to 15 years ago. According to the director of health and counseling services, the number of full-time counselors at UW-River Falls was reduced from five in 1994-95 to one in 2005-06. UW-River Falls had since added two additional professional counseling positions. The UW-Eau Claire counseling director reported having lost three FTEs since 1994, due to reduced General Purpose Revenue (GPR) funding.

The International Association of Counseling Services (IACS) accreditation standards state that efforts should be made to maintain a minimum staffing ratio of one professional FTE to every 1,000 to 1,500 students. Only UW-Madison meets the recommended IACS staffing ratio. The Subcommittee on Counseling Services of the UW System President's Commission on University Security identified staff shortages as an issue. To be at the IACS staffing ratio standard, the subcommittee estimated 30 staff FTE and \$3 million would be needed. The subcommittee recommended that UW institutions work toward meeting 75 percent of IACS staffing standards in the short term.

<sup>6</sup> Brown, Steve D., Ruperto M. Perez, and B. Lynne Reeder. "The Costs and Benefits of Merging Counseling Centers with Student Health Services: Perceptions of the Experienced." *Journal of College Student Psychotherapy*, October 2007, Volume 22, Number 1.

**Table 4: Professional Counseling Staff  
(FY 2006-07)**

<b>UW INSTITUTION</b>	<b>FULL-TIME EQUIVALENT STAFF *</b>	<b>STUDENT COUNT (FALL 2006)</b>	<b>STAFF-TO- STUDENT RATIO</b>
Eau Claire	4.3	10,766	1:2,504
Green Bay	2.6	5,690	1:2,188
La Crosse	4.8	9,849	1:2,052
Madison	27.5	41,028	1:1,492
Milwaukee	6.6	28,309	1:4,289
Oshkosh	7.2	12,530	1:1,740
Parkside	1.3	5,007	1:3,852
Platteville	2.5	6,813	1:2,725
River Falls	2.8	6,229	1:2,224
Stevens Point	4.0	9,048	1:2,262
Stout **	4.1	8,372	1:2,042
Superior ***	1.5	2,753	1:1,835
Whitewater	4.1	10,502	1:2,561
<b>SYSTEM TOTAL</b>	<b>73.3</b>	<b>157,067</b>	<b>1:2,143</b>

Source: UW institutions.

\* Includes the counseling center director position if the director also carries a counseling caseload.

\*\* Includes 0.5 FTE from one-time funding from the Chancellor for alcohol prevention programming.

\*\*\* UW-Superior reorganized its counseling services in 2006-07. Staffing and enrollment are for 2007-08.

When IACS accreditation is sought, ICAS does not automatically exclude counseling centers that do not meet the staffing ratio from attaining accreditation. IACS' accreditation process takes into account various factors, such as the existence of other campus mental health services, budget constraints, and impacts on services. In Wisconsin, two UW counseling centers, UW-Eau Claire and UW-La Crosse, are IACS accredited.

Although IACS standards have generally been accepted as minimum standards for college and university counseling services, IACS accreditation is not required, and is not commonly sought by colleges and university counseling centers. As of May 2008, a total of 163 counseling centers in the United States were IACS accredited. In contrast, 464 counseling centers' directors were members of the Association for University and College Counseling Center Directors (AUCCCD) in January 2008. Eight UW directors are members of AUCCCD.

### **Service Quality**

We examined some indicators of the quality of mental health counseling services. The extent to which successful outcomes are achieved is probably the best measure of service quality. Some UW counseling centers administer pre- and post-questionnaires. However, data on service outcomes are not consistently tabulated. In the absence of complete data on outcomes, we found a number of service elements that offer alternative indications about the quality of UW counseling services. Overall, we found that counseling services at the four-year UW institutions are provided by trained, highly educated, and experienced staff.

## **Counselors' Education and Experience**

Wisconsin Statutes require individuals practicing psychotherapy in Wisconsin to have the proper certificates and licenses. One qualification for a certificate or license is an advanced degree. For instance, clinical social workers and professional counselors must have master's degrees, and psychologists must hold doctoral degrees. IACS and CAS standards state that the counseling center directors should have doctoral degrees and counseling staff members have master's degrees. The APA also requires that doctoral student interns be supervised by doctoral-level psychologists.

As Table 5 illustrates, all UW professional counseling staff members hold a master's degree or higher. Only UW-Green Bay, Parkside, Platteville, and River Falls do not have staff with doctoral degrees. At UW-Eau Claire, Madison, Milwaukee, Oshkosh, and Stevens Point, the majority of the counseling staff members have doctoral degrees. UW-Madison, Milwaukee, and Whitewater also have medical doctors (psychiatrists) on staff.

**Table 5: Highest Degrees Held by Professional Counseling Services Staff Members  
(as of October 2007)**

UW INSTITUTION	TOTAL STAFF HEAD COUNT	DOCTORAL		MASTER'S		BACHELOR'S	
		NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL
Eau Claire	4	3	75.0%	1	25.0%	0	0.0%
Green Bay	3	0	0.0%	3	100%	0	0.0%
La Crosse	8	3	37.5%	5	62.5%	0	0.0%
Madison	30	20	66.7%	10	33.3%	0	0.0%
Milwaukee	8	7	87.5%	1	12.5%	0	0.0%
Oshkosh	9	6	66.7%	3	33.3%	0	0.0%
Parkside	2	0	0.0%	2	100%	0	0.0%
Platteville	3	0	0.0%	3	100%	0	0.0%
River Falls	4	0	0.0%	4	100%	0	0.0%
Stevens Point	5	4	80.0%	1	20.0%	0	0.0%
Stout *	5	3	60.0%	2	40.0%	0	0.0%
Superior	2	1	50.0%	1	50.0%	0	0.0%
Whitewater	6	3	50.0%	3	50.0%	0	0.0%
<b>TOTAL</b>	<b>89</b>	<b>50</b>	<b>56.2%</b>	<b>39</b>	<b>43.8%</b>	<b>0</b>	<b>0.0%</b>

Sources: UW institutions.

\* Includes 0.50 FTE from one-time funding from the Chancellor for alcohol prevention programming.

Having staff with advanced degrees appears to be the norm for college and university counseling services. A 1999 survey of 114 college and university counseling centers in 38 states by the University of Iowa found that 94 percent of these campuses had counselors with doctoral degrees on staff, and 28 percent had psychiatrists on staff. Compared with 17 public universities in states surrounding Wisconsin, the UW System is in the lower one-third for the number of counseling staff members with doctoral degrees (Appendix 4).



UW counseling staff members also hold a variety of licenses and certificates. Licenses and certifications held by UW counseling staff members include Academy of Certified Social Workers, Licensed Psychologist, Licensed Clinical Social Worker, Licensed Professional Counselor, National Certified Counselor, Licensed Independent Clinical Social Worker, Alcohol and Other Drug Abuse Counselor, Board Certified Psychiatrists, and Licensed Registered Nurse.

UW professional counseling staff members have many years of counseling experience in the counseling field and in the UW System. The average number of years of experience in the counseling field ranges from nine at UW-Oshkosh to 26 at UW-Eau Claire. The average number of years of counseling experience in the UW System ranges from 5 at UW-Oshkosh to 20 at UW-Stevens Point (Appendix 5).

Biographical information on counseling staff members indicated that UW counseling staff members have diverse areas of specialty, including relationship issues, adjustment disorders, grief, trauma, sexual and cultural identity, assault and abuse, anxiety, eating disorders, substance abuse, anger management, depression, and career counseling. The diverse areas of specialty enable UW institutions to work with the range of problems students have.

UW counseling staff members we interviewed reported that peer consultation occurs freely within their centers and as frequently as needed on clinical matters. Peer consultation is a method used to provide and obtain critical and supportive feedback from peers on specific cases or situations. In addition to one-on-one peer consultation, UW institutions also schedule and conduct periodic internal case reviews by the clinical teams. During these case reviews, treatment plans and approaches for how student needs can be best met are discussed.

### **Staff Development**

Staff development is important because it enables staff members to enhance their knowledge and skills. A requirement for professional license renewal is evidence of continuing education. The common practice at UW institutions is to budget a certain amount of money per staff member for staff development. UW counselors we interviewed indicated that getting approval to attend training and conferences has not been a problem.

### **Student Feedback**

Both IACS and CAS standards require regular assessment and evaluation of counseling services. One measure used by UW institutions we visited to evaluate their counseling services is to obtain feedback from students who receive the services. The feedback is obtained by asking questions after the counseling sessions or conducting student satisfaction surveys at the end of each semester or the year. We obtained summaries of student feedback from five UW institutions. Students responding to the surveys at these institutions are generally very satisfied with the counseling services they received, and indicated that they would feel comfortable returning to the counseling centers for services.

## **Accreditation and Other Standards**

Accreditation typically conveys a high level of care. Five UW institutions received accreditation from three different accreditation agencies, and additional UW institutions are pursuing accreditation.

As noted above, UW-Eau Claire and UW-La Crosse are IACS accredited. UW-River Falls and UW-Whitewater were also once IACS accredited, but decided not to renew accreditation because of the cost and perceived value of accreditation. The current IACS annual accreditation fee is \$850. All IACS accredited counseling centers must be re-evaluated once every four years. The re-evaluation application fee is \$150, and the accreditation team field visit fee may range from \$500 to \$1,000.

Three of the six UW institutions that have integrated health and counseling services – UW-Madison, Milwaukee, and Whitewater – receive AAAHC accreditation for their behavioral health and psychiatry specialties. UW-Parkside staff indicated they will be pursuing AAAHC accreditation. UW-Madison’s counseling services also receives APA accreditation as an internship site, while UW-Whitewater’s counseling center is pursuing APA accreditation.

Accreditation, along with qualified staff and other characteristics, suggest that UW counseling centers strive to provide quality mental health counseling services.

## **FINANCIAL SUPPORT AND OPTIONS**

An area of concern to many college and university counseling centers is that while the demand for counseling services has increased, resources have not kept up with the demand. We examined UW institutions’ expenditures for counseling services and sources of financial support for counseling services.

### **Expenditures and Sources of Support**

UW System Financial and Administrative Policy (FAP) G15, “Student Services Funding,” specifies GPR as the primary funding source for some counseling services, such as personal counseling, crisis intervention, alcohol and other drug abuse, outreach/prevention programming, and consultation with faculty/staff on student problems. Segregated fees are allowed as a funding source. Fee for service is also allowed, except for crisis intervention and consultation with faculty/staff on student problems.

Determining exactly how much UW institutions spend each year specifically on counseling services for students is difficult. Some counseling centers offer services other than mental health counseling services, such as testing and career counseling. Also, budgets and expenditures for counseling services are not always reported separately when health and counseling services are integrated. As an alternative, we focused on expenditures for salaries and fringe benefits of professional counseling staff, since these account for most of the expenditures for counseling services.

Table 6 shows UW institutions' expenditures on salaries and fringe benefits for professional counseling staff, and the sources of revenues. The 13 four-year UW institutions spent a total of \$6.2 million for salaries and fringe benefits for professional counseling staff in 2006-07. UW-Madison alone reported spending more than \$2 million.

As table 6 shows, the sources of support for counseling services in the UW System vary widely among UW institutions. However, funding for UW counseling services is consistent with FAP G15. The source of support ranges from 100 percent GPR to 100 percent segregated fees. GPR accounted for the major source of support for professional counseling staff positions at seven UW institutions. On the other hand, UW-Milwaukee relied completely on segregated fees to support professional counseling staff positions. The other sources of support for UW counseling services include grants, differential tuition, and residence hall operations.

**Table 6: UW Institutions' Expenditures on Salaries and Fringe Benefits  
for Professional Counseling Staff, and Revenue Sources  
(FY 2006-07)**

UW INSTITUTION	TOTAL	GENERAL PURPOSE REVENUE		SEGREGATED FEES		OTHER *	
		AMOUNT	% OF TOTAL	AMOUNT	% OF TOTAL	AMOUNT	% OF TOTAL
Eau Claire	\$ 340,437	\$ 340,437	100.0%	\$ 0	0.0%	\$ 0	0.0%
Green Bay	\$ 176,114	\$ 176,114	100.0%	\$ 0	0.0%	\$ 0	0.0%
La Crosse	\$ 389,579	\$ 171,998	44.1%	\$ 217,581	55.9%	\$ 0	0.0%
Madison **	\$2,428,184	\$1,125,541	46.4%	\$1,302,643	53.6%	\$ 0	0.0%
Milwaukee	\$ 688,243	\$ 0	0.0%	\$ 688,243	100.0%	\$ 0	0.0%
Oshkosh	\$ 527,454	\$ 458,224	86.9%	\$ 0	0.0%	\$ 69,230	13.1%
Parkside **	\$ 97,344	\$ 66,700	68.5%	\$ 30,644	31.5%	\$ 0	0.0%
Platteville	\$ 157,183	\$ 65,282	41.5%	\$ 74,055	47.1%	\$ 17,847	11.4%
River Falls	\$ 187,158	\$ 86,252	46.1%	\$ 100,906	53.9%	\$ 0	0.0%
Stevens Point	\$ 367,900	\$ 367,900	100.0%	\$ 0	0.0%	\$ 0	0.0%
Stout **	\$ 334,968	\$ 334,968	100.0%	\$ 0	0.0%	\$ 0	0.0%
Superior	\$ 113,633	\$ 72,894	64.1%	\$ 40,739	35.9%	\$ 0	0.0%
Whitewater	\$ 348,412	\$ 332,480	95.4%	\$ 15,932	4.6%	\$ 0	0.0%
UW Colleges	***	***	***	***	***	***	***
<b>TOTAL</b>	<b>\$6,156,609</b>	<b>\$3,598,790</b>	<b>58.5%</b>	<b>\$2,470,742</b>	<b>40.1%</b>	<b>\$ 87,077</b>	<b>1.4%</b>

Sources: UW Data Mart for PeopleSoft Financials

\* Other revenue sources include differential tuition and grants (UW-Oshkosh), residence hall operations (UW-Platteville), and grants (UW-Stout). UW-Platteville will also be funding a professional counseling staff position with differential tuition in FY 2008-09.

\*\* When fringe benefit amounts were not available, a rate of 38.30% was used.

\*\*\* UW-Baraboo/Sauk County's contract pays the provider a lump sum of \$5,000 per year for counseling services with segregated fees. UW-Marathon paid the contract provider \$75 an hour and allocates \$2,000 per year in segregated fees and other funding for counseling services. UW-Richland pays the contract provider \$3,000 a year, using a combination of segregated fees and foundation funds.

While UW-Milwaukee has used segregated fees to fund professional counseling staff positions for several years, this has not always been the case. Prior to 1986-87, UW-Milwaukee used both GPR and segregated fees to fund professional counseling positions. Like UW-Milwaukee, a number of other UW institutions have also shifted from GPR to segregated fees in recent years. For instance:

- Professional counseling staff positions at UW-Platteville were supported mainly by GPR prior to 2003-04. In 2003-04, one full-time counseling position and 50 percent of the counseling director's position were moved to segregated fees. In 2008-09, UW-Platteville will fund a new counseling staff position using differential tuition.
- After having gone through major counseling staff reductions due to cuts in GPR, UW-River Falls began to use segregated fees to fund new counseling staff positions in 2004.
- Prior to merging with student health services in 1993-94, UW-Madison professional counseling staff positions were funded entirely with GPR. Since 1994-95, counseling staff positions were funded by both GPR and segregated fees.

The gradual shift to segregated fees by UW institutions is consistent with the national trend. In 1995, only 28 percent of the university counseling centers that participated in the AUCCCD national survey of counseling directors were supported fully or partially by student fees. The percentage of centers supported by student fees increased to 41.7 percent in 2006. We spoke to some counseling directors from other universities that have switched to student fees. These directors indicated that while they have had to convince a student constituency that is constantly changing about the value of counseling services, student fees have been a more stable source of support compared to GPR.

### **Current and Future Challenges**

Funding mental health counseling services has been a continuing dilemma for colleges and universities.<sup>7, 8, 9, 10</sup> Literature reviewed indicates that demands for mental health services have increased without a corresponding increase in resources. UW institutions have demonstrated resourcefulness in addressing the increased demands for mental health services. For example, most professional counseling staff members have a nine-month appointment rather than the typical 12-month appointment. This practice allows counseling centers to have maximum staff coverage during the regular academic semesters. UW institutions have also implemented triage, established session limits, and identified other funding sources, as described above. Nonetheless,

<sup>7</sup> Hodges, Shannon. "University Counseling Centers at the Twenty-First Century: Looking Forward, Looking Back." *Journal of College Counseling*, 2001, Volume 4.

<sup>8</sup> Stone, Gerald. L. and Jacqueline McMichael. "Thinking about mental health policy in university and college counseling centers." *Journal of College Student Psychotherapy*, 1996, Volume 10.

<sup>9</sup> Deborah C. Davis and Karen M. Humphrey. (See reference #4.)

<sup>10</sup> Bishop, John. "Emerging Administrative Strategies for College and University Counseling Centers." *Journal of Counseling and Development*, 1995, Volume 74.

UW institutions are facing some challenges, resulting in part from the increasing demands and limited resources.

While UW institutions do not have waiting lists, all 13 four-year UW institutions reported a wait time for mental health counseling appointments, unless students have urgent needs. At most UW institutions, the reported wait time is at least one week. UW-Milwaukee, which has the highest professional counseling staff-to-student ratio of one counselor to every 4,289 students, reported a wait time of up to four weeks at the busiest times of the semester.

In addition, during our interviews, counseling center directors and counselors reported increases in administrative workload among professional counseling staff. Counselors reportedly had to take on additional responsibilities in recent years for outreach activities, liaison with residence halls and university departments, and administrative tasks. These responsibilities compete with the limited time for direct student contact.

The wait time for appointments and the staff workload will likely be increased by a number of future developments, including:

- *Increased enrollment*: Under the UW System plan, Growth Agenda for Wisconsin, student enrollment is expected to increase at some UW institutions, including UW-Eau Claire, Green Bay, La Crosse, Stout, Superior, and some UW College campuses. Increased enrollment will also increase the demand for counseling services.
- *Serving more veterans*: Expansion of legislation on veterans benefits will likely increase the enrollment of Wisconsin veterans and their dependents at UW institutions. UW institutions will have to address psychological issues that these veterans and their dependents may have.
- *Severity of mental health problems*: Research studies and data from national surveys of counseling centers describe increases in the number of students with severe mental health problems and the number of students taking psychotropic medications. UW counseling directors and counseling staff members reported seeing similar trends at their institutions. Students with more severe problems will likely require more intensive and longer-term services.
- *Concerns for campus safety*: The tragedies at Virginia Tech and other higher education institutions have increased pressure on colleges and universities to identify high-risk students and to plan appropriate intervention. Various groups looking into campus safety issues recommend increased outreach to and education for students, faculty, and staff. Campus safety efforts will increase demands for professional counseling staff time, further reducing the amount of time for direct counseling contact. Also, increased outreach might increase the number of students seeking counseling services.
- *Discontinuation of grant funding*: A number of UW institutions were successful in competing for grant funding for counseling-related services. UW professional counseling positions are not typically supported by grant funds, but these grants enable UW institutions to develop prevention, outreach, and educational programs that are complementary to their

counseling services. However, grant funds may not be sustainable for the long term. Without these grants, these complementary programs and services would be significantly curtailed or eliminated, and counseling services would be affected.

UW counseling staff members we interviewed expressed concerns that the increased demand for services, without corresponding increases in resources, will affect the level and quality of counseling services. Some UW counseling directors also indicated that without an infusion of additional funds, it will be difficult for their institutions to effectively address the future challenges.

### **Funding Alternatives and Options**

While GPR funding remains a viable option and, according to FAP G15, should be the primary funding source for UW counseling services, obtaining additional GPR funding for counseling services might be difficult in light of the current state budget situation. The challenge for the UW System Board of Regents, System Administration, and campus administrations is maintaining funding levels and finding a funding mix that can sustain appropriate counseling services for UW students. There are no easy solutions. However, some options are available to supplement the current financing methods. These options are derived from our collective analysis of UW practices, reviews of the literature, and an examination of methods for funding counseling services at other public universities. We offer three possible courses of action for the UW Board of Regents, System Administration, and campus administrations to consider:

- (1) delineating the extent of the UW System's role in counseling services;
- (2) exploring additional sources of support for counseling services; and
- (3) maximizing the use of existing counseling resources.

Certain policy and administrative decisions associated with any of these courses of action will need to be implemented systemwide to be effective, while others are best handled at each UW institution. Furthermore, there are advantages and disadvantages to each funding decision. All decisions will need to be made in concert with concerns for campus safety, as some issues related to campus safety and counseling services are intertwined.

### **Delineating the Extent of the UW System's Role**

College and university counseling centers have traditionally offered a broad range of counseling services to the campus community. Even during times of declining resources, college and university counseling centers typically opted to limit the duration of services rather than to reduce the range of services.<sup>11</sup> As noted above, some UW institutions have set session limits or guidelines for individual therapy, and the number of session limits ranges from 2 to 14. Although the average number of sessions is far below these limits, some UW counseling centers did report providing more counseling services to certain individual students beyond the established session limits. This is because UW institutions do not strictly enforce the limits.

<sup>11</sup> Schuh, John H. and Elizabeth J. Whitt, eds. *Contemporary Financial Issues in Student Affairs*. San Francisco: Jossey-Bass, 2003.

Anecdotal information from counseling staff members also indicates that some of the same students are served repeatedly.

Although RPD 23-1 indicates that mental health counseling services should reflect a brief psychotherapy model, the duration and the intensity of counseling services students can receive vary greatly among UW institutions. A policy guideline as to the extent of services a student can receive might help students know what services they are eligible to receive and help counselors plan treatment accordingly. Since a number of factors would need to be considered, setting specific service parameters is a decision best left to each UW counseling center.

Another area where the extent of the university's role might need to be defined is in providing psychiatric care without a separate charge, even on a part-time basis. Psychiatric evaluation and consultation is an important component of counseling services, and often crucial for managing more high-risk cases, but psychiatric services are also very expensive. In 2006-07, salary and fringe benefit costs for staff psychiatrists at UW-Madison and UW-Milwaukee totaled more than \$600,000 and \$160,000, respectively. The 2007-08 reimbursement rate for the consulting psychiatrist at UW-River Falls is \$160 per hour. Not all other universities in our research offer psychiatric services. Some do not offer psychiatric services because of financial constraints, but some simply elect not to include psychiatric services as a part of their counseling services package.

Similar to UW institutions, the majority of the other universities that offer psychiatric services we examined offer these services without charge to the students who use them. However, we noted a number of large universities had begun assessing fees for psychiatric services in particular. For example:

- the University of Minnesota Boynton Health Service charges a \$10 co-payment for psychiatric services after the first visit;
- Indiana University at Bloomington assesses \$40 for the first psychiatric visit and \$20 for follow-up visits;
- Purdue University charges \$45 for a 20-minute psychiatric consultation;
- the Ohio State University charges a \$15 co-payment for psychiatric services for students with student health insurance; and
- the University of California-Berkeley charges \$65 per psychiatric visit, with students with a Student Health Insurance Plan paying a \$13 co-payment per visit.

A dilemma for UW counseling centers is whether to refer students who need psychiatric services and who need long-term care to community mental health service providers, especially when students do not have the ability to pay for the services. Some university systems and institutions, including the University of California System, University of Massachusetts System, University of Minnesota System, and Ohio State University, require students to purchase health insurance or provide proof of health insurance upon admission. Institutions that require student health insurance may be better able to refer students who need psychiatric and long-term care to other community service providers.

Currently, the UW System offers student health insurance to UW students, but does not mandate that students carry this insurance or provide proof of other health insurance. A separate analysis by our office shows that only 1.4 percent of the domestic UW students enrolled in the student health insurance plan in 2005-06. UW institutions do not track what proportion of UW students has other health insurance.

There are advantages and disadvantages associated with limiting the number of counseling sessions and charging fees for psychiatric services. By limiting the number of sessions, UW counseling centers might be able to serve more students, but this may limit the ability of UW counseling centers to address the needs of students who need longer-term counseling or psychiatric care. Conversely, some UW counseling directors indicated that setting limits could set a student expectation that students are entitled to receive the full allowance of sessions, which may actually lead to an increase in the average number of sessions. Finally, charging fees for psychiatric services may bring additional revenues to supplement mental health counseling services, but the downside is that students who cannot afford the fees may not seek care.

### **Exploring Additional Sources of Financial Support**

GPR and segregated or student fees are the two principal sources of support for counseling services at institutions in the UW System and at many other colleges and universities. However, some college and university counseling centers have used student fees in a way that helps to stabilize the funding level for counseling services or have found additional sources of support for their counseling services that have not been tapped by UW institutions. Funds generated from some of the additional sources of support we identified are unlikely to be sufficient to replace GPR and segregated or student fees, but they can supplement the existing funding for counseling service operations. Some possible additional sources of support include student counseling fees, user fees, missed-appointment fees, collaboration with other university departments, and third-party billing and payments.

- *Separate student counseling fee:* Although a number of UW institutions have used segregated fees to support counseling services, the amount is part of an overall student health fee, instead of being separately defined. UW-Oshkosh and, most recently, UW-Platteville have received approval to use differential tuition to fund counseling positions. However, funding for these positions is part of a larger initiative approved by the Board of Regents. UW Colleges will be the first UW institution to assess a segregated fee specifically for counseling services. To avoid direct competition with student health services for the overall health fee assessed, the University of New Hampshire sets fees specifically for counseling services. The University of New Hampshire now funds its counseling services almost entirely from this counseling fee and does not use any state funds. While the center director still has to contend with a constantly changing student constituency, the counseling director reported that the funding method has stabilized counseling services.
- *User fees:* Colleges and universities have traditionally offered counseling services without a charge to those who use them. However, assessing fees for certain student services is not new. Colleges and universities have assessed user fees for student health services for a long time. Some colleges and universities have also assessed user fees for mental health



counseling services, although their numbers have decreased. According to the 2007 AUCCCD national survey of counseling center directors, 8.5 percent of the 272 counseling centers participating in the survey assessed user fees for counseling services. In 1996, 17.2 percent of the participating centers charged a fee.

In addition to assessing fees for psychiatric services, some college and university counseling centers also assess user fees for “excess” visits to the counseling centers. For example, during the 2007-08 academic year:

- Indiana University-Purdue University-Indianapolis charged \$10 per individual counseling session and \$30 per couple counseling session after the sixth session;
- Indiana University East charged \$10 per session for the fifth session, \$25 for the sixth session, and \$30 per session thereafter;
- Purdue University charged \$75 per session after the eighth session;
- the University of California-Berkeley charges a \$13 co-payment per session after the sixth session; and
- the University of Massachusetts-Boston assessed \$10 co-payments per session after the third session.

Again, the downside to charging fees is that students who cannot afford the fees would not seek services or receive needed support or assistance.

- *Collaboration with other university departments:* UW counseling staff members indicated that a significant number of students receiving counseling services reside in university dormitories. UW counseling centers might also discover that a significant proportion of students seeking counseling services come from certain schools or colleges, if the information is tracked. Residence life and academic departments may be willing to make arrangements with the counseling centers to address their students’ mental health needs. For example, the University of California-Berkeley receives some financial support from residence hall operations, the international students office, and the College of Letters and Science.
- *Third-party billing and payments:* Very few college and university counseling centers bill students’ health insurance companies for counseling services, for a number of reasons. To bill insurance companies for services rendered, counseling centers have to meet certain state and insurance company requirements. Also, students who are covered under their parents’ insurance might not want their parents to know that the students have sought counseling services. However, third-party billing could be an option for UW institutions that already have a third-party billing mechanism in place. In 2006-07, the University of Massachusetts at Boston collected about \$220,000 through third-party collections, which comprised about ten percent of the university counseling center’s total annual budget. The University of Massachusetts is one of the university systems that mandate students to carry health insurance. Some UW counseling directors indicated that third-party billing for counseling services would increase counseling staff’s and other administrative staff’s workloads.

## **Maximizing the Use of Existing Resources**

Counseling services are labor intensive. The bulk of UW counseling budgets go toward supporting professional counseling positions. Thus, it would be difficult to find savings from counseling services operations. Where UW counseling centers could maximize the use of existing resources is to find ways to serve more students with the professional counseling staff positions they have. Some possible methods for doing this include:

- *Managing missed appointments:* Missed appointments can affect a counseling center's optimum ability to serve students. Not all UW institutions track cancelled or missed appointments. Some UW counseling center directors estimated that their no-show rates for counseling appointments range between 7 and 29 percent. (The national average is 12 percent.) To discourage students from missing their scheduled appointments, some other college and university counseling centers charge a nominal fee, in the range of \$10 to \$25, per missed appointment. UW-Platteville assesses \$50 for missing a psychiatric appointment.
- *Varying duration of services:* Currently, all students who are enrolled in UW institutions are eligible to receive free counseling services and receive the same level of services regardless of the number of credits they carry. A number of colleges and universities in our research have set different durations of service for part-time and full-time students. The varying durations of service might enable more students to be served.
- *Increasing use of group therapy:* Group therapy is less expensive to provide and allows more students to be served than individual counseling, but it does take time to get a group started. Certain literature suggests that group therapy can be as effective as individual counseling and that group therapy can be an effective treatment option for certain mental health disorders.<sup>12, 13, 14</sup> Purdue University's approach to counseling is to start students in group therapy; individual counseling is the alternative to group therapy only after it has been determined that a student is not benefiting from group therapy. UW counseling centers with significant wait times could put students in group therapy while they wait to see a counselor for individual therapy. However, some UW counseling directors indicate that this might decrease student requests for services, as some students may be resistant to discussing their personal concerns in a group setting. Also, because it takes time and resources to organize group therapy and to sustain attendance, some counseling directors believed that group therapy may not result in meaningful cost savings.
- *Defining extent and nature of needs:* The extent and nature of mental health problems that UW counseling centers can address on campus need to be clearly defined and communicated to the student population. This way, UW counseling centers would be able to refer certain

<sup>12</sup> McRoberts, Chris, Gary M. Burlingame, and Matthew J. Hoag. "Comparative Efficacy of Individual and Group Psychotherapy: A Meta-Analytic Perspective." *Group Dynamics: Theory, Research, and Practice*, 1998, Volume 2, Number 2.

<sup>13</sup> Holmes, Stacey E. and Dennis M. Kivlighan, Jr. "Comparison of Therapeutic Factors in Group and Individual Treatment Processes." *Journal of Counseling Psychology*, 2000, Volume 47, Number 4. (This article references other studies that compare the efficacy of group and individual therapy.)

<sup>14</sup> Tucker, Michelle and Tian P. S. Oei. "Is Group More Cost Effective than Individual Cognitive Behaviour Therapy? The Evidence is not Solid Yet." *Behavioural and Cognitive Psychotherapy*, 2007, Volume 35.

students to off-campus providers and take on more students who could be effectively served on campus. Potential groups of students that could be referred are students who have health insurance coverage and who would need long-term care. However, to ensure that students who are referred to off-campus providers receive the needed services, UW counseling centers will need to actively follow through the transfer of care of students being referred.

- *Seeking inter-campus collaboration:* Some UW institutions might benefit from collaborating with other UW institutions on certain services. Psychiatric services and psychologist consultation are two potential areas for inter-campus collaboration, as some UW institutions want to offer these services but cannot afford them.
- *Outsourcing:* Very few colleges and universities outsource their entire counseling services. Some colleges and universities that outsourced their counseling services have brought their service back in-house. However, with careful planning and analysis, outsourcing might yield some savings for certain aspects of counseling, such as counseling expertise and consultation, that UW institutions do not need regularly.
- *Using counselor interns:* One way some UW institutions have been able to accommodate the increased demand for services has been to use student counselor interns. Most UW institutions we visited have taken student counselor interns in the past. At the time of our visits, UW-Madison, Oshkosh, Stout, and Whitewater had student counselor interns. Some UW institutions not visited, including UW-La Crosse and UW-Superior, indicated that they also use interns. While supervising the counselor interns adds additional workload for the counseling staff, these UW institutions reported that their interns have alleviated staff members' caseloads by taking many of the less serious student cases.

Some UW counseling directors indicated that their centers have already implemented these methods in some fashion to maximize resources.

## **CONCLUSION**

The review found that all 13 four-year UW institutions have offered a wide array of mental health counseling services to students. Only three UW Colleges offer counseling services to their students, but efforts are underway to offer counseling services at the remaining UW Colleges.

Counseling services are accessible to students and are provided by trained, educated, and experienced staff. The number of students served has increased, but there has not been a corresponding increase in the number of professional counseling staff. To address the increased demand for counseling services, UW institutions have implemented various processes and made efforts to keep services brief, consistent with RPD 23-1. To enhance UW counseling services, we have recommended that UW institutions develop a process of following through the transfer of care of students identified as being high-risk.

UW counseling services are funded primarily by General Purpose Revenue and segregated fees, but UW institutions vary widely in the use of these sources of support. Like many other colleges and universities, many UW institutions have gradually shifted from GPR to segregated or student fees. Securing adequate funding for counseling services has been a challenge, and some UW institutions will continue to encounter funding challenges.

We concluded that there are no easy solutions to meeting these challenges, but there are steps that the UW System could take to maintain a funding level and to find a funding mix that can sustain counseling services. The UW Board of Regents, System Administration, and campus administration could consider taking action in three areas: delineating the extent of the UW System's role in counseling services, exploring additional sources of financial support for counseling services, and maximizing the use of existing counseling resources. Within these areas, each UW institution may adopt a combination of approaches that will most effectively address its unique resource and service-delivery challenges.

## Appendix 1

### Gender of Students Receiving Counseling Services (2006-07)

UW INSTITUTION	GENDER OF STUDENTS ENROLLED		GENDER OF STUDENTS RECEIVING SERVICES		
	% OF MALE	% OF FEMALE	% OF MALE	% OF FEMALE	UNKNOWN
Eau Claire	40.8%	59.2%	32.4%	67.1%	0.6%
Green Bay	34.8%	65.2%	32.0%	68.0%	0.0%
La Crosse	40.1%	59.9%	30.3%	69.7%	0.0%
Madison	47.5%	52.5%	32.5%	67.4%	0.1%
Milwaukee	45.7%	54.3%	33.8%	66.2%	0.0%
Oshkosh	39.6%	60.4%	31.4%	64.4%	4.2%
Parkside *	44.1%	55.9%	31.0%	69.0%	0.0%
Platteville	61.1%	38.9%	46.2%	49.9%	4.0%
River Falls	39.9%	60.1%	**	**	**
Stevens Point	45.3%	54.7%	30.0%	70.0%	0.0%
Stout	48.2%	51.8%	38.8%	58.5%	2.7%
Superior	41.0%	59.0%	***	***	***
Whitewater	47.8%	52.2%	38.3%	61.7%	0.0%
<b>AVERAGE</b>	<b>44.3%</b>	<b>55.7%</b>	<b>34.2%</b>	<b>64.7%</b>	<b>1.1%</b>

Sources: UW institutions (for number of students receiving services)

UW System Office of Policy Analysis and Research (for enrollment)

\* UW-Parkside tracks service utilization by appointments and not by individual students. The breakdown is based on the number of appointments and included 28 faculty/staff appointments.

\*\* UW-River Falls does not maintain separate breakdowns for students and employees.

\*\*\* UW-Superior was in the process of reorganizing its counseling services at the time of the review, and data were not available.

## Appendix 2

### Classification of Students Receiving Counseling Services (2006-07)

UW INSTITUTION	TOTAL NUMBER OF STUDENTS SERVED	CLASSIFICATION					
		% OF FRESHMAN	% OF SOPHOMORE	% OF JUNIOR	% OF SENIOR	% OF GRADUATE	UNKNOWN
Eau Claire *	720	28.0%	26.6%	22.6%	21.2%	1.6%	0.0%
Green Bay	303	**	**	**	**	**	**
La Crosse	813	26.0%	23.2%	21.9%	22.3%	6.4%	0.2%
Madison	3,727	10.9%	15.6%	18.4%	24.0%	26.3%	4.9
Milwaukee	916	**	**	**	**	**	**
Oshkosh	794	19.0%	20.5%	22.3%	28.1%	3.1%	7.0%
Parkside	***	***	***	***	***	***	***
Platteville	379	23.0%	21.1%	21.4%	23.2%	5.3%	6.1%
River Falls	298	27.2%	24.8%	19.8%	25.8%	2.3%	0.0%
Stevens Point	427	18.5%	22.5%	24.4%	30.9%	1.6%	2.1%
Stout	521	20.9%	20.2%	22.1%	17.3%	9.4%	10.2%
Superior	****	****	****	****	****	****	****
Whitewater	606	5.9%	18.5%	20.6%	46.7%	5.0%	3.3%
<b>AVERAGE</b>		<b>19.9%</b>	<b>21.4%</b>	<b>21.5%</b>	<b>26.6%</b>	<b>6.8%</b>	<b>3.7%</b>

Sources: UW institutions

\* Based on the count by classification. The total count by classification is higher than the total number of unduplicated students served because classification may change during the year.

\*\* UW-Green Bay and UW-Milwaukee do not track information on classification.

\*\*\* UW-Parkside tracks service utilization by appointments and not by individual students. Classification is tracked as either undergraduate or graduate only.

\*\*\*\* UW-Superior was in the process of reorganizing its counseling services at the time of the review, and data were not available.

### Appendix 3

#### Changes in the Number of Students Receiving Counseling Services from 2002-03 to 2006-07

UW INSTITUTION	NUMBER OF STUDENTS SERVED		% CHANGE FROM 2002-03 TO 2006-07
	2002-03	2006-07	
Eau Claire	847	720	-15.0%
Green Bay	237	303	27.8%
La Crosse	812	813	0.1%
Madison	*	3,727	*
Milwaukee	785	916	16.7%
Oshkosh	757	794	4.9%
Parkside	**	**	**
Platteville	265	379	43.0%
River Falls	195	298	52.8%
Stevens Point	361	427	18.3%
Stout	392	521	32.9%
Superior	***	***	***
Whitewater	428	606	41.6%
<b>AVERAGE</b>			<b>22.3%</b>

Sources: UW institutions

\* UW-Madison sent data older than four years to be stored offsite. It would be cumbersome to retrieve the data for 2002-03. However, based on 2003-04 data that were readily available, the number of students served decreased by 1.6 percent between 2003-04 and 2006-07.

\*\* UW-Parkside tracks service utilization by appointments and not by individual students. The number of appointments decreased from 957 in 2002-03 to 912 in 2006-07.

\*\*\* UW-Superior was in the process of reorganizing its counseling services at the time of the review, and data were not available.

## Appendix 4

### Highest Degree Held by Professional Counseling Staff at Other Public Midwestern Universities (rank by percentage of doctoral degree)

INSTITUTION	TOTAL STAFF HEAD COUNT	DOCTORAL		MASTER'S		BACHELOR'S	
		NUMBER	% OF TOTAL	NUMBER	% OF TOTAL	NUMBER	% OF TOTAL
University of Iowa	12	12	100.0%	0	0.0%	0	0.0%
University of Minnesota-Twin Cities (Counseling and Consulting Services)	13	13	100.0%	0	0.0%	0	0.0%
University of Illinois - Chicago	12	11	91.7%	1	8.3%	0	0.0%
Ohio University	8	7	87.5%	1	12.5%	0	0.0%
University of Michigan	20	16	80.0%	4	20.0%	0	0.0%
Northern Michigan University	4	3	75.0%	1	25.0%	0	0.0%
University of Illinois-Urbana-Champaign (Counseling Center)	19	14	73.7%	5	26.3%	0	0.0%
Iowa State University	11	8	72.7%	3	27.3%	0	0.0%
Ohio State University	21	15	71.4%	5	23.8%	1	4.8%
Michigan State University	16	11	68.8%	5	31.3%	0	0.0%
Purdue University	14	9	64.3%	5	35.7%	0	0.0%
Indiana University - Bloomington	13	8	61.5%	5	38.5%	0	0.0%
University of Northern Iowa	5	3	60.0%	2	40.0%	0	0.0%
<b>University of Wisconsin System – Total *</b>	<b>89</b>	<b>50</b>	<b>56.2%</b>	<b>39</b>	<b>43.8%</b>	<b>0</b>	<b>0.0%</b>
Indiana University - Northwest	2	1	50.0%	1	50.0%	0	0.0%
University of Minnesota-Twin Cities (Boynton Health Services)	14	5	35.7%	8	57.1%	1	7.1%
University of Minnesota-Duluth	5	1	20.0%	3	60.0%	1	20.0%
University of Minnesota-Morris	5	1	20.0%	2	40.0%	2	40.0%

Sources: Institution websites

\* Excluding UW Colleges.



## Appendix 5

### Average Number of Years of Counseling Experience (as of October 2007)

UW INSTITUTION	TOTAL STAFF HEAD COUNT	AVERAGE NUMBER OF YEARS OF COUNSELING EXPERIENCE	
		IN THE FIELD	IN THE UW SYSTEM
Eau Claire	4	26.5	15.5
Green Bay	3	20.3	17.7
La Crosse	8	18.1	14.4
Madison	30	17.5	11.6
Milwaukee	8	22.4	10.6
Oshkosh	9	9.1	5.4
Parkside	2	20.3	12.5
Platteville	3	25.3	13.3
River Falls	4	15.8	8.6
Stevens Point	5	18.8	19.4
Stout	5	10.4	9.4
Superior	*	*	*
Whitewater	6	14.3	7.8
<b>SYSTEM AVERAGE</b>		<b>16.9</b>	<b>11.3</b>

Sources: UW institutions

\* UW-Superior was in the process of reorganizing its counseling services at the time of the review and data were not available.

**UW SYSTEM OFFICE OF OPERATIONS REVIEW AND AUDIT  
UPDATE ON STUDENT CREDIT CARD DEBT AND  
CREDIT CARD SOLICITATION ON UNIVERSITY OF WISCONSIN PROPERTY**

**BACKGROUND**

In 2003, the UW System Office of Operations Review and Audit reviewed the extent of credit card debt among UW students, UW institutions' policies on credit card solicitation on campus, and efforts to provide education about credit card ownership. The final report was issued in May 2004. The report recommended that UW institutions:

- ensure that policies and practices of the various units, such as university departments and student unions, are consistent with the overall institutional policy;
- review their policies and practices with university legal counsel and UW System Office of Legal Counsel to ensure that the policies and practices are consistent with constitutional requirements;
- prohibit credit card vendors from offering free gifts as marketing incentives when soliciting on campus;
- consider using part of the revenue generated from the Affinity Cards for credit card education programs; and
- include in their credit card education programming financial aid and other loan alternatives that may be available to students.

In May 2005, the Office followed up on UW institutions' implementation of these recommendations. Some UW institutions that did not have an institutional policy on credit card solicitation reported that their institutions had developed, or would be developing, institutional policies. UW institutions whose policies were found at that time to be potentially inconsistent with constitutional requirements indicated that their policies had been, or would be, reviewed by university or System legal counsel. UW institutions that allowed credit card vendors to offer free gifts as incentives indicated that they had restricted the use of incentives. UW institutions whose university foundations or alumni associations had an Affinity credit card program for alumni reported that their alumni associations had already offered some educational programs, or that they were exploring using revenue from the Affinity credit card to fund credit card educational programs for students. (An Affinity Card program is an exclusive arrangement to market a university-branded credit card in return for a fee based on a percentage of the transactions.)

In March 2008, the United States Public Interest Research Group (PIRG) released a report on a national survey on credit card ownership and credit card marketing on college campuses. The majority of students participating in the PIRG survey supported strong credit card marketing principles and limited solicitation on campus. At the April 2008 Board of Regents' meeting, the Business, Finance, and Audit Committee expressed interest in receiving updated information on credit card marketing to UW students and solicitation on UW campuses.

To fulfill this Board request, the Office of Operations Review and Audit reviewed legislation and literature on credit card solicitation and interviewed UW institution staff. Staff interviewed

included financial aid directors, directors of alumni associations, and staff in charge of student center reservations. We also surveyed UW registrars on policies and practices on the sharing of student directory information to credit card marketers.

## **REQUESTED ACTION**

For information only.

## **DISCUSSION**

This summary discusses recent legislative developments aimed at regulating credit card solicitation on college campuses; credit card ownership and the extent of credit card debt; measures taken by UW institutions to limit credit card solicitation on campus; policies and practices on the sharing of student directory information; and credit card education.

### **Recent Legislative Developments on On-Campus Credit Card Solicitation**

Since the 2003 program review, there has been increased attention by federal and state governments on regulating credit card issuance to college students and restricting credit card solicitation on college campuses. At the federal level, the Credit Card Accountability, Responsibility and Disclosure Act was introduced in 2004. The bill was reintroduced in 2008. The bill would require credit card companies, prior to granting credit to persons under the age of 21, to ensure that these individuals have a co-signature of a parent, have an independent means of financial support for repaying their credit card debt, or have completed a certified financial counseling course. Also in 2004, the College Student Credit Card Protection Act was introduced in the U.S. House of Representatives. A similar bill was introduced in the U.S. Senate by Senator Herb Kohl in 2007. The bill would have required credit card companies to obtain proof of income, income history, and credit history before a credit card account may be opened by a student. Other proposed federal legislation that would have limited solicitation to students was the Protection of Young Consumers Act (introduced in 2007).

At the time of the original program review, at least 29 states had proposed legislation to restrict credit card companies from soliciting on college campuses. Since then, a few more states, including Arizona and Maine, have proposed similar legislation. Most recently California (2007), New York (2005), and Pennsylvania (2004) enacted laws limiting credit card solicitation on campuses or banning merchandise giveaways to entice students to apply for credit cards.

### **Credit Card Ownership and Extent of Debt**

The only UW institution that had compiled statistics about credit card ownership and outstanding balances among UW students since the 2003 review was UW-Milwaukee. In 2005, UW-Milwaukee conducted a survey of its student population. More than 2,000 students participated in the survey. The survey found that 87 percent of UW-Milwaukee students had at least one credit card, and about a quarter of UW-Milwaukee students who had at least one credit card carried an average credit card balance of between \$1,000 and \$4,999. Other UW institution staff we

interviewed indicated that their institutions do not collect data on credit card ownership and the extent of debt.

Since 2003, two national studies on credit card ownership and the extent of credit card debt among college students were published:

- *Nellie Mae*: In 2005, Nellie Mae, a national provider of higher education loans, issued a report on a study of credit card usage among undergraduate students. The study involved analyzing credit bureau data on student applicants and surveying a sample of more than 1,200 students in the credit bureau data pool. Nellie Mae found that 76 percent of undergraduates in 2004 began the school year with a credit card. The average outstanding balance on undergraduate credit cards was \$2,169. In comparison to the previous Nellie Mae study in 2001, the percentage of students owning a credit card and the average outstanding balance decreased.
- *U.S. Public Interest Research Group*: In March 2008, the U.S. PIRG issued its report on credit card ownership. A total of 1,584 students from 40 schools in 14 states, including students from UW-Madison and UW-Milwaukee, participated in the survey. PIRG found that 66 percent of the students participating in the survey had at least one credit card. The outstanding credit card balance was \$2,623 for seniors, \$2,459 for juniors, \$1,896 for sophomores, and \$1,301 for freshmen.

### **Limiting On-Campus Credit Card Solicitation**

UW institution staff we interviewed reported a significant reduction in the number of on-campus credit card solicitations. During the last academic year, only three UW institutions – UW-Madison, Parkside, and Stevens Point – reported having on-campus solicitation by credit card companies. The reduction was attributable to a combination of factors. While credit card companies may have shifted their marketing strategies to direct mail solicitation, actions by UW institutions have also contributed to the reduction of on-campus solicitation.

Overall, UW institutions have adopted more restrictive policies and practices on credit card solicitation on UW property and the offering of free gifts as incentives. All 13 four-year UW institutions have adopted some policies on on-campus solicitation. The policies at most UW institutions allow on-campus credit card solicitation only if it is sponsored by a student organization or a university department. This allows UW institutions some oversight of credit card solicitation on campus.

In practice, on-campus solicitation at some UW institutions is actually more restrictive than the policies they adopted. Even UW Colleges, which does not have an official policy, restricts on-campus credit card solicitation. The following table summarizes UW institutions' policies and practices on on-campus credit card solicitation and free gifts:

**UW Institutional Policies and Practices:  
On-Campus Credit Card Solicitation and Free Gifts  
(as of June 2008)**

<b>UW INSTITUTION*</b>	<b>CREDIT CARD SOLICITATION</b>	<b>FREE GIFTS AS INCENTIVES</b>
Eau Claire	Solicitation on university lands is not allowed without advance permission. Each vendor is limited to five days of space usage in the student center per academic year.	No formal institutional policy, but according to university staff, free gifts are not allowed.
Green Bay	Credit card vendors may solicit on campus only if they are sponsored by a recognized student organization. Each credit card company may only solicit on campus once a year.	Credit card companies may not give out incentives or gifts.
La Crosse	Credit card vendors are required to have a recognized student organization as sponsor. Verbal soliciting from credit card table is not allowed.	Free gifts are not allowed, unless gifts are given without need to sign up for a credit card.
Madison	Requests by credit card vendors must be under the sponsorship of or at the invitation of a University department or organization. (Solicitation by the Wisconsin Alumni Association credit card vendor is limited to the Kohl Center and Camp Randall.)	No formal institutional policy. The Wisconsin Alumni Association's agreement with the Affinity Card program vendor does not address free gifts. According to university staff, offering free gifts as a marketing strategy is not an issue, as credit card vendors are not allowed to solicit anywhere else on campus.
Milwaukee	Individuals or organizations not associated with the university must be sponsored by a recognized student group or a university department. Credit card solicitation is not allowed in the student union.	No formal institutional policy. According to university staff, offering free gifts as a marketing strategy is not an issue because, in practice, credit card vendors are generally not allowed.
Oshkosh	The University Alumni Association credit card is the only credit card allowed to solicit on campus. (However, the Alumni Association does not allow its Affinity Card vendor to solicit on campus.)	No formal institutional policy. However, since credit card vendors are not, in practice, allowed to solicit on campus, offering free gifts as a marketing strategy is not an issue.
Parkside	Solicitation must be sponsored by a recognized student organization or university department and approved by the Student Activities Office.	Free gifts may be allowed but must also be available to all students and cannot be based on any conditions.
Platteville	Solicitation requires approval from the university.	No formal institutional policy, but according to university staff, free gifts may be allowed with proper and advance disclosure.

<b>UW INSTITUTION*</b>	<b>CREDIT CARD SOLICITATION</b>	<b>FREE GIFTS AS INCENTIVES</b>
River Falls	Credit card solicitation is not allowed in University Center. The institution's interpretation of ch. UWS 21, Wis. Administrative Code, is that the institution is not mandated to sponsor credit card companies, but may sponsor them if certain conditions are met. The institution chooses not to invite them on campus.	No formal institutional policy. However, since credit card vendors are not, in practice, allowed to solicit on campus, offering free gifts as a marketing strategy is not an issue.
Stevens Point	Credit card solicitation is permitted under the rules sanctioned by the Student Government Association. Solicitation may take place once a semester by a vendor, and may only last a total of three days. Solicitation may only be within the three University Centers' buildings.	No formal institutional policy, but according to university staff free gifts are not allowed.
Stout	Only the Affinity Card vendor is allowed to solicit on campus. (However, the Affinity Card program has been discontinued.)	No formal institutional policy. According to university staff, offering free gifts as a marketing strategy is not an issue because the Affinity Card program has been discontinued.
Superior	Credit card promotions are allowed only under the sponsorship of the Alumni Association. In practice, the Alumni Association does not allow its vendor to solicit on campus.	No formal institutional policy. However, since the Alumni Association does not allow its Affinity Card vendor to solicit on campus, offering free gifts as a marketing strategy is not an issue.
Whitewater	All solicitation activity must be sponsored by a recognized university department or student organization.	Credit card promotions, such as gifts, are not allowed.
UW Colleges	No formal institutional policy, but credit card solicitation is not allowed.	No formal institutional policy. However, since credit card vendors are not allowed to solicit on campus, offering free gifts as a marketing strategy is not an issue.

Source: UW institutions.

\* On-campus credit card solicitation at UW-Extension is not an issue since there is no physical campus.

UW-Madison and UW-Stevens Point, which reported having credit card companies soliciting on campus during the last academic year, allow only their Affinity credit card vendors to solicit on campus. At UW-Madison, on-campus solicitation by the Affinity credit card vendor is limited to Camp Randall and the Kohl Center. UW-Stevens Point staff members we interviewed indicate the university allows the Alumni Association credit card vendor to have a table only at graduating seniors' breakfasts, but in a strictly-controlled environment.

The Office of Operations Review and Audit report in 2004 and the recent PIRG report raise concern about credit card marketers offering free gifts as incentives for students to sign up for a credit card.

Most UW institutions do not have formal institutional policies on free gifts, but UW institutions generally do not allow free gifts as a condition for signing up for a credit card. At UW-La Crosse and UW-Parkside, free gifts are allowed, but the gifts must be offered to all students, not only those applying for a card. At UW-Platteville, the gifts and the conditions for the gifts must be disclosed to and approved by university officials in advance.

Some UW institutions' staff we interviewed indicated that they are less reluctant in recent years to approach credit card vendors soliciting on campus to enforce university policies. In some instances, university officials and campus security have asked the vendors to leave university property.

### **Sharing Student Directory Information**

At the time of this follow up, all UW institutions, except UW-Stout, UW Colleges, and UW-Extension, have an Affinity credit card program. The Affinity credit card program is operated by the institutions' respective foundations or alumni associations.

According to UW foundation or alumni association staff members we interviewed, the Affinity credit cards are not directly marketed to students at most UW institutions. Foundation or alumni association staff members we interviewed also indicated that they do not directly share student directory information with their Affinity Card vendors, and some have actually incorporated the restrictions in the Affinity Card agreements.

Even though UW foundations or alumni associations do not share student directory information with their Affinity credit card vendors as part of the agreements, the foundations cannot prevent the vendors from independently obtaining the information from UW institutions or from other sources. UW registrars indicated that they have received very few requests for student directory information from identifiable credit card companies. Registrars have provided directory information in these instances, in accordance with the Federal Educational Rights and Privacy Act (FERPA). Under FERPA, disclosure of directory information, including names, postal addresses, and telephone numbers, is allowed unless a student requests that his or her directory information be withheld.

### **Credit Card Education**

All UW institutions reported offering some type of education about finance and responsible credit card usage for their students. The extent of educational programs varies. UW institution staff have included topics about credit card usage and other relevant financial issues in their freshmen orientations. Some UW financial aid offices and their alumni associations have also collaborated in offering seminars for the campus community. In addition, UW institutions have developed materials on their institutions' websites or linked to websites about credit cards.

An emerging development at some UW institutions is the partnership with the National Endowment for Financial Education (NEFE), a non-profit organization dedicated to "improving the financial wellbeing of all Americans." UW-Eau Claire, Madison, Oshkosh, and Platteville have established web links to NEFE, have indicated they will establish web links, or have adopted NEFE materials in their online education programs for students. The figure on the next page shows the information UW-Madison offers to students through the Wisconsin Alumni Association and NEFE.

All financial education programs are voluntary. The only UW institution that has made financial education mandatory is UW-Parkside. In 2003, UW-Parkside required students to enroll in a two-credit freshman seminar unless the students had permission to opt out of the class. In addition to study skills and time management, this seminar also covered money management. This seminar has since been discontinued. UW-Milwaukee currently offers a one-credit elective course on personal finance.

### Financial Information Offered Through the National Endowment for Financial Education

CashCourse - Dealing with Debit & Credit Cards - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://cashcourse.org/wisconsin/Category.aspx?12

Most Visited UW University of Wisconsin... UW-Madison NetID L...

Google CashCourse - Dealing with D...

Wisconsin Alumni Association SEARCH

WISCONSIN ALUMNI ASSOCIATION THE UNIVERSITY of WISCONSIN MADISON University of Wisconsin-Madison - CashCourse

Most Popular Topics About Tell Us What You Think Home Resources at the University of Wisconsin-Madison

TELL ME ABOUT:

Financial Basics

- Budgeting & Financial Planning
- Overspending
- Banking Your Money
- Dealing with Debit & Credit Cards
- Mixing Money & Family
- Protecting Your Credit
- Preventing Identity Theft
- Avoiding Quick Financial Fixes
- Setting Financial Goals
- Saving Money
- Planning to Be Rich
- Planning for Retirement

Paying for College

- Understanding Financial Aid
- Scholarship Information
- Federal Aid Programs
- Other Sources of Financial Assistance
- Getting More Aid Next Year
- Managing Student Loans
- Financing Graduate School

College Life

- Living at College
- Living in the Digital Age
- Buying or Leasing a Car
- Replacing Lost Items
- Studying Abroad
- Handling Peer Pressure
- Paying for Fraternities & Sororities

Dealing with Debit & Credit Cards

In today's digital world, carrying cash is becoming less of a necessity. (You should, however, always keep a few \$5 and \$10 bills at the ready—what if the ATM breaks down?!) In this cashless society, it is tempting to seek out alternate methods of paying for the things you need. This is especially true when you see so many of your friends carrying debit cards and credit cards.

The convenience offered by debit cards and credit cards is a strong lure. Part of your initiation into real-world money matters has to do with the balance you strike between traditional cash spending and the sometimes risky use of these plastic forms of money.

- [Understanding credit](#)
- [Understanding credit vs. debit cards](#)
- [Using a credit card](#)
- [Paying the balance monthly](#)
- [Getting out of credit card debt](#)
- [Analyzing mileage programs](#)
- [Handling credit card offers](#)
- [Using a university cash card](#)
- [Getting by without credit cards](#)

Learn more about these Topics of Interest:

5353 OVERSPENDING got you down?

Preparing for a JOB Interview

What You Need to Know Before Adopting a Pet

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25 Quick tips on how to stretch your dollars [click here!](#)



## **CONCLUSION**

Overall, UW institutions have taken measures to limit on-campus credit card solicitation. This is evident in institutional policies UW institutions have adopted and the reported reduction in the number of on-campus solicitations by credit card companies. UW institutions have also adopted policies and practices restricting credit card vendors from offering free gifts to entice students to sign up for credit cards. Finally, UW institutions have taken steps to educate students about responsible credit card usage and to increase their financial literacy, although the extent of educational programs varies.

## **RELATED REGENT POLICIES**

No applicable Regent Policy Documents. Other relevant UW System policies include:  
Chapter UWS 18, Wis. Administrative Code, “Conduct on University Lands.”  
Chapter UWS 21, Wis. Administrative Code, “Use of University Facilities.”

**UW SYSTEM OFFICE OF OPERATIONS REVIEW AND AUDIT  
FOLLOW-UP REVIEW: OCCUPATIONAL HEALTH AND SAFETY  
TRAINING FOR UW EMPLOYEES**

**BACKGROUND**

In response to the Board of Regents Business, Finance, and Audit Committee's interest in follow-up reviews of previous report recommendations, this report provides an update on developments since the UW System Office of Operation Review and Audit's 2004 report, *Occupational Health and Safety Training for UW Employees*.

Federal Occupational Safety and Health Administration (OSHA) regulations require employers to train employees on an extensive range of specific issues to protect employees' health and safety. The Wisconsin Department of Commerce has adopted and enforces virtually all OSHA regulations in government workplaces, including the UW System. Other federal agencies, such as the Environmental Protection Agency, the Department of Transportation, and the Nuclear Regulatory Commission, also require health and safety training for employees of those agencies.

OSHA regulations are found in the Code of Federal Regulations at 29 CFR 1910. These regulations include required training for employees who work with such workplace hazards as noise, blood borne pathogens, asbestos, and flammable material.

UW employees hold jobs in such diverse fields as academics and research, custodial and facilities maintenance, office work, food service, and health care. The regulations typically require employers to provide training soon after a new employee is hired and, in some cases, to provide training annually thereafter. UW institutions deliver safety training through various methods: in formal classroom settings, through supervisors, through consultants, by video, and through computer-based training.

**REQUESTED ACTION**

For information only.

**DISCUSSION**

To collect follow-up information, we surveyed UW Risk Management Specialists/Training Officers and received responses from all four-year institutions and UW Colleges. We also interviewed staff from the UW System Office of Safety and Loss Prevention (OSLP). This follow-up review covers: 1) training administration; 2) promotion of a safety-oriented culture; and 3) systemwide coordination.

## **Training Administration**

**Original Findings:** The original review found that UW institutions offered formal training programs on a small number of state- and federally-required training topics. For example, UW-Stout found that it needed to offer training on 66 topics in order to meet all training requirements. Even though UW-Stout had one of the more comprehensive training programs within the UW System, the institution planned to offer training on only 26 topics in 2003. Other institutions offered fewer formal training topics. This situation was not unique to UW institutions; higher education institutions in other states also did not appear to offer enough formal training programs to meet all training requirements.

The report also explored approaches for tracking and documenting training, which is necessary for assuring compliance with state and federal regulations and for protecting the interests of UW institutions in the event that employees file workers' compensation claims. Institutions used a variety of approaches for documenting health and safety training, including centralized databases or spreadsheets and hardcopy files kept by supervisors.

**Recommendation:** The report recommended that institutional occupational safety managers, working with other UW campus administrators, review occupational health and safety training regulations to identify training needs and develop a plan to prioritize and meet training requirements. In addition, the report recommended that each UW institution assure that it has procedures in place to identify and refer employees to required training and that it is properly documenting all training.

**Implementation Status:** Survey responses indicated that some changes have occurred during the past three years. Overall, UW institution staff estimated that there has been some increase in both the number of employees receiving health and safety training courses and the number of courses offered. Efforts to systematically plan, prioritize, and document training appear to be slowly developing. In comparison with the 2004 report, our June 2007 survey results indicated the following:

- *Amount of training:* Health and safety managers were asked about their perception of changes in the number of health and safety training courses during the prior three years. Respondents from nine UW institutions reported that the number of courses offered had remained about the same, and five respondents reported an increase in the number of courses offered. The increase resulted from courses being added to address legal requirements or new topics, such as hazardous materials transportation and emergency preparedness.

Our survey asked UW safety managers to estimate whether their institution provided formal health and safety training to more than, about the same number as, or fewer employees than three years before. The respondents indicated that eight institutions provided training to more employees; four provided training to about the same number as before; one provided training to fewer employees through the safety department but to more employees through supervisors in individual departments; and one institution provided training to fewer employees.

- *Training plans and priorities:* The survey results indicate that most UW institutions have not adopted formal, written plans to prioritize employee training needs. Overall, communication regarding specific training needs continues to occur informally, between the supervisor, employee, and safety manager.

Nevertheless, some safety managers did identify efforts to set priorities for training. Among the reported activities were: 1) the recent involvement of the safety committee at UW-River Falls in developing a schedule of topics to be covered during the year; 2) a focus on training for laborers, lab workers, or other higher-risk occupations at UW-Stout, UW-Superior, and other institutions; 3) a focus on training for individuals in high-turnover positions, such as custodial positions, at UW Colleges; 4) a safety assessment form intended to tailor training to new employees based on their individual training needs at UW-Milwaukee; and 5) new emergency preparedness training, including courses in hazardous materials transportation, spill prevention, driver safety, respirator training, lab safety, resuscitation/defibrillator training, and fire extinguisher training at UW-Oshkosh and other institutions.

Some institutions do not determine priorities and, instead, publish a calendar of training opportunities, which is typically available online. Staff at several institutions expressed support for developing a plan to guide training decisions. However, lack of resources was expressed as a reason preventing them from developing a plan.

*Documentation of provided training:* For the most part, documentation of training continues to be retained by the safety manager or supervisor; these records are often hardcopy files, training logs, or computerized spreadsheets. However, significant progress in this area was reported by UW-Madison. In January 2008, the UW-Madison Environment, Safety and Health Department implemented a centralized OSHA-training registration and data collection system within the Office of Human Resource Development, which allows employees to register and pay for courses on line, sends course reminders and certificates of completion, and maintains “transcripts” of employees’ completed courses. Also, UW System OSLP staff indicated that they, along with institution safety managers, submitted a request to the UW System PeopleSoft<sup>1</sup> Human Resources Committee to develop and configure a training module in the human resources database which would help to track employees’ required training.

## **Promoting a Safety-Oriented Culture**

**Original Findings:** Occupational health and safety staff indicated that: 1) supervisors were not always cooperative with efforts to assure that employees receive appropriate training because of concerns about the time training would take; 2) some academic departments and individual faculty did not participate in required training because faculty did not believe that they needed the training; and 3) some managers perceived safety as solely the responsibility of the institution’s safety office. Safety staff noted that an effective safety training program must have

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<sup>1</sup> PeopleSoft, Incorporated was a company, since acquired by Oracle, which provided Human Resource Management Systems (HRMS), enterprise performance management, and student administration software solutions to corporations, governments, and organizations.

active support from top administrators and that, as safety managers, they did not have the authority to require employees to attend training.

**Recommendation:** The report recommended that UW institutions identify approaches to promote a safety-oriented culture that seeks to exceed minimum standards outlined in health and safety regulations by: 1) promoting employee involvement in health and safety activities; and 2) developing supervisor accountability systems that promote workplace safety.

**Implementation Status:** The recent review work indicates that some efforts have been made in promoting a health and safety culture, but more improvement is needed:

- *Health and safety activities:* One method for promoting a health and safety culture is to offer training or activities beyond those that meet the legal requirements. When asked about added training or activities, institutional staff cited examples that include: ergonomics training on musculoskeletal disorder injury and illness prevention, body mechanics, cardiopulmonary resuscitation and automated external defibrillator training, first aid training, prevention and wellness, working safely with animals, and emergency preparedness training.

*Supervisor accountability systems:* According to the survey respondents, discussions on training needs continue to occur between supervisors and their employees. While the June 2007 survey responses indicated that there are few formal mechanisms or policies to hold supervisors accountable for health and safety issues, the responses did describe some less systematic approaches for fostering supervisor accountability. For example: 1) UW-Eau Claire reported using monthly safety meetings to hold supervisors accountable; 2) UW-Madison staff noted that the Environment, Health and Safety Department periodically conducts safety audits in selected campus facilities to assess employee compliance with health and safety laws; 3) UW-Milwaukee staff noted that University Safety and Assurances analyzes workers' compensation and accident reports and, as a result, may recommend training or may submit copies of the safety coordinator review forms to a supervisor's managers and directors; and 4) several responses, including those from UW-Oshkosh, UW-Stevens Point and UW-Whitewater, noted that health and safety responsibilities are incorporated into some employees' or supervisors' position descriptions.

During this follow-up review, UW System OSLP staff noted that it is important for all UW institutions to include health and safety training as a consistent and permanent requirement in supervisor and employee position descriptions, as a way to help to promote accountability for meeting training requirements. Further, OSLP staff again stressed the value of active involvement by top administrators in setting policies that promote a safety-oriented culture.

### **Systemwide Coordination**

**Original Findings:** The review found that UW institutions developed most of their own training materials, sometimes duplicating the efforts of other institutions. Several staff noted that institutions provide limited resources for training. The training topics offered at each institution seemed to be dependent on the skills and available time of the safety staff at the institution.

**Recommendation:** The review recommended that the UW System establish a formal consortium or consortia to develop training resources that could be shared among UW institutions.

**Implementation Status:** While a formal consortium to develop training resources tailored to UW employees has not been formed, current activities demonstrate some collaboration. These activities include the following: 1) UW System Administration, along with several UW institutions, state agencies, and the state Department of Administration Bureau of State Risk Management, currently cosponsors statewide safety training for supervisors; 2) UW institution employees have access to training opportunities through UW-Extension, the U.S. Department of Transportation, the Wisconsin Department of Commerce, the Minnesota Safety Council, and systemwide meetings that include training; 3) UW System OSLP staff work with UW institutions to assure training content is appropriate; and 4) UW institutions collaborate with each other, such as when, for example, UW-River Falls developed training based on collaborative efforts with UW-Stout and UW-Stevens Point provided training for employees at UW-Marathon County and UW-Marshfield.

## **CONCLUSION**

UW health and safety managers' survey responses indicate that some action has occurred with respect to the recommendations in the 2004 program review report. The survey identified emerging efforts to plan new training and to document health and safety training requirements.

Despite some progress, the magnitude of required occupational health and safety training, number of employees, and range of job responsibilities at UW institutions continue to challenge the UW System's ability to meet all OSHA training requirements. A lack of resources to provide and track training continues to be cited as an additional challenge. To cultivate a safety-oriented culture, and to more fully address the 2004 recommendations, effective management efforts are needed to: set institutional priorities for addressing employee training requirements; document provided training; implement systematic methods for holding supervisors accountable for ensuring employees receive required training; and pursue systemwide alternatives for developing and sharing training resources.

## **RELATED REGENT POLICIES**

None

## **OFFICE OF OPERATIONS REVIEW AND AUDIT QUARTERLY STATUS UPDATE**

### **BACKGROUND**

This report is presented to the Board of Regents Business, Finance, and Audit Committee to provide: (1) a status report on the major projects the UW System Office of Operations Review and Audit is conducting, and (2) an update on Legislative Audit Bureau projects in the UW System.

### **REQUESTED ACTION**

For information only.

### **MAJOR OFFICE OF OPERATIONS REVIEW AND AUDIT PROJECTS**

- (1) Energy Conservation will identify energy conservation practices at UW System institutions, good practices in energy conservation policy, and possible policy options for further consideration. A report is being drafted.
- (2) UW-Sponsored Camps and Clinics will examine the administrative practices of camps and clinics, as well as UW institutions' efforts to address participants' health and safety and to provide oversight of camps and clinics. Background research is being conducted.
- (3) Excess Credit Policy will review procedures and policies UW institutions have adopted to implement the excess credit policy (RPD 4-15), adopted in December 2002; the number of students affected by the policy; and efforts to limit the number of students reaching the excess credit threshold. Background research is being conducted.
- (4) Oversight of Student Organizations will identify efforts to manage risk associated with student organization activities. A report is being drafted.
- (5) Academic Fees audits are being conducted to determine the adequacy of policies, procedures, and internal controls related to the assessment and collection of student fees. A review of the UW Colleges' procedures has begun.
- (6) A National Collegiate Athletic Association Independent Accountant's Report on the application of minimum agreed-upon procedures for revenues and expenses associated with UW-Green Bay's athletic department has been completed.

## **LEGISLATIVE AUDIT BUREAU PROJECTS**

The Legislative Audit Bureau is working on: (1) the UW System's annual financial report, which will be completed in December 2008, and (2) the annual compliance audit of federal grants and expenditures, including student financial aid, for FY 2007-08, with a report due in spring 2009. The Audit Bureau is also conducting a statewide analysis of savings and efficiencies gained from the Accountability, Consolidation, and Efficiency (ACE) Initiative.



BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.3. Capital Planning and Budget Committee

Thursday, August 21, 2008  
Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin

10:00 a.m. All Regents Discussion – 1820 Van Hise Hall

- 2009-11 Biennial Operating Budget
- 2009-11 Biennial Capital Budget

12:00 Box Lunch

12:30 p.m. Capital Planning and Budget Committee – Room 1418

- a. Approval of the Minutes of the July 31, 2008 Meeting of the Capital Planning and Budget Committee
- b. UW-Madison: Approval of the Design Report, and Authority to Adjust the Project Scope and Budget and Construct the Chazen Museum of Art Project  
[Resolution I.3.b.]
- c. UW-Oshkosh: Authority to Construct the Facilities Management Relocation-Phase I Project  
[Resolution I.3.c.]
- d. UW-Platteville: Authority to Construct the Boebel Hall Remodeling-Phase I Project  
[Resolution I.3.d.]
- e. UW-Stevens Point: Approval of the Design Report and Authority to Construct the Steiner Residence Hall Renovation Project  
[Resolution I.3.e.]
- f. UW System: Authority to Construct All Agency Maintenance and Repair Projects  
[Resolution I.3.f.]
- g. Report of the Associate Vice President
  1. Building Commission Actions
  2. Other
- h. Additional items which may be presented to the Committee with its approval
- z. Closed session for purposes of considering personal histories, as permitted by s.19.85(1)(f), *Wis. Stats.*, related to the naming of a facility at UW-Madison

Approval of the Design Report and Authority to  
Adjust the Project Scope and Budget and Construct  
the Chazen Museum of Art Project, UW-Madison

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the UW-Madison Chancellor and the President of the University of Wisconsin System, the Design Report of the Chazen Museum of Art project be approved and authority be granted to (a) increase the project scope and budget by \$15,570,000 (\$15,370,000 Gift Funds and \$200,000 Building Trust Funds) and (b) construct the project at an estimated total cost of \$47,100,000 (\$46,900,000 Gift Funds and \$200,000 Building Trust Funds).

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action August 2008

1. Institution: The University of Wisconsin-Madison
2. Request: Approval of the Design Report of the Chazen Museum of Art project and authority to (a) increase the project scope and budget by \$15,570,000 (\$15,370,000 Gift Funds and \$200,000 Building Trust Funds) and (b) construct the project at an estimated total cost of \$47,100,000 (\$46,900,000 Gift Funds and \$200,000 Building Trust Funds).
3. Description and Scope of Project: This project will construct a new 81,200 GSF building as part of the Chazen Museum of Art, to be located at 750 University Avenue, to provide space for the display and storage of works of art. Conservation and exhibition preparation rooms, object and print study classrooms, an auditorium, and a museum shop will be included.

The new building consists of a basement and three stories and will be located on the east side of Murray Street directly east of the existing Elvehjem building. It will be linked to the existing Elvehjem building via a third story gallery "bridge."

A project will also develop the surrounding landscape and extend the East Campus Mall from University Avenue north to State Street. The East Campus Mall will eventually provide a continuous pedestrian corridor from Regent Street on the south to Lake Mendota on the north.

The majority of the existing Peterson Building was demolished this past fall as part of another DSF project. The basement and first floor slab remain to be used as a staging area for the east campus utility project which is currently being demolished. The remainder of the Peterson Building will need to be removed during this project which is expected to cost \$200,000.

4. Justification of the Request: The Chazen Museum of Art owns a collection of more than 18,000 works of art (paintings, sculptures, works on paper, and various decorative arts) that represent a broad diversity of world cultures and include representative examples of the entire spectrum of art history. A growing collection and its expanding role on the campus and in the community have caused critical space shortages in both the museum and the art library. The museum galleries are filled to capacity. Less than 5% of the total collection is on display at any one time. Art storage spaces, which were originally designed to contain some 2,000 objects, are also seriously overcrowded.

In the fall of 2004, Simona and Jerome Chazen pledged \$20 million toward the expansion of the Elvehjem Museum of Art which led to the museum being renamed the Chazen Museum

of Art. The original scope and budget for the Chazen Addition project was developed as a result of a 2005 master plan for the East Campus Arts District. The original master plan overstated the efficiency factor and did not adequately address the issues of non-assignable square footage and building efficiencies associated with an art museum. The current design team was asked to do a more complete and detailed program and the result was a slight increase in gallery square footage, a significant increase in circulation square footage, and an increase in mechanical equipment/support spaces. The square footage grew from 62,000 to 81,200 GSF and the construction cost per square footage slightly decreased.

5. Budget and Schedule:

Building Construction	33,050,000
Hazardous Material Abatement	30,000
Peterson Building Demolition	200,000
Mall Construction	3,700,000
 Total Construction	 36,980,000
Contingency	2,728,000
A/E and Other Fees	4,731,000
DSF Management	1,593,000
Movable Equipment	950,000
Percent For Art	<u>118,000</u>
Total Project Cost	47,100,000
 Board of Regents Approval	 August 2008
State Building Commission Final Approval	September 2008
Submission of Final Documents	October 2008
Bid Opening	January 2009
Start of Construction	February 2009
Substantial Completion	February 2011
Occupancy	April 2011

6. Previous Action:

August 19 2004 Resolution 8888	Recommended that the Elvehjem (now Chazen) Museum of Art Addition project be submitted to the Department of Administration and the State Building Commission, as part of the University's 2005-07 Capital Budget request, at an estimated total project cost of \$33,000,000 (\$31,530,000 gift funds and \$1,470,000 All Agency – Land Acquisition funds). The project was subsequently enumerated in the 2005-07 Capital Budget at \$31,530,000 Gift Funds.
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Authority to Construct the Facilities  
Management Relocation-Phase I Project,  
UW-Oshkosh

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the of the UW-Oshkosh Chancellor and the President of the University of Wisconsin System, authority be granted to construct a Facilities Management Relocation Phase I project at an estimated total project cost of \$475,000 Gift Funds.

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action August 2008

1. Institution: The University of Wisconsin-Oshkosh
2. Request: Authority to construct a Facilities Management Relocation Phase I project at an estimated total project cost of \$475,000 Gift Funds.
3. Description and Scope of Project: This project will remodel the former Department of Military Affairs vehicle maintenance facility and associated storage buildings, which are located in the City of Oshkosh for use by the auto and grounds shop of the university's Facilities Management Department. This property was transferred to the university in May 2008.

The project involves remodeling work for three separate buildings. The first is a 3,900 GSF concrete block/flat roof vehicle maintenance facility, which requires re-roofing, minor finish and fixture upgrades, and an upgrade of a small storage room for flammables. The second building is a 9,100 GSF concrete block/metal roof cold storage facility, which only requires re-roofing. The third building is a 9,100 GSF concrete block/metal roof facility, which is identical in construction to the second building. Only one fourth of this vehicle storage building is conditioned space and the remainder of the building is un-insulated. The entire building will be remodeled to provide space for the grounds shop and its support functions, heated storage for facilities management, and an area for the processing of archeology materials. Work will include re-roofing, installing an HVAC system and insulation, developing an archaeology lab, which will include a soil washing system, and remodeling office, break room and locker room space. New passage doors and windows will replace large overhead doors. The electrical and plumbing systems will be upgraded or replaced.

4. Justification of the Request: The facilities management building, which is now located on the site of the new academic building, must be vacated by July 2009 and demolished before construction of the new academic building can begin in the fall of 2009.

5. Budget and Schedule:

Budget	Cost
Construction	\$397,000
A/E Design Fees	35,000
Other Fees	1,700
DSF Management	11,800
Project Contingency	29,500
Percent for the Arts	0
Estimated Total Project Cost	\$475,000

Schedule	Date
BOR/SBC Approval	August/September 2008
Bid Date	November 2008
Start of Construction	January 2009
Substantial Completion	April 2009
Final Completion	June 2009

6. Previous Action:

August 19, 2004  
Resolution 8888

Recommended that the Axel Tech Facilities Management Remodeling project be submitted to Department of Administration and the State Building Commission as part of the university's 2005-07 Capital Budget request, at an estimated total project cost of \$6,300,000 General Fund Supported Borrowing. The project was not recommended by the State Building Commission.

August 17, 2006  
Resolution 9225

Recommended that the Facilities Maintenance Relocation Acquisition project be submitted to the Department of Administration and the State Building Commission as part of the university's 2007-09 Capital Budget request, at an estimated total project cost of \$5,946,000. The project was subsequently recommended by the State Building Commission for enumeration at \$6,296,000,000 (\$5,946,000 General Fund Supported Borrowing, and \$350,000 Program Revenue Supported Borrowing).

Authority to Construct the Boebel Hall  
Remodeling-Phase I Project, UW-Platteville

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the of the UW-Platteville Chancellor and the President of the University of Wisconsin System, authority be granted to construct the Boebel Hall Remodeling-Phase I project at an estimated total project cost of \$2,200,000 (\$797,600 General Fund Supported Borrowing-Residual (New Engineering Building), \$505,767 Program Revenue Supported Borrowing-Residual (New Engineering Building and Ullsvik Center Addition and Remodeling), and \$896,633 Program Revenue Supported Borrowing-Tri-State Initiative).



# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action August 2008

1. Institution: The University of Wisconsin-Platteville
2. Request: Authority to construct the Boebel Hall Remodeling-Phase I project at an estimated total project cost of \$2,200,000 (\$797,600 General Fund Supported Borrowing-Residual (New Engineering Building), \$505,767 Program Revenue Supported Borrowing-Residual (New Engineering Building and Ullsvik Center Addition and Remodeling), and \$896,633 Program Revenue Supported Borrowing-Tri-State Initiative).
3. Description and Scope: This project will construct biological science labs and supporting spaces in the Boebel Hall Science building. Phase I construction will address some building infrastructure deficiencies and renovate approximately 8,000 GSF of current classroom space to add up to four wet laboratories and laboratory support spaces. Phase II will complete the remodeling of the remaining building and was submitted to UW System as part of the institution's six year plan.
4. Justification of the Request: Boebel Hall (67,274 GSF) is the institution's science building and currently houses fifteen labs that serve biology, geography, geology, and twenty-two general assignment classrooms. It has not received any renovations or updates since its construction in 1977. The existing lab space is outdated, under-sized, and poorly ventilated. Many classrooms are oddly shaped and offer poor learning environments. Current labs are poorly configured and are not flexible to accommodate modern teaching pedagogy. Renovation of the space will increase laboratory capacity, allow for lab flexibility, improve the learning environment, and increase space-use efficiency. A feasibility study was completed in the spring of 2008 to determine the scope and budget for a building wide remodeling and renovation project.

The instructional approach used in teaching biology has changed greatly since the labs in Boebel Hall were originally designed and constructed. At that time, lab instruction was mainly demonstrated by faculty with student observation, and the expectations of student involvement during labs were less.

The Boebel Hall Phase I project will be financed by residual funding from two UW-Platteville projects (a) \$797,600 General Fund Supported Borrowing residual from the new engineering building, (b) \$505,767 Program Revenue Supported Borrowing residual from the engineering building and Ullsvik Center, and (c) \$896,633 additional Program Revenue Supported Borrowing funded through the Tristate Initiative nonresident tuition.

5. Budget and Schedule:

Construction	\$1,650,000
Hazardous Materials Abatement	33,000
Project Contingency 10%	168,000
A/E Design and Other Fees	155,000
DSF Management	67,000
Movable Equipment	122,000
Percent for Art	<u>5,000</u>
Total	\$2,200,000

Project Schedule:

	Date
A/E Selection	October 2008
Bid Date	May 2009
Start of Construction	July 2009
Substantial Completion	March 2010
Project Closeout	May 2010

6. Previous Action: None.

Approval of the Design Report and Authority to  
Construct the Steiner Residence Hall  
Renovation Project, UW-Stevens Point

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the of the UW-Stevens Point Chancellor and the President of the University of Wisconsin System, the Design Report of the Steiner Residence Hall Renovation Project be approved and authority be granted to construct the project for a total cost of \$4,986,000 Program Revenue Supported Borrowing.

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action August 2008

1. Institution: The University of Wisconsin-Stevens Point
2. Request: Approval of the Design Report and authority to construct the Steiner Residence Hall Renovation project at an estimated total project cost of \$4,986,000 Program Revenue Supported Borrowing.
3. Project Description and Scope: This project will renovate the 54,337 GSF Steiner Residence Hall, located in the South DeBot quadrant on the northwest campus and construct a five-stop elevator. The project will replace existing single-pane resident room windows with low-emissivity (Low-E) coated thermopane slide-by windows, provide increased electrical circuit capacity in each room, and upgrade individual room lighting. The project will replace the steam heating system with a four-pipe HVAC system for heating and future cooling, which will provide individual room thermostatic control. The 1,100 gallon hot-water storage tank will be replaced with instantaneous water heaters with a limited back-up storage capacity offering energy savings.

The entire building will be made accessible with the installation of an elevator and an exterior access ramp. Resident room doors will be replaced by those with lever hardware. The project will provide eleven fully accessible resident rooms distributed on all four floors. The hall director's apartment will also be made accessible. A separate outside entrance will be installed to the directors' apartments in Steiner Hall and adjoining Baldwin Hall.

The front desk in the lobby will be re-configured and resident mailboxes will be moved to allow space for the elevator. Masonry block walls throughout the building will receive a coat of plaster finish and paint. An emergency generator will be installed which has the capacity to operate the life-safety systems in the four South DeBot quadrant residence halls during a power outage. A fire sprinkler system will be installed and the fire and emergency notification system will be upgraded to current digital addressable standards.

4. Justification: This project is one part of the Residence Halls Renovation project which was enumerated in the 2007-09 Capital Budget, and includes the renovation of four residence halls (Baldwin, Steiner, Neale, and Hansen halls) on the UW-Stevens Point campus. Steiner Hall, which was constructed in 1967, is a four-story "T" shaped building. It contains 270 beds in double-loaded corridors. A major renovation in 1992 concentrated primarily on common areas such as shower-rooms, kitchenette-lounges, the installation of recycling chutes, and the removal of all asbestos containing material in the public areas. All fire alarm systems and voice-data wiring were upgraded but addressable digital technology was not available at that time. Any updating done to the resident rooms included only the installation of carpet-tile and painting.

During a recent housing master planning effort, repeated concerns expressed by residents were: the limited room lighting and electrical outlets, the poor operating condition of the single-pane slide-by windows, and the institutional “prison-like” feel of the painted cinder-block walls. Of the eight residence halls that are located on the west side of campus, only one has an elevator. Adding an elevator to the Steiner Residence Hall would provide accessibility to all floors, assist in the delivery of heavy materials during student moving days, and facilitate the daily removal of collected recyclables from the basement.

The radiant steam heating system is currently configured with one thermostat that controls the heating of 48 rooms (one-half wing) on four floors. The heat control valves are poorly located and the steam traps are not reliable. Both are a constant source of maintenance problems. The hall is currently air conditioned using window units during the summer months. When central chilled water becomes available in 2011, air conditioning will be provided more efficiently and economically. Although not required by code or law, a fire sprinkler system is considered to be an essential life-safety component for this project and its installation is supported by the local fire department. The existing fire alarm and emergency notification system do not meet current standards.

The campus presently manages thirteen, four-story residence halls with approximately 3,100 beds and just over 700,000 GSF. All were constructed in the late 1950s through the 1960s. The housing master plan highly recommended making the improvements described above to provide long term safety for the residents, ADA compliance, and a reasonable level of housing quality. This is the second of four South DeBot quadrant residence hall renovation projects. Additional projects to renovate the Neale and Hansen halls will be requested separately.

**Fee Impact:** The debt service will be paid through room rental rates charged to students who choose to live in the units. The preliminary projection of academic year room rates for students living in these renovated buildings is estimated to increase by \$273 a year from \$2,726 to \$2,999. No change in rates will occur with the remaining non-renovated residential halls because of this project.

5. Budget and Schedule:

Construction	\$4,168,000
Contingency (7%)	292,000
A/E Design and Other Fees	334,600
DSF Management (4%)	178,900
Percent for Art	<u>12,500</u>
Total	\$4,986,000

Schedule	
Final Review	November 2008
Bid Opening	January 2009
Start Construction	May 2009
Substantial Completion-Rooms and Public Spaces	August 14, 2009
Substantial Completion-Elevator	October 2009
Final Completion	November 2009

6. Previous Action:

August 18, 2006  
Resolution 9225

Recommended that the Residence Halls Renovation project, estimated at \$19,995,000 Program Revenue Supported Borrowing, be submitted to the Department of Administration and the State Building Commission as part of the UW System 2007-09 Capital Budget request. The project was submitted for enumeration in the 2007-09 Capital Budget at \$19,995,000 Program Revenue Supported Borrowing.

Authority to Construct All Agency  
Maintenance and Repair Projects, UW System

CAPITAL PLANNING AND BUDGET COMMITTEE

Resolution:

That, upon the recommendation of the of the President of the University of Wisconsin System, authority be granted to construct various maintenance and repair projects at an estimated total cost of \$17,504,500 (\$2,538,700 General Fund Supported Borrowing; \$8,565,500 Program Revenue Supported Borrowing; \$930,700 Program Revenue-Cash; and \$5,469,600 Gift and Grant Funds).

# THE UNIVERSITY OF WISCONSIN SYSTEM

## Request for Board of Regents Action August 2008

1. Institution: The University of Wisconsin System
2. Request: Authority to construct various maintenance and repair projects at an estimated total cost of \$17,504,500 (\$2,538,700 General Fund Supported Borrowing; \$8,565,500 Program Revenue Supported Borrowing; \$930,700 Program Revenue-Cash; and \$5,469,600 Gift and Grant Funds).

### ENERGY CONSERVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	PR CASH	GIFT/GRANT	Z450	TOTAL
MSN	08F2R	Chemistry Bldg Energy Conservation	\$ -	\$ 4,188,000	\$ -	\$ -	\$ -	\$ 4,188,000
MSN	08L1I	Engineering Hall Energy Conservation	\$ 250,000	\$ 3,608,000	\$ -	\$ -	\$ -	\$ 3,858,000
EC SUBTOTALS			\$ 250,000	\$ 7,796,000	\$ -	\$ -	\$ -	\$ 8,046,000

### SPECIAL AND MOVABLE EQUIPMENT

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
EXT	08G3E	WHA-TV Remote Eqp't Repl	\$ 2,120,000	\$ -	\$ -	\$ 1,000,000	\$ -	\$ 3,120,000
EQPT SUBTOTALS			\$ 2,120,000	\$ -	\$ -	\$ 1,000,000	\$ -	\$ 3,120,000

### FACILITIES MAINTENANCE & REPAIR

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
PLT	08H1L	Williams FH Bleacher Repl	\$ 93,500	\$ 480,500	\$ -	\$ -	\$ -	\$ 574,000
STD	08F2G	North/South Halls E&Gm Inst	\$ -	\$ 310,000	\$ -	\$ -	\$ -	\$ 310,000
FM&R SUBTOTALS			\$ 93,500	\$ 790,500	\$ -	\$ -	\$ -	\$ 884,000

### PROGRAMMATIC REMODELING & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
MSN	08F2H	Babcock Hall Kitchen Repl	\$ -	\$ -	\$ -	\$ 2,600,000	\$ -	\$ 2,600,000
MSN	08F2H	Comp Sci Rm 126D Rmnl	\$ -	\$ -	\$ -	\$ 1,202,000	\$ -	\$ 1,202,000
STD	08F2U	Bowman Earth/Info Center Repl	\$ -	\$ -	\$ 614,500	\$ -	\$ -	\$ 614,500
PR&R SUBTOTALS			\$ -	\$ -	\$ 614,500	\$ 3,782,000	\$ -	\$ 4,396,500

### UTILITIES REPAIR & RENOVATION

INST	PROJ. NO.	PROJECT TITLE	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
EAU	08F2T	Hess Lot/Drive Resurface	\$ -	\$ -	\$ 272,000	\$ -	\$ -	\$ 272,000
MSN	08F2L	Lakeshore Pres Gard Mem Rmnr	\$ -	\$ -	\$ -	\$ 168,700	\$ -	\$ 168,700
MSN	08F2K	Pieric Point Site Impr	\$ -	\$ -	\$ -	\$ 600,000	\$ -	\$ 600,000
PLT	07J2I	Htg Pnt Cond Tank Repl (increase)	\$ 75,200	\$ -	\$ 44,200	\$ -	\$ -	\$ 119,400
UR&R SUBTOTALS			\$ 75,200	\$ -	\$ 316,200	\$ 768,700	\$ -	\$ 1,159,900

	GFSB	PRSB	CASH	GIFT/GRANT	BTF	TOTAL
AUGUST 2008 TOTALS	\$ 2,538,700	\$ 8,565,500	\$ 930,700	\$ 5,469,600	\$ -	\$ 17,504,500

3. Description and Scope of Project: This request provides maintenance, repair, renovation, and upgrades through the All Agency Projects Program.

### Energy Conservation

These two projects implement energy conservation opportunities based on a recently completed comprehensive energy studies. The debt service will be paid from the annual energy cost savings from the fuel and utilities appropriation (Fund 109).



The UW-Madison "We Conserve" energy conservation campaign is underway. This campaign proactively works to reduce energy costs by 20% per square foot by the year 2010. This is consistent with the energy reduction goals established in the Governor's Executive Order 145 dated April 11, 2006. Completing both projects will provide substantial energy cost savings while having a significant impact on the deferred maintenance of the ventilation systems in these buildings. Simple payback will be approximately eight years.

MSN - Chemistry Building Energy Conservation (\$4,169,000): This project replaces fume hoods, fume hood exhaust balance valves, air terminal balancing dampers, and mechanical controls. The project reduces existing fume hood face velocities and installs new fume hood monitors, new static pressure controls on supply air systems, and new utility meters. Project work will rebalance the HVAC system and abate hazardous materials as necessary to accomplish the project work. The new utility meters will be calibrated and trended to meet the measurement and verification requirements established by the State of Wisconsin's energy conservation projects program.

The fume hoods are old and energy inefficient, the supply air terminal dampers have failed and do not allow proper supply airflow to each space, and the mechanical system pneumatic controls are unreliable and are not capable of executing the programming setback sequences required to achieve energy savings. The new static pressure controls will allow the HVAC system rebalancing and reduce high static pressure across the system through better control of the supply fans. Rebalancing the entire HVAC system is required to achieve the recommended design air flows throughout the building.

MSN - Engineering Hall Energy Conservation (\$3,856,000): This project replaces fume hoods, fume hood exhaust balance valves, air terminal controllers, outside air and return air dampers, mechanical system controls, light fixtures, and light fixture ballasts. This project also decommissions and removes fume hoods, installs new utility meters, rebalances the HVAC system, and abates hazardous materials as necessary to accomplish the project work. The new utility meters will be calibrated and trended to meet the measurement and verification requirements established by the State of Wisconsin's energy conservation projects program.

The fume hoods are old and energy inefficient, the supply air terminal dampers have failed and do not allow proper supply airflow to each space, and the mechanical system pneumatic controls are unreliable and are not capable of executing the programming setback sequences required to achieve energy savings. The outside air and return air dampers do not allow the proper operation of economizer sequences. The lighting fixtures are energy inefficient and not appropriate for their current application. Rebalancing the entire HVAC system is required to achieve the recommended design air flows throughout the building.

### **Special and Movable Equipment**

EXT - WHA-TV Remote Production Studio Equipment Replacement (\$3,120,000): This project replaces WHA-TV's obsolete remote production television equipment with a

modern mobile studio, including digital production equipment, in order to meet the FCC February 2009 deadline for digital transmission. This project purchases a new mobile studio for WHA-TV's remote television production operations. The mobile studio consists of a new vehicle and digital production equipment. Project work includes integrating the various components of digital production equipment, designing the equipment wiring schema, installing all equipment, and testing and documenting installation of all equipment operations and integration. The equipment layout and wiring configuration must be coordinated with the truck body manufacturer to assure proper access, fit, and functionality.

The remote truck is more than 25 years old and is no longer capable of traveling long distances. Due to its poor condition, travel has been limited to a small radius around Madison. The equipment is obsolete, failing, and difficult to maintain and repair since manufacturers no longer provide support. Wisconsin Public Television (WPT) misses between 15 and 30 news events each year across the state due to the poor working condition of the remote truck. WPT has been forced to occasionally rent a remote truck to fulfill broadcasting commitments during the past few years. Rental costs are prohibitive at \$10,000 to \$30,000 per event. Leasing this type of equipment is neither practical, nor sustainable. Losing mobile production capacity would make creation of new programs impossible, and also eliminate all current coverage, which includes the governor's State of the State Address, the governor's Budget Address, various political debates, the Concerts on the Square series, The Final Forte, the Martin Luther King, Jr. Celebration, and all UW sports coverage.

WPT's transition to digital television is almost complete. All WPT transmission facilities have been converted. For regulatory reasons, the transmission component of the digital TV transition was addressed first. Significant progress has been made updating production equipment to replace obsolete analog based facilities. Some cameras, editing equipment, and character generators still need to be replaced, but the largest remaining project is the mobile production studio. WPT is the only television service providing broadcast quality, statewide coverage of the arts, culture, and politics. Viewers seek programs beyond those that originate from the Madison area. The mobile studio assures that the rich diversity of Wisconsin is accessible to everyone in the state.

WHA-TV developed and routinely updated a six-year plan to replace obsolete and worn equipment in response to the federal mandate that all television stations evolve from analog broadcasting to digital broadcasting by February 2009. The plan is designed to take maximum advantage of emerging technologies, yielding significant cost savings. The replacement plan for the remote truck was developed based on recommendations from the "Digital Broadcast System Consultation" study commissioned by the State of Wisconsin Department of Administration in 1998. The study recommendation proposed that funding come from three complementary sources: the federal government, the State of Wisconsin, and private support. The federal grant to WHA-TV may be funded up to \$688,375, contingent on securing additional matching funds. WHA-TV has secured a commitment from the Friends of WHA-TV to assist the station in raising the balance of funds. Because the remote truck is such a high priority, WHA-TV will postpone other equipment purchases until the 2009-11 biennium.

## **Facilities Maintenance and Repair Requests**

PLT - Williams Fieldhouse Bleacher Replacement (\$574,000): This project replaces the telescopic wooden bleacher system with a new and modern bleacher system that meets current ADA and safety standards. The new bleacher system will include safety rails, wider circulation aisles, wheelchair accessible spaces, vinyl side curtains, and a platform for media equipment and the campus band.

Project work includes removal and disposal of the existing bleacher system, including understructure and fasteners, drive mechanisms and wheels, controls, railings, and bleacher boards. The current bleachers are 21 rows high, 108 LF long on the east side and 86 LF long on the west side, and have a seating capacity of 2,298 people. Project work also includes extension and/or modification of adequate electrical power supply for the bleacher controls and drive mechanisms. The new telescopic bleacher system will accommodate a similar, but reduced, seating capacity to account for larger circulation aisles with non-slip treads and the addition of wheelchair accessible spaces to meet current ADA standards. New controls, self-storing railings, vinyl side curtains, and fully enclosed seating platforms will be included to meet current safety standards. An intermediate platform will be designed into the seating area to accommodate media equipment and the campus band. The bleacher materials will integrate campus colors and approximately 400 seats will have padded backs.

The bleachers were installed with the original construction of Williams Fieldhouse in 1961. Over 140 bleacher boards have cracked and splintered, many fasteners and linkage components are missing, and the drive mechanisms have failed and were temporarily repaired to allow continued operation. The end railings and open space between the floor board and seat board do not meet current NFPA safety standards. The bleacher structure deflects upon use and binds during operation, causing damage to the new wooden floor and the bleacher assembly components. This situation creates a potential hazard for patrons and bleacher operators. The bleachers are operated on an average of once a day during the academic year, with varied use during the summer. Replacing the bleachers will allow the campus to meet all current building codes and accessibility standards.

STO - North Hall and South Hall Emergency Generator Installation (\$310,000): This project provides emergency power for two residence hall facilities to serve required life/safety loads and critical mechanical equipment. This project installs two exterior pad mounted natural gas engine driven generators to serve North Hall and South Hall. Each generator will be air cooled and installed in a sound attenuating enclosure. Each unit will provide emergency power to serve life safety loads, including egress pathway lighting, emergency exit lighting, and the fire alarm and smoke detection system. Emergency power will also be provided to critical mechanical equipment needed to protect the facilities from freezing or flooding. The generator serving North Hall will also provide emergency power for the building elevator. Two transfer switches and associated panels will be installed in each building to separate and supply life safety and critical loads. Loads other than life safety will be removed from the emergency panels and will be re-circuited to either normal service panels or critical equipment panels.

North Hall (76,136 GSF and 366-beds) and South Hall (75,843 GSF and 368-beds) were constructed in 1967 and are located on the south campus. Since many of the interior corridors and stairwells do not have natural light, a backup emergency power source is required to assure a well lighted path of egress for an emergency and/or extended electrical power interruption. The buildings were designed with egress and exit lighting circuited to emergency life safety panels, but a generator was not installed because it was not required by the building code in effect. The current building code requires that emergency power be provided for egress lighting.

North Hall is the primary residence hall for disabled students on campus. These students are located on various floors and rely on the elevator for access. Providing emergency power to the elevator assures that these students can safely exit the facility in case of an emergency or an extended electrical power interruption.

### **Programmatic Remodeling and Renovation**

MSN - Babcock Hall Kitchen Remodeling (\$2,500,000): This project remodels approximately 4,300 SF of dairy plant storage space in the basement of Babcock Hall into a new Food Application laboratory suite, which will be relocated from the Human Ecology Building. This project selects, purchases, and installs all new kitchen equipment for the renovated laboratory suite. Project work includes selective demolition and reconstruction of the architectural, mechanical, electrical, telecommunications, plumbing, and fire protection systems. The remodeled laboratory suite will include an instructional and student cooking laboratory, a lecture/sampling room, a student preparation room, a pantry and storage room, a delivery and staging area, a walk-in cooler and freezer, a dishwashing room, a lab manager office, and a custodial closet. This project also addresses dairy plant storage needs by vacating and reconfiguring space within the project area to accommodate a new cheese cooler. The delivery and staging area will be located adjacent to the freight elevator.

The student preparation room will include space for lockers and hand washing stations. The lecture/sampling room will accommodate up to 36 students. The instructional and student cooking laboratory will have 12 student stations, a teacher cooking station, a specialty cooking area, a baking and large output station, and a teacher workstation/library.

The Food Application laboratory suite, which is part of the Department of Food Science, occupies approximately 3,575 SF in the Human Ecology Building. The School of Human Ecology is planning a major addition and renovation to the Human Ecology Building, and anticipates that project will be enumerated as part of the 2011-13 capital budget. The addition and renovation project does not include plans for the Food Application laboratory, and the laboratory suite needs to be relocated before the renovation of the Human Ecology Building can begin.

The Food Application laboratory is the only food service laboratory on campus and is used by Dietetics, Food Service, Horticulture, and Rural Sociology programs. Relocating this laboratory suite will consolidate the Department of Food Science operations in Babcock Hall. Space within Babcock Hall has been reallocated to accommodate this relocation. This

relocation and remodeling also allows the expansion of culinary programs in Dietetics and Food Science, develops a new sensory analysis program for food service groups, establishes a new product development program for food service operations, and expands outreach programs.

MSN - Computer Sciences and Statistics Room 1240 Remodeling (\$1,202,900): This project converts a 180-station general assignment classroom into a dedicated Computer Science seminar/lecture hall with flexibility for up to 213 seats. Project work includes revising the current tiered lecture hall seating configuration to provide flexible seating options for various room configurations and seating arrangements; installing new acoustical wall panels to improve room acoustics; installing new flat screen technology on the presentation wall; installing new electrical outlets throughout the room; replacing lighting fixtures and controls with new dimmable lighting system; and installing new carpeting on all flooring surfaces.

Room 1240 routinely hosts guest lecturers, but the finishes are worn and the room has poor acoustics, which in turn represent the campus poorly. The tiered lecture hall configuration does not provide flexible seating options in configuration nor density.

STO - Bowman Hall Entryway and Information Center Remodeling (\$614,500): This project creates a new Welcome and Information Center and a new building entrance on the south façade of Bowman Hall. This project will consolidate program space for several Student Services units into a cohesive office suite and provide a single contact point for new students and visitors. This project is the first phase of transforming Bowman Hall into the Student Services Center. Admissions and Registration and Records operations will be relocated within the reconfigured project area. Project work includes partial to complete infrastructure renovation, abatement of hazardous materials, reconfiguring space into a cohesive office suite, and reconfiguring the building's south façade into a new entryway. Approximately 2,000 SF of the southern lower level will be remodeled. Interior partition walls and entry points will be reconfigured and relocated as required; architectural finishes and furnishings will be replaced; mechanical, electrical power and lighting, plumbing, and telecommunications systems will be upgraded and reconfigured as required; and interior building circulation will be reconfigured to accommodate the new south entrance. The new south entrance and new Welcome and Information Center will be ADA accessible. The new south entrance and interior lobby treatments will be sensitive to the historic nature of Bowman Hall's architecture.

The southwest corner of Bowman Hall has an exposed loading dock attached to the building. The design process for the new south façade entryway will determine if a loading dock is necessary and feasible for the long term facility plans. The new south entrance design will either integrate a modified loading dock configuration or eliminate the loading dock altogether. The south façade also has two attached stairways to account for grade changes between the building and the adjacent parking lot. It is anticipated ADA accessibility to the new south entrance will be achieved with little to no modification of the parking lot configuration, but through moderate grade and layout changes to the pedestrian walkways, an interior ramp, and stairway configurations.

Campus planning efforts have identified a need to improve facilities for the Student Services operations and integrate the strategic functions of each Student Services unit. Admissions, Advisement Center, Career Exploration, Dean of Students, Disability Services, Financial Aid, Graduate School, International Education, Multicultural Student Services, Registration and Records, Tutoring Services, and University Counseling are located in Bowman Hall. Career Services and Student Business Services are located in the Administration Building. Talent Search is located in Harvey Hall. Spreading the various Student Services units across campus in multiple locations makes it more difficult to provide efficient and effective service to students and visitors. Since these units present the first impression and their facilities often represent the campus “front door” to prospective students and visitors, it is important that the campus provide an attractive and efficient operation.

### **Utilities Repair and Renovation Requests**

EAU - Haas Fine Arts Parking Lot and Service Drive Resurfacing (\$272,000): This project resurfaces the parking lot and service drive areas and provides minor upgrades for storm water management. The parking lot layout will be reconfigured to accommodate 246 stalls, which include eight accessible stalls, ten motorcycle stalls, and bicycle parking. Project work includes milling the pavement, regrading the parking lot and service drive areas, and salvaging parking meters, signs, and concrete bumpers as required. This project also includes improving storm water management through natural filtration at the project area perimeter, repairing or replacing underground storm water piping as required, repaving the parking lot and service drive areas with asphalt. The project re-installs salvaged parking meters, signs, and concrete bumpers. Project work also includes minor repair or replacement of damaged and settled concrete curb and gutter and reconfiguring one concrete curb island to simplify snow plowing operations. New parking lot striping and markings and restoring the project area landscaping to original condition will also be included.

Routine maintenance operations to restore the project areas to serviceable condition are no longer cost effective and resurfacing is the best solution. Project area pavement has been rated as poor using the Pavement Surface Evaluation and Rating System (PASER). The pavement contains proliferated longitudinal and transverse cracks, including areas of block and alligator cracking. Some rutting and distortion is present in specific areas, including sporadic potholes. The surface damage to the project areas has caused water infiltration and created drainage problems. The minor storm water management improvements are required to meet the Tier 1 storm water management permit conditions. UW-Eau Claire holds a joint Wisconsin Pollutant Discharge Elimination System/Municipal Separate Storm Sewer System (WPDES/MS4) permit with the city of Eau Claire.

MSN - Lakeshore Preserve Robert E. Gard Memorial Renovation (\$166,700): This project renovates and upgrades the approximately 3,600 SF Robert E. Gard memorial exterior pedestrian gathering area which is located on Muir Knoll in John Muir Park, on the north side of Bascom Hill. Project work includes removing a patio and overlook terrace, replacing the terrace railing, regrading the site, creating a new circular stone seating area for storytelling, and outdoor classroom activities. This project also installs new landscaping

and plantings, provides erosion control and storm water control, and removes the uppermost portion of an old cistern. Other small existing memorials will be maintained and relocated within the site as part of the project.

The project site is home to several campus memorials and class gifts that have deteriorated. The Class of 1961 plaza is creating severe erosion problems down the north facing slope to the Lake Mendota shoreline and behind the Limnology Building. The chipped and broken surfaces of the patio present a safety hazard. Herbaceous and woody weed plants block the views of Lake Mendota.

Robert E. Gard, a former faculty member (at UW-Madison from 1945 to 1981), poet, playwright, folklorist, historian and novelist, devoted his entire life to nurturing art and celebrating the commonplace in human experience. He founded the Wisconsin Idea Theatre and the Robert E. Gard Wisconsin Idea Foundation. He was a Fellow of the Rockefeller Foundation and a Fulbright Scholar. Gard also served as the state folklorist and was president of the Wisconsin Academy of Sciences, Arts, and Letters. The Robert E. Gard Foundation has generously provided funds to rehabilitate the existing site and create a new space for students, faculty and staff to gather and enjoy a respite from the rigors of daily campus life. As a gateway to the Lakeshore Nature Preserve, the area will also become a meeting place for classes that utilize the preserve as an outdoor teaching laboratory.

MSN - Picnic Point Site Improvements (\$600,000): This project renovates and upgrades a large group gathering area on the eastern tip of Picnic Point. The project site will allow safe pedestrian access down to the shoreline, address severe erosion problems; and protect the project area from further erosion. Project work includes developing a new stone council ring and fire pit; removing invasive/undesirable tree and shrub species to open views to the main campus and downtown Madison, restoring the steep embankment down to Lake Mendota to mitigate current erosion problems, and provide a set of rustic stone steps. This project also installs new interpretative signage and restores all of Picnic Point landscaping. Mature trees will be left to maintain the tree canopy, but allow filtered views.

Picnic Point, a nearly mile-long peninsula along Lake Mendota's south shore, is among Madison's most distinctive features. It is almost certainly the most popular destination in the Lakeshore Nature Preserve. Each year, thousands of students, local residents and visitors travel to the Point for outings. Unfortunately, the area has become overgrown with buckthorn, honeysuckle, and other exotic shrubs that make it impossible to see the spectacular campus views and the Madison skyline. The fire pit is well worn and in need of replacement. A wood light pole with an emergency light for lake safety needs replacement.

PLT - Heating Plant Condensate Tank Replacement (\$119,400 increase for a total project cost of \$266,280): This request increases the project budget to allow the originally approved and intended scope to be completed. Recent estimates from the design consultant significantly exceed the approved project budget and Small Project budget limits.

This project replaces a failed concrete condensate tank with a new prefabricated stainless steel tank. The new unpressurized stainless steel tank will be placed inside the concrete

tank by removing concrete topping and precast panels that make up the existing tank roof. Personnel access to the new stainless steel tank will be accomplished by cutting a passage door into the side of the concrete tank. Project work also includes extending piping into the new tank, reinstalling the precast panel, and replacing the concrete topping.

Although the concrete tank has been lined and sealed several times during the past three years, the sides of the tank still leak water. None of the attempted repairs have been successful long term solution, and these failures raise questions about the integrity of the tank walls.

4. Justification of the Request: UW System Administration and the Division of State Facilities continue to work with each institution to develop a comprehensive campus physical development plan, including infrastructure maintenance planning. After a thorough review and consideration of approximately 450 All Agency Project proposals and over 4,500 infrastructure planning issues submitted, and the UW All Agency Projects Program funding targets set by the Division of State Facilities (DSF), this request represents high priority University of Wisconsin System infrastructure maintenance, repair, renovation, and upgrade needs. This request focuses on existing facilities and utilities, targets the known maintenance needs, and addresses outstanding health and safety issues. Where possible, similar work throughout a single facility or across multiple facilities has been combined into a single request to provide more efficient project management and project execution.

5. Budget:

General Fund Supported Borrowing .....	\$ 2,538,700
Program Revenue Supported Borrowing .....	8,565,500
Program Revenue-Cash .....	930,700
Gift and Grant Funds .....	<u>5,469,600</u>
<b>Total Requested Budget \$ 17,504,500</b>	

6. Previous Action: None.



BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee - August 21, 2008  
1820 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin

10:00 a.m.     All Regents Invited

- 2009-2011 Biennial Operating Budget
- 2009-2011 Biennial Capital Budget

12:00 p.m.     Box Lunch

12:30 p.m.     Joint Meeting of the Education and the Business, Finance and Audit Committees

- The University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Fund for a Healthy Future –Approval of the Fourth Annual Report.  
[Resolution I.2.a.]

1:00 p.m.     Education Committee

- a. UW-Platteville: Presentation of Campus Academic Plan.
- b. UW-Stout: Program Authorization of B.S. in Computer Engineering.  
[Resolution I.1.b.]
- c. Western Technical College: Approval of Associate of Science Degree Liberal Arts Transfer Program in Collaboration with UW-La Crosse.  
[Resolution I.1.c.]
- d. UW-Milwaukee: Charter School Contract Extensions:
  1. Contract Extension for the Woodlands School;  
[Resolution I.1.d.(1)]
  2. Contract Extension for the Capitol West Academy;  
[Resolution I.1.d.(2)]
  3. Contract Extension for the Business and Economics Academy of Milwaukee.  
[Resolution I.1.d.(3)]
- e. Report of the Senior Vice President:
  1. Annual Report and Updates on Academic Program Planning and Review;
  2. Plan 2008 and Inclusive Excellence Timeline.

## f. Consent Agenda:

1. Approval of the Minutes of the June 5, 2008, Meeting of the Education Committee;
2. Approval of School of Medicine and Public Health Appointment to the Oversight and Advisory Committee of the Wisconsin Partnership Fund for a Healthy Future;  
[Resolution I.1.f.(2)]
3. UW-Eau Claire: Program Authorization of B.A. in Liberal Studies;  
[Resolution I.1.f.(3)]
4. UW-River Falls: Program Authorization of Bachelor's Degree in Early Childhood Education;  
[Resolution I.1.f.(4)]
5. UW-Madison: Program Authorization of M.S. in Clinical Investigations.  
[Resolution I.1.f.(5)]

## g. Additional items may be presented to the Education Committee with its approval.

## **UNIVERSITY OF WISCONSIN-PLATTEVILLE: PRESENTATION OF CAMPUS ACADEMIC PLAN**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

In the effort to improve its effectiveness and spend its meeting time on substantive discussion of the academic issues facing the University of Wisconsin System and its institutions, the Board of Regents Education Committee in conjunction with the Office of Academic and Student Services is implementing a more streamlined process for considering institutional reports on academic programming, re-accreditation, and general education to the Board of Regents.

At its February 2008 meeting, the Education Committee agreed on a new process whereby UW institutions will periodically (e.g., every five years) present a campus academic plan. Presentations to the Committee of new program proposals will be made on an as-needed basis. The campus plans will allow Committee members to direct their attention to a more comprehensive understanding of each institution's academic program planning and array, as well as the alignment of that array to each institution's distinct mission and identity.

The academic plans are presented to the Board of Regents for information only. Individual academic program proposals will continue to follow the program approval process outlined in Academic Information Series-I (ACIS-I) and be subject to Board approval, within the framework of the proposing institution's academic plan.

The UW-Platteville Campus Academic Plan summarizes the institution's academic program array including existing, new and proposed academic programs, and online programming.

#### **REQUESTED ACTION**

For information purposes only; no action is required.

#### **DISCUSSION**

The academic structure of UW-Platteville includes Colleges of Business, Industry, Life Science and Agriculture (BILSA); Engineering, Mathematics, and Science (EMS); Liberal Arts and Education (LAE); and the School of Graduate Studies. UW-Platteville's academic program planning is centered on its college and institutional strategic plans, and grounded in the institution's mission, and founding program areas of engineering, technology management, agriculture, criminal justice, education, and business. Seventy-four percent of UW-Platteville's students pursue one or more of those programs. That mission and strategic planning focus is also evident in its more recently developed online and other distance delivered programs such as its engineering programs offered with the UW Colleges, and its Masters programs in Wuhan, China. The planning process includes College, Student Affairs, Information Services, and Administrative Services annual goals that are reviewed by an assessment committee. That

assessment informs the future planning of the institution's units. New academic program development is targeted on mission-specific programs, building on the institution's strengths and resources.

Service to the Community is a core component of UW-Platteville's mission, and community engagement is a fundamental part of the academic experience of its students and faculty. The Pioneer Academic Center for Community Engagement will open this fall. It will serve as a conduit to connect the University's academic resources, students and faculty with the community.

The UW-Platteville (UWP)'s campus and colleges strategic plans can be found at following locations:

UWP Strategic Plan: [http://www.uwplatt.edu/chancellor/strategic\\_plan.html](http://www.uwplatt.edu/chancellor/strategic_plan.html)

UWP Annual Goals: <http://www.uwplatt.edu/chancellor/goals/index.html>

College of BILSA Strategic Plan: <http://www.uwplatt.edu/bilsa/plan.html>

College of LAE Strategic Plan:

<http://www.uwplatt.edu/lae/files/LAEStrategicPlan2006.pdf>

College of EMS Strategic Plan:

<http://www.uwplatt.edu/ems/index/EMS%20Strategic%20Plan%202005.html>

School of Graduate Studies Strategic Plan:

[http://www.uwplatt.edu/gradstudies/files/grad\\_studies\\_plan.pdf](http://www.uwplatt.edu/gradstudies/files/grad_studies_plan.pdf)

## **RELATED REGENT POLICIES**

University of Wisconsin System Academic Planning and Program Review (November 2007), Academic Informational Series #1 (ACIS-1 revised June 2006).

Program Authorization (Implementation)  
B.S. in Computer Engineering  
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution I.1.b.:

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Computer Engineering.

**NEW PROGRAM AUTHORIZATION**  
**Bachelor of Science in Computer Engineering**  
**University of Wisconsin-Stout**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a Bachelor of Science in Computer Engineering at University of Wisconsin-Stout is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Stout and System Administration will conduct that review jointly, and the results will be reported to the Board.

The University of Wisconsin-Stout requested and received base budget funding for two additional faculty positions in Computer Engineering in the 2007-2009 Biennial Budget.

**REQUESTED ACTION**

Approval of Resolution (I.1.b ) authorizing the implementation of a Bachelor of Science in Computer Engineering at University of Wisconsin-Stout.

**DISCUSSION**

**Program Description**

The Bachelor of Science degree program in Computer Engineering will be housed in the College of Science, Technology, Engineering and Mathematics (STEM). The program will seek accreditation by the Accreditation Board for Engineering and Technology (ABET) and will provide an appropriate mixture of theoretical and practical instruction typical of the offerings of UW-Stout. The Computer Engineering degree will be applications-oriented with a strong emphasis on laboratory experiences and student engineering design projects.

The major emphasis of this program will be in the design of hardware and software for engineering systems that utilize embedded digital processors such as microprocessors, microcontrollers, digital signal processors, and personal computers. Embedded digital processors are incorporated into nearly every device containing electronic components, including mobile phones, automobiles, traffic signals, factory automation systems, and computer network routers.

The B.S. in Computer Engineering will be a calculus-based program which will progress from solid foundations in mathematics and science through analysis and design. The curriculum will consist of a total 130 credits, with 43 credits in general education and an additional 19 credits in mathematics and basic sciences, 14 credits of engineering core courses, and 54 credits of computer engineering/science courses, including a two-semester senior capstone design project. Cooperation between the STEM faculty will create an environment where students see the applications of scientific principles to engineering design early in their programs.

The UW-Stout 43-credit general education requirement provides breadth in the areas of communication, analytical reasoning, humanities and the arts, social and behavioral sciences, and the natural sciences. Also included are ethnic studies and global perspectives courses, which are designed to prepare the student to work in a diverse workplace and a global economy. The 19 credits in mathematics and basic sciences provide foundation courses in physics, chemistry, differential equations/linear algebra, and probability and statistics.

### **Program Goals and Objectives**

UW-Stout has identified the following expectation for all graduates of baccalaureate degree programs. Graduates will possess:

1. The fundamental skills and knowledge defined by the University's approved goals for General Education;
2. The skills needed to perform successfully at the entry level in a career of their choice, and the ability to learn and adapt that will support their continuing career growth and development; and
3. The skills and attitudes necessary to have healthy interpersonal relationships in professional, civic and personal life.

In addition, upon completion of the B.S. in the Computer Engineer program, graduates will be able to:

1. Apply knowledge of mathematics, science, and engineering.
2. Design and conduct experiments, as well as analyze and interpret data.
3. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, health and safety, manufacturability, and sustainability.
4. Function on multidisciplinary teams.
5. Identify, formulate, and solve engineering problems.
6. Understand professional and ethical responsibility.
7. Communicate effectively.

8. Understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. Recognize the need for and an ability to engage in life-long learning.
10. Identify contemporary issues in the field.
11. Use the techniques, skills, and engineering tools necessary for engineering practice.

### **Relation to Institutional Mission and Academic Plan**

The B.S. in Computer Engineering is a distinctive program that will be a valuable addition to UW-Stout's and UW System's program array. The proposed program is consistent with UW-Stout's select mission, providing an approach to learning that involves combining theory, practice, and experimentation to address the changing needs of society. UW-Stout's designation as Wisconsin's Polytechnic University supports the introduction of the Computer Engineering program as a career-focused degree that emphasizes the tenets of using applied learning, scientific theory, and research to solve real world problems, and collaborating with business and industry to grow the state economy. As part of UW-Stout's future direction, the university's Academic Plan focuses on developing new programs such as Computer Engineering that build upon the university's strengths in specific areas of technology and engineering.

As the only polytechnic university in the region, UW-Stout plays a key role in economic development. UW-Stout maintains a growing technology park, the highly successful Stout Technology Transfer Institute and is home to the Northwest Wisconsin Manufacturing Outreach Center. UW-Stout's current engineering and technology programs align well with these outreach centers and faculty members are involved in numerous technology transfer projects as consultants, researchers, and trainers. A Computer Engineering Program with resident Computer Engineering faculty is necessary to further regional economic development for three reasons:

1. To provide computer engineering expertise and foster innovation in technology transfer initiatives;
2. To add or strengthen computer engineering capabilities in area industries; and
3. To participate fully in the economic growth and development of the Chippewa Valley that is driven by high-tech computer component and electronics industries.

The Computer Engineering faculty and students will be involved with university-industry collaboration and industry sponsored research. Faculty members and students will be an easily accessible resource for computer-related industries with research and development opportunities that need to be turned into marketable products and services.



## **Selected Alignment with the UW System Engineering Taskforce Report**

The UW System Engineering Taskforce Report (2007) stated a projected increase of job openings in the emerging field of computer engineering on the basis of projection data of 2006-2010. The report also made a recommendation to assess potential unmet regional needs for engineering graduates. Currently, there is an annual need for 40 computer hardware engineers in West Central Wisconsin based on Wisconsin Department Workforce Development data and UW-Stout employer surveys. This statistic clearly demonstrates regional need for UW-Stout's proposed Computer Engineering program.

UW-Stout's Computer Engineering Program was designed in accordance with some of the key recommendations of the Engineering Taskforce including:

1). ***Utilize existing resources.*** UW-Stout currently offers an Engineering Technology program, with concentrations in Computer Engineering and Electrical Engineering, and an Applied Mathematics and Computer Science Program. UW-Stout has qualified faculty in engineering and computer science, state-of-the-art laboratories, and much of the curriculum, including engineering and computer science courses, is already in place to implement a Computer Engineering Program. This program was designed in collaboration with UW-Eau Claire, UW-Platteville, and Chippewa Valley Technical College with the intention of sharing courses and providing increased flexibility in course offerings and career options to students.

2). ***Develop student recruitment strategies, with an emphasis on women and minorities.*** UW-Stout has hired a STEM recruiter and a multicultural recruiter to work with high schools and technical colleges to recruit students into the Computer Engineering Program and other STEM programs. Each year, the campus hosts a number of recruitment events, including Engineering and Technology Preview Days and Minority Student Preview Days. UW-Stout has established funding for STEM scholarships and expanded scholarships for minority students. UW-Stout leads the UW Comprehensives in the number of technical college transfer students and the number of WTCS articulation agreements. The advisory committee for this program includes representation from Chippewa Valley Technical College and Wisconsin Indianhead Technical College and was designed to accommodate technical college graduates who would transfer to UW-Stout with an associate degree in engineering technology.

3). ***Work with K-12 and pre-college programs to nurture interest and ensure readiness for academic study.*** UW-Stout currently offers nationally-recognized summer technology and engineering programs for middle and high school girls as well as many other summer pre-college and bridge programs for minority students. Beginning in 2009, UW-Stout will offer a new summer bridge program designed to improve the math skills of minority students. Since the implementation of UW-Stout's Math Teaching and Learning Center in 2004, student success in both remedial and introductory math courses has increased significantly.

UW-Stout has established a long-term relationship with Bradley Technical High School, Milwaukee, and works with high schools across the state to encourage students to consider careers in engineering and technology. The campus hosts several annual events and competitions for high school students including a Science Olympiad, a High Mileage Vehicle Competition, and an annual Skills USA Competition. UW-Stout is also a member of “Project Lead the Way,” a national program that offers K-12 students pre-engineering courses and information about engineering careers.

4). ***Maintain quality through pursuit of ABET accreditation.*** UW-Stout will seek ABET accreditation for the Computer Engineering Program. UW-Stout has been successful in obtaining and maintaining ABET accreditation for its Manufacturing Engineering Program and has faculty members with expertise in ABET accreditation.

5). ***Develop strategies for part-time and place bound students.*** The Computer Engineering Program will be available for part-time students. UW-Stout's general education curriculum is available online and many general education courses are also offered in the late afternoon or evenings. Currently, several professional and engineering courses are also available in the late afternoon or evening or online, and as UW-Stout expands its engineering program array, additional online engineering courses will be made available. UW-Platteville has indicated that all of their courses can be offered online and UW-Stout will inform part-time and place bound students of the availability of these courses as well as appropriate transfer coursework at other accredited institutions.

A preliminary needs assessment indicated that Chippewa Valley employers were very interested in UW-Stout offering a Computer Engineering program and would support employees who enrolled in the program either receiving instruction on location or at UW Stout’s specialized laboratories.

## **Program Assessment**

All degree programs offered at UW-Stout are evaluated based on the eleven criteria listed as standards for a UW-Stout baccalaureate degree, as well as the program-specific goals and objectives. The current accreditation criteria for engineering programs administered by the Accreditation Board for Engineering and Engineering Technology (ABET) requires the continuous tracking of student performance against well-defined program objectives. Course instructors are required to keep examples of student work that supports program objectives. All students in this program will be strongly encouraged to take the Fundamentals of Engineering (FE) examination which is administered to engineering students nationwide. Exit surveys from graduating students will provide immediate feedback on the program.

Results of the program assessment will be shared with key instructors, the department, the program advisory committee, and other stakeholders. With input from these constituents, the

program director will develop plans for improvement which may include proposed modifications in course content, course sequencing, changes in teaching methods, or other proposed changes designed to improve student learning outcomes and performance.

The campus Planning and Review Committee (PRC) conducts formal reviews of all degree programs every seven years. The program director develops a self-assessment report based on student, program advisory committee member, and faculty input, which is then reviewed by the PRC with final results presented to the Faculty Senate and the Provost. The reviews are informed by graduate and employer surveys that are conducted to track one- and three-year alumni and assess employer satisfaction with program graduates. The surveys contain questions related to the general education, as well as the technical and professional aspects of the program. The PRC identifies areas for improvement and department chairs, directors, and deans must respond with improvement plans that include a timeline for implementing changes.

## **Need**

Computer and electronics-based companies have been resident in the I-94 corridor from Eau Claire, Wisconsin, to the Twin Cities, Minnesota, for over 30 years. Cray Research, a premier super computer company, was founded and performed much of its early manufacturing in the Chippewa Valley. Silicon Graphics, Hutchinson Technology, 3M Technical Division, TTM Technologies and Silicon Logic Engineering have since also settled in the region. One of the key justifications in requesting this expansion of engineering education is the beneficial effects it would have on the economic development in Northwestern Wisconsin. Companies have found that it is difficult to recruit new engineering graduates from outside the region. A Computer Engineering degree at UW-Stout would produce graduates who would have a much higher propensity to stay in the region which, when coupled with a resident Computer Engineering faculty, would be an engine for innovation in this geographic area.

UW-Stout's Office of Budget, Planning and Analysis conducted a telephone survey to further validate the need for this program in the spring of 2008. A total of 14 manufacturers in the Chippewa Valley participated in the survey. The survey led to the following findings:

- Sixty-four percent of the respondents indicated that they anticipate filling at least one additional engineering position in the next 12 months.
- Eighty-six percent of respondents indicated they provide tuition reimbursement for employees pursuing engineering degrees.
- Sixty-four percent of respondents said they would have at least one employee interested in enrolling in UW-Stout's proposed computer engineering program.

In addition, the Wisconsin Department of Workforce Development currently projects annual job openings in computer hardware engineering to be 30 new jobs and 10 replacements (total of 40 openings per year) for the West Central Wisconsin region. This region includes Barron, Chippewa, Clark, Dunn, Eau Claire, Pepin, Pierce, Polk, and St. Croix counties. 2006-2016 regional projection data are not yet available. Nationally, the U.S. Department of Labor-Bureau of Statistics predicts an average to above average growth rate for Computer Engineering employment for the years 2004 to 2014. Certain specialties, such as those related to medical areas and software security, will increase more rapidly than the average. The engineering data for 2006 to 2016 predicts that computer engineering will have a 34 percent projected growth over this 10-year period. Therefore, computer engineering is a viable major over this 10-year period with a 28,000 increase in new and replacement jobs.

### **Projected Enrollment (7 years)**

Sources of students for the Computer Engineering program include new freshmen, undecided students, transfer students from two-year and four-year institutions, as well as UW-Stout students currently enrolled in related programs. At this time, 24 students currently enrolled in UW-Stout's Engineering Technology Program and Applied Math and Computer Science program have indicated an interest in enrolling in the Computer Engineering program when it becomes available.

UW-Stout has hired two new staff members in the Admissions Office, a STEM recruiter and a minority student recruiter, and both of these individuals will be actively involved in recruiting students into this program through visits to high schools and technical colleges, and through hosting recruitment events on the UW-Stout campus. STEM Program Directors and Advisement Center staff will provide information on the Computer Engineering Program to new students and continuing students. The Computer Engineering Program Director will develop an articulation agreement with Chippewa Valley Technical College's Electromechanical Technology Program and with appropriate programs at all Wisconsin and Minnesota Technical Colleges. UW-Stout has created new scholarships for STEM students and is in the process of designing new print and electronic materials to promote the Computer Engineering Program.

The table below presents seven-year enrollment in the early stages of the program. There will be students who transfer into the program. The internal transfer students and continuing students should be roughly equal to those leaving the program due to attrition. Once the program is established, it is expected that there will be more transfers into the program than those who exit the program. Projections include new student admits, continuing students, total enrollment, and graduating students.

	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	6 <sup>th</sup> year	7 <sup>th</sup> year
New students admitted	10	24	35	36	43	50	51
Continuing students	0	8	30	59	77	90	99
Total enrollment	10	33	65	95	120	140	150
Graduating students				10	20	30	30

### **Comparable Programs in Wisconsin and in the Region**

The following institutions in Wisconsin offer ABET accredited programs in Computer Engineering: UW- Madison, UW-Milwaukee, Milwaukee School of Engineering (private), and Marquette University (private). It should be noted that all of these programs are located in the south central or southeastern portion of the state. The following institutions offer ABET accredited Computer Engineering programs in Minnesota, Illinois and Michigan: University of Minnesota, University of Minnesota-Duluth, St. Cloud State University, Minnesota State University-Mankato, Illinois Institute of Technology, and Michigan Technological University.

### **Collaboration**

UW-Stout makes a concerted effort to facilitate the transfer of coursework that allows students to complete a bachelor's degree in an efficient manner. A unique feature of this program is that it is being designed from inception with attention to collaboration between institutions in the Chippewa Valley (UW-Eau Claire and Chippewa Valley Technical College) and UW-Platteville. These collaborative efforts will make the program more accessible to a wider array of students in the region and throughout the state and will facilitate program recruitment and retention.

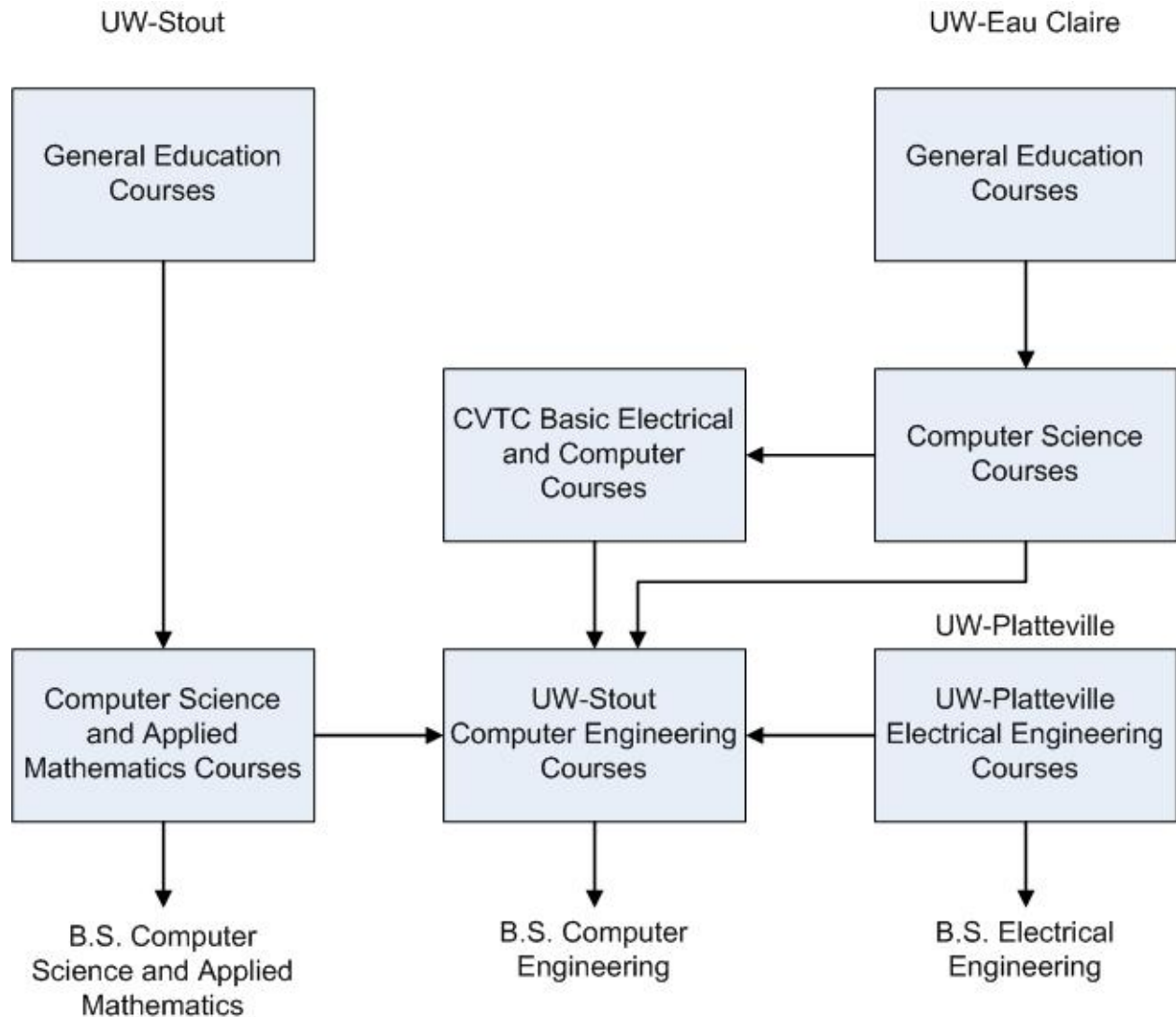
The curriculum for this program will have a software component designed so that it can be offered by computer science faculty members at either UW-Stout or UW-Eau Claire. The Computer Engineering degree program will provide an alternative to students interested in computer science who desire engineering credentials in that field. UW-Platteville is currently offering electrical engineering courses using streaming video technology to students located in Janesville and the Fox Valley. UW-Platteville has expressed a willingness to provide opportunities for UW-Stout students to enroll in electrical engineering courses that may not be available at UW-Stout using this technology. UW-Platteville students will also be able to enroll in online computer engineering courses from UW-Stout.

The UW-Stout Computer Engineering Program Director will develop articulation agreements with Chippewa Valley Technical College and with other Wisconsin and Minnesota

technical colleges with technology-related programs. These agreements will allow students to begin their coursework in two-year programs before transferring to UW-Stout to complete the Computer Engineering degree. In addition, UW-Stout is prepared to offer basic Computer Engineering courses at CVTC to allow students in the Eau Claire area to take introductory courses in the program without commuting to Menomonie. Proposed collaborations between UW-Stout, UW-Eau Claire, UW-Platteville, and CVTC for this degree program are shown in the diagram on the next page. Curriculum tracks and advisement guides that will be made available to students at UW-Stout, UW-Eau Claire, and CVTC are currently under development. These guides will outline program entry points, required course sequences, and courses available at each institution as well as contact information for the UW-Stout Computer Engineering Program Director.

The sharing of online engineering courses with UW-Madison and UW-Milwaukee will also be explored now that the curriculum for UW-Stout's Computer Engineering program is finalized. Students who are completing co-operative education experiences or internships in the southern part of the state will be informed of appropriate course offerings at UW-Madison and UW-Milwaukee.

**Institutional Collaboration for the Computer Engineering Degree  
At the University of Wisconsin-Stout**



**Diversity**

Students in the Computer Engineering program will be exposed to a diverse set of faculty and academic staff, fellow students, industrial advisory board members, and internship/co-op opportunities in an extremely diverse industry. Global competitive/quality and diversity issues are infused in the current engineering core courses and this practice will continue as new Computer Engineering courses are developed.

As outlined in the section describing the alignment with the UW System Engineering Education Task Force report, UW-Stout has several programs encouraging women and minorities to pursue engineering as a career field. In addition, current recruitment efforts in place include STEPS, a summer technology and engineering camp for the 7<sup>th</sup> and 10<sup>th</sup> grade girls, numerous pre-college programs, a partnership with Milwaukee's Bradley Technology and Trade High School, and the Engineering and Technology Career Days held on UW-Stout's campus. Retention efforts include faculty advisors who assist students in career planning, an active chapter of Society of Women Engineers (SWE), and other campus initiatives such as minority student scholarships, summer bridge programs, and other programs and services provided by the Multicultural Student Services Office.

### **Evaluation from External Reviewers**

Two external individuals reviewed the Computer Engineering Authorization to Implement document. They were Dr. Edwin C. Jones, Professor Emeritus, Iowa State University and Dr. Fred Berry, Professor and Chair, Electrical and Computer Engineering Department, Rose-Hulman Institute of Technology. The reviewers affirmed the need for a Computer Engineering program "[...] you have done a very good job in establishing the need for the program" (Jones). Bureau of Labor Statistics data demonstrates that "[...]computer hardware engineering and electrical engineering are viable-majors over this 10-year period with a 28,000 and 45,000 increase respectively in new and replacement jobs" (Berry).

Dr. Jones suggested minor changes to the curriculum which included the modification of educational objectives to use operational language and the suggestion to include a three-credit discrete mathematics course. Both of these suggestions were incorporated into the program plan. Both reviewers commented on the positioning of the curriculum in relation with other programs. "The curriculum at UW-Stout does have a bias towards hardware, which I find to be very good. The curriculum at UW-Stout looks very much like what we have for our computer engineering program" (Berry). "The program and curriculum are strongly hardware-oriented" (Jones).

Both the reviewers stated that the faculty allocations and laboratory equipment budget for the program were sufficient and comparable to the resources allocated to the program at their respective institutions. However, one reviewer commented on the additional work that would be required to seek ABET accreditation in the program's early years. UW-Stout will provide the resources required, including graduate assistants, laboratory assistance and summer stipends for faculty, so the faculty may focus on ABET accreditation.



## **Resource Needs**

UW-Stout currently offers a B.S. in Engineering Technology, with concentrations in Computer Engineering and Electrical Engineering, and a B.S. in Applied Math and Computer Science. Many of the resources necessary to implement this program are currently in place, including qualified faculty members, engineering and computer science courses, and state-of-the-art laboratory facilities allowing UW-Stout to implement the B.S. in Computer Engineering in a cost-effective manner.

Students in UW-Stout's engineering programs are required to complete a common core of engineering courses and these courses are currently being offered each semester. In order to staff the additional coursework that is strictly related to computer engineering, a total of five engineering faculty members are required. UW-Stout has two of these positions already in place. The University requested and received base budget funding for two additional faculty FTE that will be provided through GPR funds. The 2007-2009 biennial budget provides salaries for 1.75 FTE faculty members and a .25 program director. UW-Stout's Engineering and Technology Department will reassign one faculty member to teach full time for the Computer Engineering program in the third year of the program. A salary of \$80,000 plus fringe is shown under Personnel for the reallocation. UW-Stout will also utilize online course offerings from UW-Platteville to ensure that students have access to all required courses.

The non-personnel cost is a capital funding allocation of \$80,970 per year for equipment augmentation and upgrading. All costs for the program and related sources of funding are shown on the chart below.

## **RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution I.1.b. authorizing the implementation of the Bachelor of Science in Computer Engineering at University of Wisconsin-Stout.

## **RELATED REGENT POLICIES**

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised June 2006).

	FIRST YEAR		SECOND YEAR		THIRD YEAR	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	2.0	196,518	2.0	202,413	3.0	313,763
Graduate Assistants						
Non-instructional Academic/Classified Staff		4,829		4,974		5,123
Non-personnel						
Supplies & Expenses		6,800		6,800		6,800
Capital Equipment						
Library						
Computing						
Other (Define)						
Subtotal		208,147		214,187		325,686
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel	2.0	160,000	2.0	164,800	2.0	169,744
Nonpersonnel		80,970		80,970		80,970
Other		64,592		66,529		68,525
Subtotal		305,562		312,299		319,239
TOTAL COSTS		513,709		526,486		644,925
CURRENT RESOURCES						
General Purpose Revenue (GPR)		208,147		214,187		325,686
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		208,147		214,187		325,686
ADDITIONAL RESOURCES						
GPR Reallocation (Specify source)		305,562 Biennial Budget		312,299 Biennial Budget		319,239 Biennial Budget
Gifts and Grants						
Fees						
Other (Define)						
Subtotal		305,562		312,299		319,239
TOTAL RESOURCES		513,709		526,486		644,925

Approval of  
Western Technical College  
Associate of Science Degree  
Liberal Arts Transfer Program

EDUCATION COMMITTEE

Resolution I.1.c.:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the Western Technical College Associate of Science Degree Liberal Arts Transfer Program. This degree program will be delivered in La Crosse, collaboratively between Western Technical College and the University of Wisconsin-La Crosse utilizing courses and resources of both Systems.

**NEW PROGRAM AUTHORIZATION**  
Associate of Science Degree Liberal Arts Transfer Program  
Western Technical College District

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a liberal arts collegiate transfer Associate of Science (AS) degree program from the Western Technical College District (Western) is presented to the Board of Regents for consideration.

The UW System and the Wisconsin Technical College System (WTCS) share the dual goals of enhancing transfer opportunities between the two Systems, and increasing the number of baccalaureate degree-holders in the state. Over the last several years, the joint UWS-WTCS Committee on Baccalaureate Degree Expansion (COBE) has focused on programming and initiatives to increase the number of baccalaureate degree-holders in the state. This long-standing goal to enhance transfer is supported by the three WTCS liberal arts associate degree-granting programs at Madison Area Technical College, Milwaukee Area Technical College, Nicolet Area Technical College, and the recent addition of the Chippewa Valley Technical College AS degree in collaboration with UW System four-year institutions in the Chippewa Valley.

Wisconsin Statutes (Wis. Stat. §36.31) require that the WTCS Board and the UW System Board of Regents approves any broadening of collegiate transfer programs in WTCS districts. In February 2007, the UW System Board of Regents approved criteria for approval of Wisconsin Technical College System Collegiate Transfer Programs. Those criteria were used in March 2007 to approve the proposal from the Chippewa Valley Technical College District to offer an AS Degree in collaboration with UW-Eau Claire, UW-Stout, and UW-River Falls. This current proposal is for a similar AS degree to be offered by Western, in collaboration with UW-La Crosse (UWL).

**REQUESTED ACTION**

Approval of Resolution I.1.c. approving the implementation of the Western Technical College Associate of Science Degree Liberal Arts Transfer Program to be delivered collaboratively between the Western Technical College and the University of Wisconsin-La Crosse.

## DISCUSSION

### Program Description

The Western AS degree is designed to prepare students to enter baccalaureate programs with junior standing at UWL, and at other UW institutions subject to their review. The degree builds skills in using observation, quantitative analysis, and logic in the areas of math, biology, and the physical sciences. The curriculum focuses on the development of written and verbal communication skills, broad-based problem solving abilities, critical thinking skills, and knowledge of diverse cultures. The AS degree requires liberal arts courses designed for collegiate transfer. Western modified existing curriculum from Madison Area Technical College to offer 21 new courses to meet the needs of students seeking the AS degree. UWL has identified courses with a history of available capacity to be included in the program curriculum. The program at Western is designed to serve 30 students at full capacity.

Western worked closely with UWL in order to shape the program curriculum and at least 64 credits in the program will be transferable. All courses meet the WTCS general education requirements for the AS degree as well as meeting the general education requirements of UWL. Western staff will continue meeting with staff from UWL as needed, and, at minimum, once a year.

The WTCS AS degree requires 64 credits: 42-50 credits can be taken at Western and 19 credits taken at UWL: Students must successfully complete 18 credits at Western before taking classes at UWL, and must remain in good standing to stay in the program. The credits for the degree are divided in terms of discipline and institution as follows:

Associate of Science Degree	Minimum credits	at WTC	at UWL
English	6	X	
Speech	3	X	
Mathematics & Science (must include 5 credits of calculus and analytic geometry and 8 credits in 2 different lab sciences)	20-25	X	
Social Science	6	X	
Electives	7-14	X	
Health/Wellness	1-3	X	
Humanities	9		X
Diversity	3		X
Foreign Language	4		X
History	3		X

The AS degree program will have a counselor designated as a resource for students to receive both career and academic advising, especially regarding transfer. This counselor will also work closely with the transfer advisor at UWL. Students will be required to meet with a

counselor at Western to develop a program plan that fulfills the credit requirements of the AS degree and aligns with a specified major at UWL or other four-year institutions. When taking courses at UWL, students will have full access to UWL resources.

### **Program Goals and Objectives**

The AS degree is designed for students who want a broad general education. The required distribution of courses introduces students to a full range of communications, humanities, sciences, mathematics, and social sciences with an emphasis on science and mathematics. The program is intended to enhance the students' fundamental knowledge of the forces that have shaped and continue to direct our cultural identity and increase their ability to think critically about complex subjects. Students in the program will demonstrate the following learning outcomes:

1. Use identified critical thinking skills to pose questions, process information and make decisions.
2. Engage in collaborative activities in ways that contribute to the achievement of shared goals.
3. Exhibit self-awareness and self-management skills necessary to succeed in increasingly challenging academic environments.
4. Recognize the contributions of diverse cultures, historical periods, and art forms to the improvement of the human condition in a global society.
5. Compute and analyze quantitative data using mathematical, statistical, and logical methods to solve problems.
6. Explore physical and social environments using scientific tools and methods .
7. Communicate with varied audiences by:
  - Listening actively in personal and professional relationships;
  - Reading and comprehending written materials in the content areas at grade 14 level;
  - Synthesizing and organizing information for diverse audiences.
8. Research a question by planning and implementing an appropriate investigative strategy and synthesizing the results in an academic document.

### **Program Assessment**

Two years after implementation the program will be comprehensively reviewed by the Western-UWL Joint Steering Team. This review will be focused on determining if the degree is meeting the needs of students and the participating institutions. It will include evaluation of the curriculum, class scheduling, and student support services, as well as student success in terms of

learning outcomes, and student satisfaction. After this initial review, the program will be subject to the usual Western program review process and assessment process.

## **Need**

In recent years, Western has noticed a growing trend in the number of students with aspirations to earn a baccalaureate degree. Based on ACT Data from 2005, 71% of students sending their test results to Western indicated an intention to earn a baccalaureate degree or higher. In a 2006 survey of Applied Associate degree students in a single class, 50% intended to transfer credits from Western to another institution. Of that group, 80% intended to transfer to a 4-year institution.

This program will serve students attending the Western campus in La Crosse who prefer a campus-based program, but have no local option for pursuing an associate degree. The distance to the closest UW College, a distance of 70 miles, is prohibitive for most students because of the time involved and the high transportation costs. Entering a baccalaureate program at UWL directly is not an option for most of these students because admission as a freshman to UWL is extremely competitive due to UWL's limited capacity and high student demand. The proposed program offers an option for students to begin a college career close to their home, and with a clear path to a four year degree.

According to data from the Joint Administrative Committee on Academic Programs (JACAP), a committee of UWS and WTCS representatives encouraging collaborative efforts between the two Systems, there is evidence that students at Western are pursuing the sort of transfer opportunities that the proposed program offers. The 2006 JACAP report showed an 18.3% increase in the number of new transfers from all Wisconsin Technical Colleges to UW System institutions. However, during the period 2000-2006, the Western district showed a 16.7% decrease in the numbers of students transferring into UW System institutions. Analysis of the National Student Clearinghouse data shows that during that period there was considerable transfer activity to Viterbo University and Winona State University: transfers to Viterbo University from Western increased from 56 students to 218 students, and transfers from Western to Winona State University more than doubled, from 31 to 68. Around the same time, Western collaborated with both Viterbo University and Winona State University, to provide articulated courses which allow students to complete AA/AS degrees. This enhanced transferability of credits may have been an important factor in the increased level of transfer activity.

The proposed AS degree, with the well-defined collaborative option for students to complete close to one-third of the courses at UWL, enables students to transfer to UWL or another 4-year institution with junior standing and 64 credits towards the baccalaureate degree. JACAP data has shown that the more credits students complete prior to transferring from two-year institutions to baccalaureate institutions, the higher the graduation rates at the transfer institution. Therefore this new AS degree opportunity, which is structured so that students will complete a significant portion of their undergraduate credit load prior to transferring, improves their likelihood for graduation with a baccalaureate degree.

REPLACEMENT PAGE FOR WESTERN  
TECHNICAL COLLEGE EXECUTIVE  
SUMMARY

CORRECTED PAGE 5: SECTION ON  
COLLABORATION



## **Comparable Programs**

In addition to the three WTCS districts with Associate Arts or Science degree authority, associate degrees are also granted at the 13 campuses of the UW Colleges, and at UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Superior, and UW-Whitewater.

## **Collaboration**

Western and UWL have developed the AS degree program based upon a shared commitment to fostering collaborative solutions using existing course capacity at their institutions. UWL will offer approximately one-third of the coursework towards the AS degree, increasing the array of courses available to Western students. UWL will provide the courses in humanities, diversity/ethnic studies, foreign language, and history, thereby reducing the number of liberal arts level courses that Western must develop for this new degree.

The Western Technical College district and the UW Colleges have also developed a 1 + 1 degree offering between the Western campus in Viroqua and UW-Richland, and the Western campus in Mauston and UW-Baraboo. These 1+1 degree options are not viable for students attending the Western campus in La Crosse given the distance between the Western campus in La Crosse and these UW Colleges campuses.

## **Resource Needs**

Western has determined that the AS degree is a low-cost program with no major new equipment or facility costs. The 21 courses in the AS degree program are based upon courses offered at Madison Area Technical College. They have been modified to fit Western's institutional course expectations and the needs of this new program. Fewer sections of the Applied Associate degree level courses will be offered in order to offer sections at the AS level. The program will require only one additional FTE faculty member at Western.

As part of the annual planning process, Western identifies projected revenue and reallocates funds to address new initiatives and emerging priorities. The Western program proposal as approved by the WTCS Board, indicated that the projected costs for the AS degree were reasonable and manageable both initially and as an ongoing program. The Western AS program was identified as a high priority program in the 2008-09 budget. This new degree will benefit students interested in earning a liberal arts degree without having a negative impact on existing AAS degrees or certificate programs already in place at Western.

## **RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution I.1.c. approving the implementation of the Western Technical College Associate of Science Degree Liberal Arts Transfer Program to be delivered collaboratively between the Western Technical College and the University of Wisconsin-La Crosse.

## **RELATED REGENT POLICIES**

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised June 2006)

The University of Wisconsin-Milwaukee  
Charter School Contract Extension  
for the Woodlands School

EDUCATION COMMITTEE

Resolution I.1.d.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the extension of the charter school contract with the Woodlands School, Inc., together with amendments to the contract, maintaining a charter school known as the Woodlands School.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
WOODLANDS SCHOOL CHARTER RENEWAL**

**Executive Summary**

**INTRODUCTION**

Charter schools are intended to offer quality education services to children through the creation of alternative public schools that are not subject to as many of the rules and regulations imposed on school districts. The charter school movement is one of the strategies used to expand the idea of public school choice in Wisconsin and the rest of the nation.

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. Since then, the Board of Regents and the Chancellor of UW-Milwaukee have approved several charter schools, involving a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children.

The Office of Charter Schools at UW-Milwaukee and Chancellor Santiago recommend that the Woodlands School be granted a five-year extension to its charter. The Woodlands School was approved by the Board of Regents in June 2003, and began operation in August 2004.

**REQUESTED ACTION**

Approval of Resolution I.1.d.(1), authorizing the extension of the charter school contract with the Woodlands School, Inc., to operate a public school known as the Woodlands School.

**BACKGROUND**

In 1998, Wisconsin Statute 118.40 was amended to grant authority for the University of Wisconsin-Milwaukee (University) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and in turn demand a new type of public accountability tied to actual performance. Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. The renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action.

Renewal of a charter is usually for an additional four or five-year period. A school may, however, be placed on probation with a charter renewal period of less than four or five years.

Renewal of a charter is based on evidence of meaningful progress on key measures of performance as follows: student well-being, academic success, faithfulness to the charter, ability to communicate and transmit the mission, parent and student satisfaction, staff satisfaction with professional and organizational growth, viability of the charter school, fiscal stability of the charter school, and contractual compliance.

## **DISCUSSION**

The Woodlands School was granted a charter by the University of Wisconsin System Board of Regents in June of 2003. The present school operates from a campus at 5510 W. Bluemound Road, Milwaukee, Wisconsin, 53210, which it leases from the St. Vincent Pallotti Congregation. Mr. James Koleas presently chairs the eleven member board which operates the school. Mrs. Maureen Sullivan is the present school administrator.

The Woodlands School mission is “to offer an innovative educational program of excellence in a multi-cultural environment that prepares the child for lifelong learning in a rapidly changing society.” Within that mission Woodlands seeks to create an educational program that encourages discovery, exploration and creativity in a learning environment that focuses on the whole child. The school philosophy further emphasizes that “involvement with people of many races and cultures enriches the growth of human understanding. Education founded on these beliefs gives rise to both a happy, sensitive, creative child and an adult who, while intellectually free, is morally and socially responsible.”

Woodlands school serves students in four-year-old kindergarten through grade 8. In its first three years as a charter school, the enrollment has grown almost ten percent (10%) from 229 to 251 students. The school is racially diverse: 45% White, 30% Black, 20% Hispanic, 3% Native American, and 2% Asian. Twenty-eight percent (28%) of the students come from homes in poverty. Once enrolled in Woodlands, 95% of the students return each year. The student attendance rate is high, averaging 95% over the three years of the charter. Eleven percent (11%) of the students are identified as requiring special education. These students are served in programs for emotional behavioral disabilities, other health impairments, significant development delay, specific learning disabilities, and speech and language impairment. The special education population has more than doubled since Woodlands’ first year as a charter school and continues to grow.

Woodlands is staffed by one (1) principal, one (1) business manager, nineteen (19) teachers, and thirteen (13) support staff members. All of the certified staff members are white, while the support staff is 62% White, 23% Black, and 15% Hispanic. The tenure of the faculty ranges from 2 years to 19 years, with an average of nine years of classroom teaching experience. Ten (10) teachers have completed their master's degrees and another two will reach that level within the next year. The classroom teacher-to-student ratio is 19.3 to 1. Over the three years of the charter, 88% of the teachers have returned each year.

The educational program at Woodlands School encourages discovery, exploration, and creativity. The focus is on the whole child and the creation of life-long learners. Prime

consideration is given to developing, within each student, moral and ethical values, a positive attitude toward life, and a healthy self-concept. The belief that learning to be flexible and living with an openness to change fosters in children the ability to cope with an increasingly complex body of knowledge and a rapidly changing society, guide much of lesson development.

The core curriculum consists of language arts, social studies, science, and mathematics. In addition, the school places a strong emphasis on the integration of music, art, physical education, library studies, and French into the core curriculum to enhance the educational experience. Woodlands participates in the ACE (Arts and Community Education) program sponsored by the Milwaukee Symphony Orchestra. The school has been accredited by the Independent Schools Association of the Central States since 1996. The class sizes are small, with an average of 20-25 students per class. The classes are divided into units, consisting of four- and five-year-old kindergarten, first and second grade, third and fourth grade, fifth and sixth grade, and seventh and eighth grade. The “Time for Living” program is a pivotal part of the school's curriculum. It provides the opportunity for students, teachers and staff to focus on their rights and responsibilities to themselves, the community and the world. It develops an appreciation of the uniqueness of each person and fosters the growth of human understanding.

Over the three years that Woodlands has been a charter school, total revenues have increased from \$8,619 per pupil to \$10,243. The major portion of this revenue is state per-pupil-aid which increased from \$6,499 per pupil in 2004-05, to \$7,602 in 2006-07. Woodlands also received federal flow-through funds for special education, charter school implementation grants, and federal title dollars. During this same time period, per-pupil expenditures increased from \$7,640 to \$8,863. In each year, the school was able to add to its fund balance.

Woodlands students consistently obtain greater proficiency levels than the Milwaukee Public School and outscore the state in all areas at grade eight. At the eighth-grade level 88.9% of Woodlands students are proficient or advanced in reading and mathematics. Almost eighty-nine percent (88.9%) are proficient or advanced in science and social studies and seventy-eight percent (78%) are proficient or advanced in language. Same student groups followed over three years show slight improvement against state results. Results at lower grade levels are not as strong as those for grade eight. Proficiency levels for minority students, as a group, are lower than those for white students. Minority students, as a group, enter the school behind their white classmates. During their years at Woodlands minority students make the same level of progress as white students but do not, in many cases, close the gap.

#### READING PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	Woodlands	MPS	Woodlands	MPS	Woodlands	MPS
3 – 4 – 5	63.2%	62.1%	63.2%	63.3%	63.1%	65.1%
4 – 5 – 6	86.9%	62.3	78.2%	64.9%	78.2%	62.1%
5 – 6 – 7	85.7%	62.5%	85.8%	63.1%	100.0%	61.5%
6 – 7 – 8	100.0%	58.2%	82.3%	59.4%	88.9%	60.1%

# MATHEMATICS PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	Woodlands	MPS	Woodlands	MPS	Woodlands	MPS
3 – 4 – 5	26.4%	44.0%	47.4%	53.1%	68.5%	49.2%
4 – 5 – 6	73.9%	44.8%	60.8%	46.5%	73.9%	43.6%
5 – 6 – 7	57.2%	41.5%	71.5%	41.0%	71.5%	41.3%
6 – 7 – 8	76.4%	38.4%	82.3%	45.5%	88.9%	39.9%

The Office of Charter Schools has implemented the North West Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for all UW-Milwaukee-authorized charter schools to determine value-added growth. Woodlands adopted the examination for the 2007-08 school year. Results for the 2007-08 school year were mixed. Students in grades 3 through 6 met or exceeded their expected growth targets while students in grades 7 and 8 grew but did not meet the expected growth target.

MAP Reading Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
3	186.2	201.1	9.1	<b>14.9</b>
4	199.3	206.5	6.5	<b>7.2</b>
5	200.7	209.2	5.4	<b>8.5</b>
6	206.9	211.8	4.3	<b>4.9</b>
7	217.7	219.5	3.4	1.8
8	224.1	225.2	3.2	1.1

In mathematics, students in grades 3, 7 and 8 exceed their growth targets. Students in grades 4, 5, and 6 grew but did not meet the expected growth target.

MAP Mathematics Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
3	187.6	198.7	10.9	<b>11.1</b>
4	200.4	205.9	8.8	5.5
5	205.8	211.3	8.7	5.7
6	210.8	216.7	7.2	5.9
7	215.8	226.7	6.0	<b>12.9</b>
8	223.9	233.0	5.2	<b>9.1</b>

Classroom instruction is perhaps Woodlands strongest aspect. Teachers are well prepared, lessons are meaningful, and students are given many opportunities to take charge of their own learning. A wide variety of instructional methodology are utilized. Students often work individually and in small groups. Students clearly understand what is expected of them. Expectations for learning are high. The instructional program for at-risk learners is a concern. Minority students come to Woodlands behind other students. While they make progress similar to other students, the gap is not closed for many students. Reading time for primary students was

increased by thirty minutes for the 2007-08 school year. A reading intervention teacher was hired to work extensively with primary students not reading at grade level.

Student behavior at Woodlands is exceptional. Students are consistently polite and well-mannered. The environment of the school is safe and orderly. Discipline, where necessary, is applied fairly and consistently and is based on a well-documented discipline program. Students are focused on learning and can clearly articulate the importance of getting a good education. Overall the educational climate is excellent.

The Woodlands School Board is an effective entity that has consistently taken the action necessary to make the school a viable organization. Appropriate policies are in place to guide the organization. Through strategic planning efforts the Board has set long-range goals to seek continual improvement and ensure the long range future of the school. There is an effective process for selecting new board members that consistently brings needed skills to the Board. Evaluation of the school's administrators occurs on a regular basis and point toward needed improvement. Financial decisions, while sometimes difficult, have been positive. Fund-raising campaigns have been only marginally successful with an average of \$58,712 raised each year.

## **CONCLUSION**

Woodlands provides an excellent educational environment. Overall, parents are pleased with the school, volunteer to assist the school in many ways, and return their children to the school year after year. Over 95% of the parents attended parent-teacher conferences. Seventy-eight percent (78%) volunteered time at school. Students have a positive attitude regarding the school. The average daily attendance rate is 95%. The year-to-year return rate for students over the past three years averaged 95%. Annual satisfaction surveys show that parents feel welcome in the school, have the opportunity to be involved in the school, have their concerns listened to, believe that the staff cares about their children, and observe positive behavior on the part of the students while visiting the school.

Woodlands School is one of the highest performing elementary schools in the city of Milwaukee. This performance occurs within an atmosphere of respect and responsibility where student behavior is very positive and few discipline-based disruptions to the educational program occur. Leadership is strong with the Board and administration focused on the well-being of the students. The financial picture is solid and improving. Woodlands is staffed by mature, well-trained staff members who provide excellent learning opportunities to the children, and there is a high level of parental support and involvement. Woodlands has complied with all state and federal regulations and is in full compliance with its charter agreement with the University of Wisconsin-Milwaukee.

Major recommendations for improvement are: (1) the organization should become more agile in order to address improvement needs in a timely manner, (2) curriculum guides covering all subjects and aligned with state testing standards should be adopted, (3) a robust, systematic process for obtaining, analyzing, and using data to drive instruction should be developed and implemented, and (4) using appropriate data, the learning needs of at risk students should be diagnosed and addressed as early as possible.



It is recommended that Woodlands School receive a full five year charter renewal. No special conditions are recommended. Additional information may be found in the full Report to the Board of Regents prepared by the UW-Milwaukee Office of Charter Schools. Woodlands should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

#### **RELATED REGENT POLICIES**

Regent Resolution 7905 (May 7, 1999).

**Office of Charter Schools  
University of Wisconsin-Milwaukee**

**Report to the Board of Regents**

**Results and Recommendations**

**Regarding the Renewal of the**

**WOODLANDS SCHOOL CHARTER**

**August 21, 2008**

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# INTRODUCTION

## Background

Wisconsin Statute 118.40 enacted in 1993 enabled school boards to establish charter schools. In 1998 the statute was amended to grant authority for the University of Wisconsin-Milwaukee (University) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and in turn demand a new type of public accountability tied to actual performance.

## Definitions

Charter schools are non-sectarian, tuition-free, public schools created on the basis of a contract or "charter" between a school organization and an authorizer. An authorizer holds the statutory authority to grant charters. The concept of charter schools was developed to create new educational innovations as part of a larger array of educational reform initiatives. The role of charter schools is to promote innovation, develop new models of education, and create working environments that foster improved educational opportunities for children. Charter schools offer a new governance structure for public schools that trades autonomy for accountability and holds high academic and organizational performance expectations. Charter schools are accountable to the authorizer that grants the charter, the parents who choose the schools for their children, and the public that funds them.

## The Office of Charter Schools

The Office of Charter Schools (Office) was created in 1999 within the School of Education (SOE) to carry out the University's responsibilities under the statute. The mission of the Office is to cooperate with community organizations, parents, groups, educators, and other individuals who are committed to improving the quality of education in the City to charter successful, innovative schools.

The responsibility of the Office is to: (1) grant charters to organizations or individuals that demonstrate the capacity to operate a high quality school, (2) establish clear expectations for performance, (3) gather data necessary to ensure that expectations are met, (4) evaluate school progress, and (5) take appropriate action to renew or non-renew the charter based on a school's performance in relation to expectations.

## Responsibilities and Beliefs

The University has accepted the responsibility for authorizing charter schools in order take advantage of the flexibility allowed charter schools to develop innovative programs that address the educational needs of children living in the City. The University is interested in new, creative programs that will add to the educational mosaic and help define the elements of programs that will be successful in urban settings.

The University firmly believes that there exists a knowledge base that can be used to redefine educational programs and opportunities for children who are considered to be at-risk (low achievement/poor attendance/potential dropout) in the current configuration of schooling. Thus, the charter school effort should be used to demonstrate effective instruction and document educational achievement for at-risk students.

School reform can take on many forms and be based on a number of philosophical approaches. It is not the goal of the University to implement a particular philosophy or approach. Rather the University desires to identify those approaches that produce academic results that are valued by society. The University encourages the use of existing knowledge and research to create an integrated approach that achieves fundamental academic outcomes.

State and federal law provides the general framework and the minimum requirements for the development of a charter school. To become and remain a University authorized charter school, charter schools must do much more than comply with the law. Charter school operators must provide evidence that the school is and has the future potential to create a high quality educational program. The University requires a strong, in-depth evaluative process to ensure continuous improvement and to document the results obtained by the charter school.

## ACCOUNTABILITY REQUIREMENTS

### Continuous Improvement

Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. The renewal process begins, in actuality, with the initiation of the charter. Rather than a snapshot view, the renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Renewal of a charter is usually for an additional four or five-year period. A school may, however, be placed on probation with a charter renewal period of less than four or five years.

### Evaluation Committee

The Charter Evaluation Committee (Committee) assists the Office in the determination of charter renewal. The Committee is charged with the responsibility of objectively reviewing information provided by the charter school and the Office in order to recommend to the Chancellor and the Board of Regents action in regard to the school's charter. Members of the Charter Evaluation Committee are to carry out their work with integrity, act with the best interests of students and staff, and base judgments on evidence. The evaluation and renewal process includes the following: (1) On-site inspection/verification by the Office staff, (2) Independent review by the Charter School Evaluation Committee, (3) Approval of the Chancellor, and (4) Approval of the University of Wisconsin System Board of Regents.

Renewal of a charter is based on evidence of meaningful progress on key measures of performance stated as follows:

- The well-being of students,
- The academic success (improvement) of students,
- The school's faithfulness to its charter as defined by the contract,
- The ability of leaders to communicate and transmit the mission and vision of the school,
- The extent of parent and student satisfaction,
- The extent of staff satisfaction with individual professional and organizational growth,

- The organizational viability of the charter school,
- The fiscal stability of the charter school,
- The school's record of contractual compliance, and
- The school's record of legal compliance including federal "No Child Left Behind" requirements.

### Required Evaluation Documents

Evaluators will examine multiple information sources from each of the three previous years. Major sources of information are as follows:

- Contract Compliance Records - The Office will maintain an on-going record of each school's compliance with the requirements of the contract.
- Strategic Plans - Each organization in cooperation with faculty and staff will create and maintain a strategic plan that clearly states the mission, vision, and strategic goals of the school. The strategic goals are derived from periodic needs assessments measured against the Education Criteria for Performance Excellence of the Baldrige National Quality Program.
- Annual School Accountability Plans - Annually each school will determine a set of improvement goals emanating from its strategic plan and based on analysis of appropriate data.
- Annual School Accountability Progress Reports - annually each school will report on the results of improvement efforts.

## **SCHOOL PROFILE**

### Introduction

Woodlands School, Inc. was granted a charter by the University of Wisconsin System Board of Regents in June of 2003 to operate Woodlands School as a charter school authorized by the University of Wisconsin-Milwaukee. The charter holder opened the Woodlands School as a charter school in August of 2004. Woodlands School had operated as a private school many years prior to becoming a charter school. It first opened its doors as the Alverno College Campus School in 1936. In 1988 it separated from Alverno College and became an independent private school. The present school operates from a campus at 5510 W. Bluemound Road, Milwaukee, Wisconsin 53210 which it leases from the St. Vincent Pallotti Congregation. Mr. James Koleas presently chairs the eleven member board which operates the school. Mrs. Maureen Sullivan is the present school administrator. Mr. James Foster is the present business manager. The full time position of business manager was created and staffed at the beginning of the 2007-08 school year.

The Woodlands School mission statement is as follows: “to offer an innovative educational program of excellence in a multi-cultural environment that prepares the child for lifelong learning in a rapidly changing society.” Within that mission Woodlands seeks to create an educational program that encourages discovery, exploration and creativity in a learning environment that focuses on the whole child. Teachers are expected to work closely with one another to integrate individual disciplines into common themes that allow students to put basic skills into real life context. Teachers, parents and children are expected to share the responsibility for children’s learning in a collaborative manner.

Woodlands School describes its core values as follows: “Woodlands School is a community, creating an environment in which teachers, parents and children share the responsibility for learning. Students are encouraged to discover, explore, and create in order to develop the attitudes and skills necessary for effective living. Prime consideration is given to developing ethical values, a positive attitude toward life and a healthy self-concept. The school design reflects the belief that learning to live with a flexible environment and an openness to change fosters in the child the ability to cope with an increasingly complex body of knowledge and a rapidly changing society.” The school philosophy further emphasizes that “involvement with people of many races and cultures enriches the growth of human understanding. Education founded on these beliefs gives rise to both a happy, sensitive, creative child and an adult who, while intellectually free, is morally and socially responsible.”

## Improvement Goals

The Woodlands School Board has identified four long-term, strategic goals. They are as follows.

Goal #1: Continually improve the academic skills of all students at Woodlands.

Goal #2: Promote lifelong learning goals and objectives for Woodlands students.

Goal #3: Enhance satisfaction levels and involvement of stakeholders (parents and staff) of the school.

Goal #4: Improve the financial strength and flexibility and the overall operations of the school.

Each year the Woodlands School Board and administration determine annual improvement goals. For the three years of the charter the annual goals are as follows:

### **2004-05**

1. Student reading skills will be at or above grade level by the end of the third grade.
2. Student overall academic skills will improve in grades 4 and 8.
3. Student portfolios will demonstrate measurable progress towards growth and achievement.
4. Every child at Woodlands will develop a sense of social responsibility.
5. Woodlands School will retain students presently enrolled at the school.
6. Woodlands will have a special needs program.
7. Staff and parents will have high levels of satisfaction with the school.
8. The financial position of Woodlands will be stable.

### **2005-06**

1. A mathematics program with a common language will be developed for 4K through grade 8.
2. A writing program with a common language will be developed for 4K through grade 8.
3. Student portfolios will demonstrate measurable progress towards growth and achievement.
4. Every child at Woodlands will develop a sense of social responsibility.
5. Woodlands will demonstrate responsiveness to the needs and concerns of stakeholders.
6. A fund development plan will be created.
7. Board governance will improve.

### **2006-07**

1. Improve student overall academic skills by the implementing a mathematics program with a common language in grades 4K through 8.

2. Improve student overall academic skills by the implementing a writing program with a common language in grades 4K through 8.
3. Create a consistent system of portfolio assessment for writing skills that will serve as a model for portfolio assessment.
4. Every child at Woodlands will develop a sense of social responsibility.
5. Achieve high levels of satisfaction with teachers, staff, and parents and other stakeholders.
6. Implement a fund development program for Woodlands School.
7. Use Board metrics to evaluate the performance of Woodlands School Board.
8. Identify issues related to workforce development (professional development, mentoring, recruitment of staff, retention of staff, and address areas of need.

## Students

Woodlands school serves students in four year old kindergarten through grade 8. During the first three years as a charter school, the enrollment has grown almost ten percent (10%) from 229 to 251 students. The school is racially diverse: 45% White, 30% Black, 20% Hispanic, 3% Native American, and 2% Asian. Twenty-eight percent (28%) of the students come from homes in poverty. The students come from many different Milwaukee neighborhoods representing 33 zip codes within the city. Transportation is not provided. Parents either bring their children or create car pools to provide the transportation.

Once enrolled in Woodlands, 95% of the students return each year. The student attendance rate is high averaging 95% over the three years of the charter. All students have been promoted to the next grade during the three years the school has been a charter school. None of the students have been identified as being habitually truant. Student behavior is excellent in both the classroom and the school in general. Only three students have been suspended over the three years of the charter and none have been expelled.

Well over half of the students participate in noon hour and after school activities which include: basketball, soccer, floor hockey, drama club, peer tutoring, forensics, reader's workshop, and marvelous math. In addition, eighth graders provide a minimum of twenty (20) hours of community service through the school's "Time For Living" program.

## Faculty and Staff

Woodlands is staffed by one (1) principal, one (1) business manager, nineteen (19) teachers, and thirteen (13) support staff members. All of the certified staff members are white, while the support staff is 62% White, 23% Black, and 15% Hispanic. The tenure of the faculty ranges from 2 years to 19 years, with an average of nine years of classroom teaching experience. Ten (10) teachers have completed their master's degrees and another two will reach that level within the next year. The classroom teacher to student ratio is 1 to 19.3. Over the three years of the charter 88% of the teachers have returned each year.

## Educational Program

The educational program at Woodlands School encourages discovery, exploration and creativity. The focus is on the whole child and the creation of life-long learners. Prime consideration is given to developing, within each student, moral and ethical values, a positive attitude toward life, and a healthy self-concept. Much of lesson development is guided by the belief that, learning to be flexible and live with an openness to change fosters in children the ability to cope with an increasingly complex body of knowledge and a rapidly changing society, guide much of lesson development.



The core curriculum consists of language arts, social studies, science, and mathematics. In addition, the school places a strong emphasis on the integration of music, art, physical education, library studies and French into the core curriculum to enhance the educational experience. Woodlands participates in the ACE (Arts and Community Education) program sponsored by the Milwaukee Symphony Orchestra. The school has been accredited by the Independent Schools Association of the Central States since 1996.

The curriculum at Woodlands School has several aspects that allow students to achieve academic skills and knowledge, vocational skills, citizenship appreciation and personal development. The school's faculty members provide the cornerstone of Woodlands' success. The school's approach is one of discovery based learning in which the teachers work closely with one another to integrate individual disciplines into a common theme. Using themes allows students to put basic skills into real life context. Teachers use a variety of resources for information about a theme and the teaching tools are interactive and manipulative. The goal is to provide multi-sensory experiences that engage all parts of the brain. The class sizes are small, with an average of 20-25 students per class. The classes are divided into units, consisting of four and five year old kindergarten, first and second grade, third and fourth grade, fifth and sixth grade, and seventh and eighth grade.

The school believes in providing the opportunity for all students to excel. Teachers have the responsibility to identify each child's strengths and needs and to develop goals, in collaboration with the student and the student's parents, to improve upon the needs and enrich the strengths of each child. Individual needs are met by grouping the learners in a variety of ways based on different variables. The students work alone and in many different sized group situations. The "Time for Living" program is a pivotal part of the school's curriculum. It provides the opportunity for students, teachers, and staff to focus on their rights and responsibilities to themselves, the community, and the world. It develops an appreciation of the uniqueness of each person and fosters the growth of human understanding.

### Special Education Program

Eleven percent (11%) of the students are identified as requiring special education. These students are served in programs for emotional behavioral disability, other health impaired, significant development delay, specific learning disabilities, and speech and language impairment. The special education population has more than doubled since Woodlands first year as a charter school and continues to grow.

### Financial

Over the three years that Woodlands has been a charter school, total revenues have increased from \$8,619 per pupil to \$10,243. The major portion of this revenue is state per pupil aid which increased from \$6,499 per pupil in 2004-05 to \$7,602 in 2006-07. Woodlands also received federal flow through funds for special education, charter school implementation grants, and federal title dollars. During this same time period, per pupil expenditures increased from \$7,640 to \$8,863. In each year, the school was able to add to its fund balance.

## **School Academic Success**

### Achievement of Mission

The mission of Woodlands School is "to provide an innovative educational program of excellence for the whole child in a multi-cultural environment that prepares the child for lifelong learning in a rapidly changing society." This mission statement contains many dynamic elements that are, in some cases, difficult to measure. Rather

than “innovative,” the Woodland education might be better termed “solid.” The program provides a strong academic base with extensive programming in the arts. The school’s Time For Living program is designed to instill a sense of social responsibility and helps students to develop ethical values, a positive attitude toward life, and a healthy self-concept. The racial breakout is 45% White, 30% Black, 20% Hispanic, 2% American Indian, and 1% Asian. Thus, Woodlands is truly an integrated, multicultural setting. The development within each child of a sense of social responsibility has been identified as a goal each year that Woodlands has been a charter school. Work in this area has primarily been project based with eighth grade students performing twenty hours of community service. In the 2006-07 school year, work began to make the program goals more measurable. This work is ongoing. Woodlands School personnel and parents clearly understand the mission and work to achieve it in many ways. Anecdotal evidence suggests that much of the mission is being achieved in a meaningful way.

Recommendations: The Woodlands School community through its next strategic planning activity should determine if it truly wants the educational program to be “innovative” or whether the solid curriculum plan now in place is what is really desired. Specific measures should be adopted to annually evaluate preparation for life-long learning and the development of a sense of social responsibility.

### Proficiency Level

Woodlands students consistently obtain greater proficiency levels than the Milwaukee Public School and outscore the state in all areas at grade eight. At the eighth grade level 88.9% of Woodlands students are proficient or advanced in reading and mathematics. Almost eighty-nine percent (88.9%) are proficient or advanced in science and social studies and Seventy-eight percent (78%) are proficient or advanced in language. Same student groups followed over three years, show slight improvement against state results. Results at lower grade levels are not as strong as those for grade eight. Proficiency levels for minority students, as a group, are lower than those for white students. Minority students, as a group, enter the school behind their white classmates. During their years at Woodlands minority students make the same level of progress as white students but do not, in many cases, close the gap.

#### READING PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	Woodlands	MPS	Woodlands	MPS	Woodlands	MPS
3 – 4 – 5	63.2%	62.1%	63.2%	63.3%	63.1%	65.1%
4 – 5 – 6	86.9%	62.3	78.2%	64.9%	78.2%	62.1%
5 – 6 – 7	85.7%	62.5%	85.8%	63.1%	100.0%	61.5%
6 – 7 – 8	100.0%	58.2%	82.3%	59.4%	88.9%	60.1%

#### MATHEMATICS PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	Woodlands	MPS	Woodlands	MPS	Woodlands	MPS
3 – 4 – 5	26.4%	44.0%	47.4%	53.1%	68.5%	49.2%
4 – 5 – 6	73.9%	44.8%	60.8%	46.5%	73.9%	43.6%
5 – 6 – 7	57.2%	41.5%	71.5%	41.0%	71.5%	41.3%
6 – 7 – 8	76.4%	38.4%	82.3%	45.5%	88.9%	39.9%

Recommendations: Woodlands should make the improvement of academic achievement at lower grade levels a priority. Increasing academic emphasis and expectations beginning with four year old kindergarten will create

the foundation for improvement at all grade levels. Coupled with this effort, programs should be put in place to address the deficiencies of minority students upon entrance.

### Value Added Growth

The Office of Charter School has implemented the North West Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for all UWM authorized charter schools to determine value added growth. Woodlands adopted the examination for the 2007-08 school year. Results for the 2007-08 school year were mixed. Students in grades 3 through 6 met or exceeded their expected growth targets while student in grades 7 and 8 grew but did not meet the expected growth target.

MAP Reading Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
3	186.2	201.1	9.1	<b>14.9</b>
4	199.3	206.5	6.5	<b>7.2</b>
5	200.7	209.2	5.4	<b>8.5</b>
6	206.9	211.8	4.3	<b>4.9</b>
7	217.7	219.5	3.4	1.8
8	224.1	225.2	3.2	1.1

In mathematics, students in grades 3, 7 and 8 exceed their growth targets. Students in grades 4, 5, and 6 grew but did not meet the expected growth target.

MAP Mathematics Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
3	187.6	198.7	10.9	<b>11.1</b>
4	200.4	205.9	8.8	5.5
5	205.8	211.3	8.7	5.7
6	210.8	216.7	7.2	5.9
7	215.8	226.7	6.0	<b>12.9</b>
8	223.9	233.0	5.2	<b>9.1</b>

Recommendations: Value added growth should be the focus of Woodlands academic efforts. The use of the Measures of Academic Progress from the Northwest Evaluation Association is critical to making the maximum amount of progress. Teachers should receive additional training in the use of the program and utilize the results to plan instruction

### No Child Left Behind

Woodlands School has met annual yearly progress (AYP) requirements of No Child Left Behind each year.

## Academic Goals

The Woodlands Board and administration have established three to four academic goals each year. Different aspects of the goal to develop and deploy a portfolio assessment system and to develop a new writing program with a common instructional language have been addressed each year. Other goals related to the development and deployment of a revised mathematics program, the improvement of reading results by the end of third grade, and the general improvement of academic results.

Woodlands now has a portfolio system utilizing what is termed an “Accountability Notebook” which contains the pre and post-year documentation of student progress in reading and mathematics. The “Accountability Notebook” follows the students each year and provides a demonstration of the student’s academic growth over time.

The math series, Investigations (4K – Grade 4) and Connected Math (Grades 5 – 8) were deployed during the 2006-07 school year. The scope and sequence of the two programs form the foundation for the school’s mathematics program. The two series replace teacher developed materials which often had gaps or repeated topics in the scope and sequence. This action aligns the Woodlands mathematics program with state standards and should assist more students in reaching proficiency levels. Teachers were trained in the new programs at the school’s pre-service workshop sessions and met weekly in grade level teams to discuss the implementation. As a result of these meetings appropriate revisions were made to instructional plans.

The “6 Traits Writing Program” was deployed during the 2006-07 school year to focus on writing improvement throughout each grade level and across the curriculum. Language arts teachers were trained at the Sally Ride Academy Summer Institute. The primary reading program was reviewed in 2004-05, the year that Woodlands became a charter school. At that time the reading program appeared to adequately serve the school population. Over the past two years, the population has changed and it is clear that additional reading assistance is needed. The school responded to this need for the 2007-08 school year by adding thirty minutes to the primary reading time and hiring a reading specialist to provide concentrated help to children not reading at grade level.

Recommendations: Where possible, goals should become very specific addressing parts of programs or processes which data reveal that there is need for improvement. Rather than stating goals such as “Woodlands School students will be at or above grade level in reading, data should be analyzed to determine exactly what students know and are able to do and where they are having difficulties. Goals should be based on these specific areas of concern and modifications made to curriculum and instruction accordingly.

## Use of Data

The use of data at Woodlands has improved each year. A beginning level plan for gathering assessment and evaluation data is now in place. Woodlands determines the data that will be collected to measure each year’s annual school improvement goals and uses these data to determine the achievement of accountability goals. Woodlands teachers are beginning to use these data to make changes and improvement in instruction. Presently, however, the system is not robust enough to truly drive instruction. Much additional work is needed to improve the system and fully utilize data to achieve the maximum level of student achievement.

Recommendations: Woodlands should continue to improve data collection until a systematic plan is in place for the collection, dissemination, and utilization of data. The principal should meet with teachers on a regular basis to review student test data and to assist teachers in using the data for instructional improvement. Teachers should become more adept at using data from the Measures of Academic Progress to guide instruction.

Students should track their own progress and understand what they need to do to improve in each academic area.

## Curriculum

Woodlands has a defined curriculum articulated through a series of curriculum maps. These maps have been developed over the years by teachers. Curriculum guides are also provided in each subject area. These materials, however, are not fully aligned with state performance standards. Teachers are aware of curriculum requirements and develop excellent lesson plans. The curriculum is implemented in an organized manner. Because the curriculum is not fully articulated with state standards, some topics may be addressed multiple times or may be absent from the curriculum entirely. Woodlands maintains a full arts program, providing meaningful time for art, music, and physical education. Woodlands participates in the ACE (Arts and Community Education) program with the Milwaukee Symphony Orchestra. Woodlands' "Time for Living" program provides a strong character development component which stresses respect, responsibility, and service to others. Overall the school program does address the needs of the "whole child" and provides a strong foundation for future learning and citizenship.

Recommendations: Woodlands should specifically define the curriculum in each subject at each grade level, make certain that it is sequential, and that all topics are addressed. This needs to happen quickly. In the best of all worlds, the Woodlands staff would research and analyze needs in each subject area to develop Woodlands own standards, objectives, and instructional activities. In reality, Woodlands does not have the time or resources to do this. Thus, Woodlands should adopt and adapt an already existing aligned curriculum.

## Leadership

Woodlands has strong leadership in the Board and present principal. The Board has done an excellent job of establishing appropriate policy and addressing financial concerns. Strategic and annual goals are clearly delineated and monitored. The on-site leadership consists only of the principal and business manager. The principal has a lot of responsibility and balances the responsibilities as well as possible. An excellent teacher corps has been hired and maintained. An environment of high expectations has been created. Overall, Woodlands provides a supportive foundation for instruction. Leadership needs to improve its data collection process and the use of data by teachers. On-going staff development should be a future emphasis. The evaluation system should promote the use of data and the accomplishment of annual school goals. Woodlands does not have the financial capability to hire additional administrative assistance; therefore, other means need to be employed to meet leadership requirements.

Recommendations: Woodlands should investigate the creation of team leaders with administrative responsibilities to ease the burden on the principal. The Board should seek funding to broaden staff development opportunities.

## Instruction

Classroom instruction is perhaps Woodlands strongest aspect. Teachers are well prepared, lessons are meaningful, and students are given many opportunities to take charge of their own learning. A wide variety of instructional methodology is utilized. Students often work individually and in small groups. Students clearly understand what is expected of them. Expectations for learning are high.

Recommendation: Current excellent instructional methodology should be maintained. As curriculum objectives are aligned with state performance standards, they should become the focus of instruction.

### At Risk Learners

The instructional program for at risk learners is a concern. Minority students come to Woodlands behind other students. While they make progress similar to other students the gap is not closed for many students. Reading time for primary students was increased by thirty minutes for the 2007-08 school year. A reading intervention teacher was hired to work extensively with primary students not reading at grade level.

Recommendations: Woodlands must continue to seek and improve methodology to address the learning gap. Results of intervention strategies deployed for the 2007-08 school year must be analyzed to determine effectiveness. Data regarding the progress of those identified as at risk learners must be shared with teachers on a regular basis and the progress of individual students analyzed. Reducing the learning gap must become an expectation for all staff members.

### Student Behavior

Student behavior at Woodlands is exceptional. Students are consistently polite and well-mannered. The environment of the school is safe and orderly. Discipline, where necessary, is applied fairly and consistently and is based on a well-documented discipline program. Students are focused on learning and can clearly articulate the importance of getting a good education. Overall the educational climate is excellent.

Recommendations: Continue doing what is working so well.

### Professional Development

Woodlands has provided an average of twenty-two hours of staff development for each of the past three years. The content of the staff development relates closely to the school's annual goals and focuses on the improvement of the curriculum, instructional technique, and assessment.

Recommendations: In addition to the present staff development, Woodlands should provide assistance to teachers on how to collect, analyze, and utilize data to drive instructional improvements and a program of support should be developed for beginning teachers. The staff development programs should also be systematically evaluated to ensure that they meet the needs of staff members.

## **EFFECTIVE AND VIABLE ORGANIZATION**

### Governance

The Woodlands School Board is an effective entity that has consistently taken the action necessary to make the school a viable organization. Appropriate policies are in place to guide the organization. Through strategic planning efforts the Board has set long-range goals to seek continual improvement and ensure the long range future of the school. There is an effective process for selecting new board members that consistently brings needed skills to the Board. Evaluation of the school's administrators occurs on a regular basis and point toward needed improvement. Financial decisions, while sometimes difficult have been positive. Fund raising campaigns have been only marginally successful with an average of \$58,712 raised each year.

Recommendations: The Board should continue its excellent management practices. Fund raising efforts should be stepped up with dollars sought from major contributors and foundations. The achievement results and excellent learning environment should be used to attract funds. A dynamic plan to utilize funds to improve the school should be created as part of the overall fund raising effort.

## Policy

The Woodlands Board has created appropriate policies to effectively guide the organization. Among the policies implemented is a policy to guide Board member responsibilities, behavior, and restrictions to avoid conflicts of interest. A policy exists regarding a process for dealing with complaints. However, this issue is still one of concern for staff members.

Recommendations: It is recommended that the Board develop a process for an annual review of policies and that guidelines for dealing with complaints be specifically reviewed. The review of the process for dealing with staff complaints should involve staff members.

## Continual Improvement

Achievement results for Woodlands School are strong. Yet, continual improvement is an area of concern. Results for the Wisconsin Knowledge and Concepts Examination exhibit expected variance between groups of students and, while higher than state-wide results at the upper grades, have remained about the same in the three years that Woodlands has been a charter school. The lack of improvement over the past three years results from a lack of agility within the organization. For example, it has taken three years for the school to adopt and implement a new mathematics program. While the staff duly studied existing mathematics programs, selected a new series, purchase materials, and trained for the implementation, three years passed with students using the old program that, because of grade-to-grade inconsistencies, was not serving the students well.

Recommendations: Woodlands School must become more agile in responding to improvement needs. Committee processes should be streamlined so that new programs can be put in place within a year's time. Annual goals must be developed in measurable terms and should be as specific as possible. Rather than stating goals such as "Woodlands School students will be at or above grade level in reading." Goals should be based on specific areas of concern within the reading program.

## Non-Academic Goals

The Woodlands Board and administration have set four to five non-academic goals each year. The goal for every child at Woodlands to develop a sense of social responsibility has been identified each year and is ongoing as a project based effort. Other goals related to the retention of students, satisfaction of students, parents, and staff members, stabilizing the financial position of the school, and creating a fund development program, improving Board governance, recruiting, retention, and training of staff members.

The projects related to the development of a sense of social responsibility have been successful with appropriate student participation. Metrics are, however, absent to measure whether or not students actually have developed a sense of social responsibility. Retention of students is excellent with 95% of the student returning year-to-year. This speaks well of the learning environment at Woodlands. Survey results show that students, parents, and staff view Woodlands as an excellent school and express a high level of satisfaction. Staff members express concerns on salary and benefit issues and issues related to the collection and use of data to drive school improvement, involvement in strategic planning, and complaint management. The Board has stabilized the

financial position of the school through careful budgeting and appropriate decision-making. A fund development program has been developed but is not attracted significant funds to date.

Recommendations: All non-academic goals need to be measurable. How the goal will be measured needs to be considered as the goal statements are developed. The Board should do all it can within financial restraints to make certain pay and benefits are competitive. Raising outside funds should be a major objective of the board.

### Parents and Students

Woodlands provides an excellent educational environment. Overall, parents are pleased with the school, volunteer to assist the school in many ways, and return their children to the school year after year. Over 95% of the parents attended parent-teacher conferences. Seventy-eight percent (78%) of the student's parents volunteered time at school. Students have a positive attitude regarding the school. The average daily attendance rate is 95%. The year-to-year return rate for students over the past three years averaged 95%. Annual satisfaction surveys show that parents feel welcome in the school, have the opportunity to be involved in the school, have their concerns listened to, believe that the staff cares about their children, and observe positive behavior on the part of the students while visiting the school. While still above the average for all UWM charter schools, parents express their greatest concerns as the level of challenge given to the students and level of expectation for excellent work.

Students surveys indicate that students know and follow rules which they consider to be fair, that teachers listen to students and are helpful to them, and that teachers are excited about what they are teaching. The areas students rate the lowest involve knowing what is expected of them and being in charge of their own learning. Surprisingly, students also indicate that they have safety concerns and do not like coming to school. These two concerns are not supported by the evaluators' observations or any other data.

Recommendations: Woodlands should maintain the welcoming atmosphere and involvement level of the parents. Expectations should be increased for what students are expected to know and be able to do. This is especially true at the lower grade levels where some students arrive at school with education levels below expectations. Greater expectations at the lower levels of schooling will allow upper grade students to do even better and reduce the educational gap between minority and majority students.

It is also recommended that students be more involved in their own learning. Students should keep logs and graphs of their progress in each instructional area, should know their strengths and weaknesses in each area and have goals for improvement. Rubrics can be used to guide students in understanding what is expected of them and how to make improvements. Such actions should start verbally in kindergarten and graphically in first grade.

### Faculty and Staff

The faculty and staff of Woodlands School speak very positively of the school. The single highest rating on the 2006-07 faculty survey related to the high standards and ethics of the organization. The school leadership has high expectations for the all employees and expects that teachers will provide a strong instructional program and excellent student discipline. Teachers have met and embraced these expectations. Faculty members indicate that the weakest part of the Woodlands program is the collection and use of data to drive instruction. Faculty members would like more involvement in planning efforts and are concerned with the complaint management system. As stated in the school profile all of the certified staff members are white, while the support staff is 62% White, 23% Black, and 15% Hispanic.



Recommendations: The school administration should make a concerted effort to hire minority teachers as vacancies become available. The Board should involve teachers in long and short range planning to a greater extent. The concerns related to the complaint management system should be addressed.

### Legal Requirements

Woodlands School met all national and state legal requirements. The school is in full compliance with all requirements of the school's charter with the University of Wisconsin-Milwaukee.

Recommendations: Remain focused on legal requirements.

### Financial Planning and Operation

Woodlands budgetary planning and execution is efficient and effective. Budgets are realistic and are monitored appropriately. Annual revenues exceed annual expenditures allowing the school to hold a reasonable fund balance. Sufficient cash is held to pay bills in a timely manner. Appropriate internal controls and procedures exist to ensure the proper handling of school funds. Annual audits show no significant procedural problems. Woodlands has complied with all financial reporting requirements. As mentioned above, the capital campaign has not obtained significant funding.

Recommendations: Present budget management methodologies should be maintained and enhanced where possible. The Board should develop and execute a successful capital campaign to obtain funds needed to provide greater levels of instructional support.

## CHARTER RENEWAL

### Summary

Woodlands School is one of the highest performing elementary schools in the city of Milwaukee with almost ninety percent of its eighth grade students performing at the proficient or advanced level in reading, mathematics, science, and social studies. This performance occurs within an atmosphere of respect and responsibility where student behavior is very positive and few discipline-based disruptions to the educational program occur. Student daily attendance is high and over 95% of the students return to the school year-after-year. Leadership is strong with the Board and administration focused on the well-being of the students. The financial picture is solid and improving. Woodlands is staffed by mature, well-trained staff members who provide excellent learning opportunities to the children. There is a high level of parental support and involvement with over 95% of parents attending student conferences and 60% contributing to the school through volunteer efforts. Woodlands has complied with all state and federal regulations and is in full compliance with its charter agreement with the University of Wisconsin-Milwaukee.

Major recommendations for improvement are: (1) the organization should become more agile in order to address improvement needs in a timely manner, (2) curriculum guides covering all subjects and aligned with state testing standards should be adopted, (3) a robust, systematic process for obtaining, analyzing, and using data to drive instruction should be developed and implemented, and (4) using appropriate data, the learning needs of at risk students should be diagnosed and addressed as early as possible.

## Renewal Recommendations

It is recommended that Woodlands School receive a full five year charter renewal.

## Renewal Conditions

No special conditions are recommended. Woodlands should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

## Elements of the Contract

The contract amendment negotiated with MULABE, Inc., meets all requirements of the UWM- model charter school contract. The MULABE is prepared to operate in accordance with all applicable state and federal requirements for charter schools. The framework of the contract and substantive modifications made by the amendment to the contract are as follows:

1. Article One – Definitions - Key terms of the contract.  
*(No substantive changes)*
2. Article Two - Parties, Authority and Responsibilities.  
*(No substantive changes)*
3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: a) school governance; b) measuring student progress; c) methods to attain educational goals; d) licensure of professional personnel; e) health and safety; f) admissions; g) discipline; h) insurance standards and other topics.  
*(Section 3.1 (11) establishes specific requirements for financial reporting to the Office. Section 3.1(14) sets new requirements for insurance coverages and provides for the grantee to apply for coverage waivers for certain small business contractors.)*
4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Milwaukee administrative fees, and financial reporting.  
*(No substantive changes)*
5. Article Five – Joint Responsibilities. This section details the review of the management contracts and methods of financial payments.  
*(Section 5.3 modifies and clarifies performance evaluation criteria and establishes requirements for accountability reporting.)*
6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of UW-Milwaukee's oversight responsibilities.  
*(No substantive changes.)*
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).  
*(Section 7.6 clarifies requirements for open meetings)*

8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.  
*(No substantive changes)*
9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).  
*(Section 9.1(1) grants the University the right to terminate the charter contract if the school fails to make adequate yearly progress for three consecutive years under the federal No Child Left Behind requirements of ESEA Title I.)*
10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.  
*(No substantive changes)*
11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.  
*(No Substantive changes)*

### Evaluation Committee

Evaluation Committee member contributing to this report include: Dr. Elizabeth Drame, Dr. Elise Frattura, Dr. Karen Kelly, Dr. Robert Kattman, Dr. William Kirtek, Dr. Gail Schneider, Dr. Leticia Smith, Ms. Jean Tyler, Dr. Gary Williams.

8/14/2008

**CHARTER SCHOOL CONTRACT**

THE BOARD OF REGENTS  
OF THE  
UNIVERSITY OF WISCONSIN SYSTEM  
(d/b/a the University of Wisconsin-Milwaukee)

AND

WOODLANDS SCHOOL, INC.  
(d/b/a Woodlands School)

CHARTER SCHOOL CONTRACT  
BETWEEN  
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM  
(d/b/a the University of Wisconsin-Milwaukee)  
AND  
WOODLANDS SCHOOL, INC.  
(d/b/a Woodlands School)

This Contract is made by and between the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), located at P.O. Box 413, Milwaukee, WI 53201, and Woodlands School (the “Grantee”), located at 5510 West Bluemound Road, Milwaukee, Wisconsin 53208.

**Whereas**, the State of Wisconsin has created a Charter School program under the provisions of s. 118.40, *Wisconsin Statutes*; and

**Whereas**, the Chancellor of the University of Wisconsin-Milwaukee is authorized by s. 118.40(2r)(b), *Wisconsin Statutes*, to initiate and enter into a contract with an individual or group to operate a school as a charter school, subject to the approval of the Board of Regents of the University of Wisconsin System; and

**Whereas**, on \_\_\_\_\_ the Board of Regents of the University of Wisconsin System has approved (i) the Chancellor’s grant of a second charter to the Charter School to the Grantee and (ii) the Chancellor’s entering into this Contract with the Grantee for the continued operation of the Charter School; and

**Whereas**, the University of Wisconsin-Milwaukee has established the Office of Charter Schools to serve as the University’s administrative unit to implement the provisions of s.118.40, *Wisconsin Statutes*, and to carry out the University’s oversight responsibilities under the statute; and

**Whereas**, it is the intention of the Chancellor of the University of Wisconsin-Milwaukee to grant charter school status to qualified non-profit organizations that can bring quality educational services to the children residing within the City of Milwaukee, pursuant to the provisions of s. 118.40, *Wisconsin Statutes*; and

**Whereas**, the mission of the University of Wisconsin-Milwaukee includes research and the dissemination of knowledge that results from research, and the particular mission of its School of Education is research on reforms in urban education; and

**Whereas**, the Office of Charter Schools has been organized to cooperate with community organizations, parent groups, educators and other individuals who are committed to improving the quality of education for children in the City of Milwaukee; and

**Whereas**, the Parties (as defined below) have successfully negotiated this Contract as a charter school contract in accordance with s. 118.40, *Wisconsin Statutes*, and in particular, the

provisions specified under sub. (1m)(b) 1. to 14. and sub. (2r)(b), and additional provisions as authorized by sub. (2r)(b);

**NOW THEREFORE,**

- A. As contemplated under Wis. Stat. § 118.40(2r)(b), the Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), hereby establishes by charter the Charter School to be known as Woodlands School; and
- B. The Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), hereby enters into this Contract with Woodlands School, Inc. and thus hereby authorizes the Grantee to operate the Charter School; and
- C. In consideration of this grant, the Chancellor, on behalf of the University of Wisconsin - Milwaukee and with the approval of the Board of Regents of the University of Wisconsin System, and the Grantee (each as defined below), hereby agree as follows:

**ARTICLE ONE**

**DEFINITIONS**

Section 1.1 Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (1) “Applicable Law” means all federal, state, and local law now or in the future applicable to Wisconsin charter schools.
- (2) “Board” or “Board of Regents” means the Board of Regents of the University of Wisconsin System.
- (3) “Chancellor” means the Chancellor of the University of Wisconsin-Milwaukee or any designee of the Chancellor.
- (4) “Office” means the Office of Charter Schools at the University of Wisconsin-Milwaukee, and for the purposes of this contract, is a designee of the Chancellor.
- (5) “Charter School” and “School” and “Woodlands School” mean a school to be known as Woodlands School, which is under the control of the Grantee, a Wisconsin nonstock, nonprofit corporation.
- (6) “Day” shall mean calendar day,
  - (a) The first day shall be the day after the event, such as receipt of a notice, and

- (b) Each day after the first day shall be counted, except that a Saturday, Sunday, or legal holiday shall not be counted if it would be the final day of the period.
- (7) “Department” means the Department of Public Instruction of the State of Wisconsin.
- (8) “District” means the Milwaukee Public School District, which is a First Class City School System operating pursuant to Wis. Stat. ch. 119, as well as any successor to it that may have jurisdiction over or statutory duties with respect to the Charter School.
- (9) “Grantee” means Woodlands School, Inc., a nonprofit, nonstock corporation duly organized and existing under the laws of the State of Wisconsin.
- (10) “Parties” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Grantee, through their designated representatives.
- (11) “School Board” means the Board of Trustees of Woodlands School.
- (12) “University” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Chancellor acting as the Board’s representative.

## ARTICLE TWO

### PARTIES, AUTHORITY AND RESPONSIBILITIES

Section 2.1 The Parties to this Contract are the University and the Grantee.

Section 2.2 The University.

- (1) Under the authority of Wis. Stat. § 118.40(2r), the University, with the approval of the Board, hereby grants to the Grantee a charter to operate a Charter School under the terms and conditions of this Contract.
- (2) On behalf of the University, the Chancellor shall exercise all oversight responsibilities as set forth in this Contract.
- (3) The Chancellor may conduct research as set forth in Article Eight and elsewhere in this Contract.

Section 2.3 The Grantee. The Grantee is responsible and accountable for performing the duties and responsibilities associated with the Charter School assigned to it under this Contract.

Section 2.4 The Parties agree that the establishment of the Charter School shall have no effect on the liability of the University other than as to those obligations specifically undertaken by the University herein. The University thus shall not be liable to

any person not a Party to this Contract on account of the establishment or operation of the Charter School. Further, the University assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or independent contractor of the Grantee or the Charter School, or any other persons receiving services from or doing business with the Grantee.

### ARTICLE THREE

#### OBLIGATIONS OF GRANTEE UNDER WISCONSIN STATUTES SECTION 118.40

Section 3.1 With regard to the requirements for Charter Schools set forth in Wis. Stat. § 118.40(2r)(b)1. to 14., the Grantee hereby agrees to operate the Charter School in compliance with all of the following specifications:

- (1) The name of the person who is seeking to establish the Charter School:  
  
Woodlands School, Inc. (Grantee)
- (2) The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided:

The Charter School will be under the direction of the Principal, who is appointed by and reports to a Board of Trustees. The Principal is responsible for matters pertaining to academics, student discipline, and management of the School. The members of the Board of Trustees have responsibilities relating to overseeing the finances and the strategic direction of the School. These responsibilities include attending meetings six times per year and serving on standing committees or task forces organized around specific issues.

In the event there is a change in the Principal of the Charter School, or a material change in the leadership of the Charter School as described in this subsection, the Grantee agrees to notify the Office and the Department immediately of the change. The Grantee shall provide the Office with a copy of the curriculum vitae of the Principal.

- (3) A description of the educational program of the School:

The education at Woodlands School encourages discovery, exploration and creativity. The focus is on the whole child and the creation of life-long learners. The School may serve children from K4 through eighth grade. The core curriculum consists and will continue to consist of language arts, social studies, science, and mathematics. In addition, the School places and will continue to place a strong emphasis on the integration of music, art, physical education, library studies and foreign language (currently French) into the core curriculum to enhance the educational experience. The School's mission is to offer an innovative educational program of excellence for the whole child in a multi-cultural environment that prepares the child for lifelong learning in a rapidly changing society. At Woodlands School, the community of teachers, parents and



children share the responsibility for learning. Prime consideration is given to developing moral and ethical values, a positive attitude toward life, and a healthy self-concept. The School's philosophy emphasizes that involvement with people of many races and cultures enriches the growth of human understanding.

The Charter School shall pursue and make reasonable progress toward the achievement of the academic and non-academic goals set forth in the Application and in the Annual Accountability Plan described in Section 5.3 of this Agreement.

- (4) The methods the School will use to enable pupils to attain the educational goals under Wis. Stat. § 118.01, including a description of how pupils with disabilities will be served:

The curriculum at Woodlands School has several aspects that allow students to achieve academic skills and knowledge, vocational skills, citizenship appreciation and personal development. The School's faculty will continue to provide the cornerstone of Woodlands' success. The School currently has twenty-one full-time faculty, including classroom teachers, specialty teachers and a special education teacher) who are certified by the Wisconsin Department of Public Instruction and direct the learning. Seven of these teachers have completed their master's degrees and another two are expected to reach that level within the next year. The tenure of the faculty with the School currently ranges from 1 to 25 years, with an average of nine years of classroom teaching experience. To assist in providing more individualized student attention, teaching assistants are used.

*Discovery Based Learning within an Integrated Specialized Curriculum.* The School keeps and will continue to keep the class sizes small, with an average of 20-25 students per class. The classes are divided into units, consisting of kindergarten, first and second grade, third and fourth grade, fifth and sixth grade, and seventh and eighth grade. The School provides and will continue to provide an integrated specialized curriculum under which all students participate in art, foreign language, library/technology, music/ACE, physical education, language arts, math, science, and social studies. The School's approach is one of discovery based learning in which the teachers work closely with one another to integrate individual disciplines into a common theme. Using themes allows students to put basic skills into real life context. Teachers use a variety of resources for information about a theme and the teaching tools are interactive and manipulative. The goal is to provide multi-sensory experiences that engage all parts of the brain. Brain-based teaching means that the teachers are focusing on how children learn so that the experiences are comprehensible.

*Excellence for Every Child.* The School believes in providing the opportunity for all students to excel. Teachers identify each child's strengths and needs with the goal to improve upon the needs and enrich the strengths of each child, resulting in a well-balanced learner. Individual needs are met by grouping the learners in a variety of ways based on different variables. The students work alone and in many different sized group situations.

*Time for Living.* This is and will continue to be a pivotal part of the School's curriculum. It is a time when students, teachers and staff focus on their rights and responsibilities to themselves, the community and the world. It develops an appreciation of the uniqueness of each person and fosters the growth of human understanding.

*Diversity.* Woodlands School will continue its commitment to diversity. As described in its mission and philosophy, Woodlands School believes that interacting with and understanding people of different backgrounds and cultures enhances a child's ability to successfully function in society. Woodlands School's student demographics provide racial and ethnic diversity along with socioeconomic and learning style diversity. The School currently has 283 students. The School has attracted students from 31 different zip codes and its student body reflects the ethnicity of metro-Milwaukee. During the 2006-2007 school year, the student body was 44% White, 32% African-American, 20% Hispanic, 3% American Indian, and 1% Other. During the 2007-2008 school year, the student body was 43% White, 32% African-American, 22% Hispanic, 1% American Indian, and 2% Other.

*Supportive Services and Special Education.* Supportive Services staff support and will continue to support all families on an as-needed basis. The team includes and will continue to include a special education teacher, an occupational therapist, a reading specialist, a social worker/school counselor, a speech pathologist and a psychologist. The team will collaborate with classroom teachers to evaluate student needs and develop a plan of support. The services offered may be short term or extend for the entire school year, as appropriate in the School's discretion. Concerns range from academic struggles, education for gifted and talented students, and behavioral and emotional challenges. The Woodlands Child Study Team, made up of support services staff and regular classroom teachers, helps to determine interventions in an attempt to meet student needs before a special education referral is necessary.

Woodlands School will provide special education services to pupils with disabilities. The goal of special education is to provide support that will lead to the best possible service for all children, helping them attain success at school. To that end the special education teacher's role is to support students with special needs, support the teachers of special needs children, provide support within the classroom, and develop Individual Education Plans (IEPs) that address significant student needs through pull-out and/or in-class learning activities.

- (5) The method by which pupil progress in attaining the educational goals under Wis. Stat. § 118.01 will be measured:
  - (a) The Charter School shall administer the examinations under Wis. Stat. §§ 118.30(1r) and 121.02(1)(r) to pupils enrolled in the Charter School and shall cause the testing data for the Charter School to be transmitted to

the Office in such form as the District shall customarily transmit such data.

- (b) With respect to examinations required under Wis. Stat. § 118.30(lr), the Parties hereby agree that, if the District's Board of School Directors shall develop or adopt any of its own examination(s) (in lieu of the Department's examination(s)) for administration to the District's pupils, the Charter School may elect to administer and transmit testing data for either the Department's or the District's examination(s). In that event, the Charter School shall provide the Office six months' notice of its plan to use such examination(s) and shall give the Chancellor a timely opportunity to comment on the intended change.
- (c) The Charter School shall administer the Measures of Academic Progress testing program developed by the Northwest Evaluation Association ("NWEA"), or other assessment system approved by the Office, three (3) times per year as annually designated by the Office. These assessments are designed to measure student progress and to provide information that can be used to improve teaching and learning. The Charter School shall cause such testing data to be transmitted to the Office in a timely manner. The University will contract with NWEA, or another designated provider, to make the testing program available to the Charter School. The Charter School agrees to reimburse the University for any expenses relating to such assessment including but not limited to the following: a pro rata portion of NWEA's startup costs charged to the University; NWEA's annual per student licensing fee based on the Charter School's total number of individual students assessed; a pro rata portion of NWEA's Training Workshop(s) fee(s); and any additional individualized or customized training(s) provided to the Charter School. This reimbursement is in addition to and does not supersede any of the Charter School's other contractual obligations under Section 4.6 of this Agreement.
- (d) As a school concerned with progress as related to potential, students are evaluated in terms of their individual competency rather than by comparative measures based on letter or number grades. Assessment is related to the student's individual learning rate, allowing each child to develop fully. Students are involved in their own evaluation.

Standardized testing is used as one of many evaluation tools. The Wisconsin Knowledge and Concepts Exam (WKCE) is given annually to students in grades three through eight. Other assessment tools are used for diagnostic and benchmarking information. Accountability notebooks document student growth from grade to grade over the years a student attends Woodlands School. Results are shared with the parents as one component of assessment. Permanent portfolios are kept throughout a student's enrollment at Woodlands School. During the Spring conferences

the students share the artifacts in their annual working portfolios. The goal is to provide a variety of examples of a student's growth over time.

Teachers guide a student's learning, building on the student's strengths. The goal is to help a student understand how he/she learns and her/his role as a learner. Woodlands believes that learning is lifelong. A student is encouraged to use his/her strengths to overcome what is challenging. By reflecting back on prior experiences, the learner sets goals and plans for the next day and the future.

Retention and moving students beyond age appropriate grade levels is not encouraged. In math and reading the students work at their own levels. The levels are determined by pre- and post-testing at various times during the school year. The teachers encourage students to work to their capacity. Materials are provided through integration of subjects and collaboration among teachers to meet students' needs.

- (6) The governance structure of the School, including the method to be followed by the School Board to ensure parental involvement:

Woodlands School is incorporated as nonstock, nonprofit corporation under chapter 181 of the Wisconsin Statutes. The School has been determined by the IRS to be tax-exempt under I.R.C. sec. 501(c)(3). The School is governed by a Board of Trustees. The Board currently has 11 Trustees and, per this Contract, must have a minimum of 5 trustees. The Principal is an ex-officio member of the Board. The Board is responsible for ensuring the School's compliance with applicable laws and this Agreement. The Board currently has two standing committees: Executive and Finance. Additional committees or task forces are created according to specific needs. For more information on Board governance, please refer to the current By-Laws which are attached as Appendix C.

Woodlands has long recognized the importance of parental involvement in the education process. Families are and will continue to be encouraged to provide a minimum of 15 hours of volunteer service during the school year. Volunteer opportunities include events such as unit plays, classroom projects, field trips, lunch days, building maintenance, and fund raising events. Any member of the family such as a grandparent, aunt, uncle, partner or other extended family member may contribute toward the family's volunteer hours. The School has an active Parent Teacher Organization (PTO) and at least one parent shall serve on the Board at all times, as well being invited to serve on standing and ad-hoc Board committees.

- (7) Subject to Applicable Law, the qualifications that must be met by the individuals to be employed in the School:

All school personnel for whom licensure is required under Wis. Stat. §§ 118.19(1) and 121.02(1)(a)2 shall hold a license or permit to teach issued by the

Department. Notwithstanding the foregoing, however, the Parties acknowledge and agree that the Charter School is not an instrumentality of the District, and thus that the Charter School is not subject to requirements arising in connection with Wis. Stat. §§ 118.40(7)(a) and 118.40(7)(am).

- (8) The procedures that the School will follow to ensure the health and safety of the pupils:

In addition to responding to the behaviors described in the School's Student Disciplinary Policy by the steps provided in that Policy (which is attached as Appendix D), the School is in the process of making health and safety recommendations through the work of an ad hoc staff committee.

The School has Student Expectations delineating the rights and responsibilities of students. These Student Expectations are distributed to students at the beginning of each school year, and in many units there is an acknowledgement page to be signed by the student, parent, and teacher.

The Charter School shall also comply with all Applicable Laws. In addition, Wis. Stat. § 118.32, which prohibits a strip search of a pupil, shall apply to the Charter School.

- (9) The means by which the School will achieve a racial and ethnic balance among its pupils that is reflective of the District population:

The School currently has a student population that reflects the racial and ethnic diversity of Milwaukee, as explained in section 3.1(4), *supra*. The School will strive to maintain this balance by continuing to recruit students by "word of mouth" from existing families, as has been the most successful recruitment strategy in the past. The School continues to see admission demand that exceeds supply. As needed, advertisements for the School are placed in neighborhood newspapers and magazines.

- (10) The requirements for admission to the School:

Students apply to the School through an application process that provides access to everyone who is eligible to attend the School pursuant to the Wisconsin Statutes. Preference will be given first to students who are already enrolled in the School and second to siblings of presently enrolled students. In the event a unit is oversubscribed, a lottery process (as described in Appendix E) shall be followed.

The Grantee acknowledges and agrees that, if the School receives funds under the federal Public Charter School Program, it must use a lottery to admit students if the School is oversubscribed, in which case the Grantee agrees to hold such lottery no later than 30 days prior to the start of each academic year.

- (11) The manner in which annual audits of the financial and programmatic operations of the School will be performed:

The Grantee shall submit audited financial statements of the Charter School's operation, including an audited list of the revenues and expenditures in each of the following categories and subcategories, the auditor's management letters, and any exceptions noted by the auditors, to the Office annually beginning after the first full school year. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30. The Office shall provide the School with a list of the financial account detail to assist the School and its auditors in appropriately distributing revenue and expenditures within the following categories:

(a) Total Revenue

- (1) State per pupil aid
- (2) Special Education aid
- (3) Federal aid broken down by program source/title
- (4) Grants
- (5) Donations
- (6) Other

(b) Total Expenditures

- (1) Instruction including special education
- (2) Pupil services
- (3) Instructional support including curriculum development, library/media and faculty/staff development
- (4) School Board/Administration
- (5) Facilities
- (6) Contracted Services
- (7) Debt service
- (8) Other

(12) The procedures for disciplining students:

The School will implement and follow the Student Disciplinary Policy attached as Appendix D. In addition, Wis. Stat. § 118.31, which prohibits corporal punishment of pupils, shall apply to the Charter School.

(13) The public school alternatives for pupils who reside in the District and do not wish to attend or are not admitted to the Charter School: Under Wis. Stat. § 118.40(6), no pupil may be required to attend the Charter School. Students who reside in the District and do not wish to attend the Charter School remain eligible to attend the District's schools.

(14) A description of the School's facilities and the types and limits of the liability insurance that the School will carry:

Woodlands School is located at 5510 West Bluemound Road in Milwaukee, Wisconsin. The Grantee shall provide the Office with evidence of a lease or ownership of the School premises in accordance with the provisions of Section 7.4 of this Contract.

The Grantee shall provide the following minimum liability insurance coverages with limits in respect to the Charter School as set forth below:

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Commercial General Liability (which must include coverage for sexual abuse and molestation, corporal punishment, athletic events, and use of gymnasium equipment and must not contain endorsements CG 22 94/95; CG 21 42/43; CG 21 39; CG 24 26; CG 21 45 or CG 21 04)	
Each Occurrence Limit	\$1,000,000
Personal & Advertising	\$1,000,000
Damage to Premises Rented to You	\$500,000
General Aggregate	\$2,000,000
Products-Completed	
Operations Aggregate	\$2,000,000
Medical Expense	\$5,000
B. Auto Liability	
Combined Single Limit	\$1,000,000 each accident
C. Umbrella (providing excess employer's liability, general liability and auto liability coverage)	
Each Occurrence Limit	\$6,000,000
General Aggregate Limit	\$6,000,000
D. Worker's Compensation	
Worker's Compensation	Statutory Coverage
E. School Leader's Errors & Omissions/Educator's Legal Liability	
Aggregate Limit	\$2,000,000
F. Fidelity Bond Coverage (covering Crime, and including employee theft, forgery, larceny and embezzlement for the employees, School Board members and management companies who are	

responsible for the financial decisions of the Charter School, including but not limited to the CEO)

Limit per Loss	\$500,000
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The “Board of Regents of the University of Wisconsin System, its officers, employees, and agents” shall be named as an additional insured under the insurance policies described in section A, B, C, E, and F above. A certificate of insurance evidencing the aforementioned insurance requirements is to be provided to the Office annually, prior to the start of each academic year; specifically, the certificate holder shall be the Board of Regents of the University of Wisconsin System, c/o UWM Office of Charter Schools, Enderis Hall Room 582, P.O. Box 413, Milwaukee, WI 53201. A specimen policy for each of the aforementioned insurance requirements shall also be provided to the Office annually. The insurer may not cancel any of the aforementioned insurance requirements prior to the expiration date thereof with less than 30 days notice, and the certificate of insurance shall reflect this requirement. The certificate of insurance must specifically identify any exclusions in any of the aforementioned coverages. Should the Grantee be unable to obtain any of the aforementioned coverages, the Grantee may seek a written waiver of the above provisions from the University’s Risk Manager by directing such a request to the Office. Under no circumstances is the Board’s right to recovery of damages limited to the fact that it is named as an additional insured under the insurance policies noted above.

The Grantee shall require subcontractors of the Charter School to be insured and provide a certificate of coverage providing for the following:

A. Workers Compensation	Statutory Coverage
B. Commercial General Liability	
Each Occurrence Limit	\$1,000,000
General Aggregate	\$1,000,000
Products-Completed	
Operations Aggregate	\$1,000,000
C. Automobile Liability	
Combined Single Limit	\$1,000,000

In addition, for subcontractors providing the following services ("Special Services"): air charter, asbestos abatement, building construction and remodeling, custodial, daycare, elevator maintenance, manual food service, medical services, recreational services/high risk entertainment, refuse transportation and disposal, security, and transportation of people, the Grantee shall require subcontractors to provide a certificate of additional coverage for the coverage and in the amounts described in Appendix A. Should the Grantee be unable to obtain proof of insurance as required in this subsection from a particular subcontractor, the Grantee may seek a written waiver of the above provisions from the University’s Risk Manager by directing such a request to the Office.



For the purposes of this subparagraph, “subcontractor” is defined as any third party or entity with which the Grantee contracts for the provision of goods or services related to the School, whose employees or representatives will have face-to-face contact with students, staff, or the School site, and which subcontractor is not expressly covered by the Grantee’s own liability insurance coverage as described above.

(15) The effect of the establishment of the Charter School on the liability of the University:

- (a) The University shall not be liable to any person not a Party to this Contract on account of the establishment or operation of the Charter School. Further, the University assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or independent contractor of the Grantee or the Charter School, or any other persons receiving services from or doing business with the Grantee.
- (b) The Parties agree that nothing contained in this Contract will create any association, partnership, or joint venture between the Parties, or any employer-employee relationship between the University and the Grantee or the Charter School.

Section 3.2 Nonsectarian Practices. The Charter School shall be nonsectarian in all its programs, admissions policies, employment practices and all other operations.

Section 3.3 Tuition. To the extent provided in Wis. Stat. § 118.40 *et seq.*, the Charter School shall not charge tuition.

Section 3.4 Anti-discrimination. The Charter School may not discriminate in admission or deny participation in any program or activity on the basis of a person’s sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

## ARTICLE FOUR

### ADDITIONAL OBLIGATIONS OF THE GRANTEE

The Grantee hereby covenants to undertake the following:

Section 4.1 Compliance with Applicable Law. The Charter School shall comply with all Applicable Law, which may change from time to time and which may include, but is not limited to, the following laws:

- (1) Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7;
- (2) Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*;
- (3) Age Discrimination Act of 1985, 42 U.S.C. § 6101 *et seq.*;
- (4) Section 504 of the Rehabilitation Act of 1974, 29 U.S.C. § 794, and the Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213.

- (5) Individuals with Disabilities Education Act, 20 U.S.C. § 1400-1485 *et seq.*
- (6) Family Education and Privacy Rights Act, 20 U.S.C. § 1232(g);(7) Drug-Free Workplace Act, 41 U.S.C. § 701 *et seq.*;
- (8) Asbestos Hazard Emergency Response Act, 15 U.S.C. §§ 2641-2655; and
- (9) No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301-6578, and its implementing regulations, 34 C.F.R. § 200 *et seq.*

If the Applicable Law requires the Office to take certain actions or establish requirements with respect to the Grantee, the Grantee shall cooperate with those actions and comply with those requirements. In particular, the Grantee agrees to comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the No Child Left Behind Act of 2001 (the “NCLB”) and its implementing regulations established by the U.S. Department of Education, which currently include participating in statewide assessments, meeting the state adequate yearly progress definition, meeting public and parent reporting requirements, implementing school sanctions if the Grantee is identified for school improvement, and meeting the highly-qualified teachers and paraprofessional requirements.

Section 4.2 Non-profit Status. The Charter School shall be created, maintained, and operated by the Grantee, a nonstock corporation created under chapter 181, Wisconsin Statutes. The Grantee shall provide to the Office documentary evidence that it is a nonstock organization in good standing under the laws of the State of Wisconsin, including a copy of its By Laws, by the date this Contract is executed. The Grantee shall remain a nonstock corporation under the laws of Wisconsin for the duration of this Contract and shall from time to time (but not more often than annually) after the date this Contract is executed, as the Chancellor requests, provide the Office documentary evidence that confirms its good standing and its nonstock status. The Grantee has and shall maintain tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1986.

Section 4.3 Background Screening. The Grantee shall, at its own expense, perform or cause to be performed background screening through the State of Wisconsin Department of Justice of all full- and part-time employees and volunteers engaged at the Charter School as teachers or otherwise having access to pupils, and shall not assign any employee or volunteers to teach or otherwise to have access to pupils until the Grantee or its designee investigates and determines that there is nothing in the disclosed background of the employee or volunteer which would render the employee or volunteer unfit to teach or otherwise have access to pupils of the Charter School including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee or agent, including volunteers. For purposes of this Section, “volunteer” shall mean a non-paid person who serves at the Charter School and who provides services on a regular and ongoing basis for more than 5 hours per calendar week, but shall not under any circumstances include any parent of a student enrolled in the Charter School, unless the parent is employed by the Charter School.

Section 4.4     Employment of Personnel. The Grantee or its agents or designees shall contract with personnel in accordance with all state law requirements regarding certification and qualifications of employees of public schools, including but not limited to, Wis. Stat. § 118.19 and Wis. Stat. § 121.02. The Grantee shall provide to the Office a copy of all faculty and staff certification reports filed with the Department, including but not limited to the Fall Staff Report (Report No. PI-1202), showing that such personnel are licensed as required by this section or have applied for licensure from the Department. The Grantee or its designee shall make available to the Office, upon request, all licenses, certifications, and employment contracts for personnel engaged at the Charter School.

Section 4.5     [Omitted.]

Section 4.6     Administrative Fee.

- (1) The Grantee shall pay to the University annually an administrative fee to reimburse the University for the actual direct and indirect costs of administering this Contract during each period of July 1 to June 30 during the term of this Contract, which actual costs shall include but not be limited to execution of the University's oversight responsibilities. Actual costs shall not include research fees. The administrative fee shall be determined by the University but shall not exceed 3% of the amount paid to the Grantee each year by the Department under Article Five, Section 5.2 of this Contract.
- (2) Not later than June 1 of each year during the term of this Contract, the University shall provide the Grantee with an itemized budget showing the University's best estimate of its proposed total expenditures for administering the Contract during the upcoming period of July 1 to June 30. The Grantee shall thereafter pay to the University the amount of such proposed total expenditures, doing so in four (4) equal payments, each due within ten (10) days after the Grantee shall have received from the Department a quarterly payment payable under Wis. Stat. § 118.40(2r)(e).
- (3) In addition, not later than October 1 of each year during the term of this Contract, the University shall provide the Grantee with an end of year financial statement showing the University's actual total expenditures for administering the Contract, as provided in this Section 4.6, during the period of July 1 to June 30 then just completed. Within ninety (90) days after the Grantee receives such end of year financial statement, the University shall pay to the Grantee, or the Grantee to the University, as the case may be, the difference between (i) the amount of the University's actual total expenditures during the period of July 1 to June 30 summarized in such end of year fiscal statement and (ii) the amount paid by the Grantee with respect to such period. Any reconciling payments made by Grantee pursuant to this Section 4.6(3) shall, however, remain subject to the 3% cap on aggregate administrative fees imposed by Section 4.6(1).

Section 4.7 Student Activities and Rental Fees.

- (1) The Charter School may assess reasonable pupil fees for activities such as field trips and extracurricular activities, which fees shall not exceed the actual cost to provide such activities. The Charter School may also assess reasonable rental fees for the use of such items as towels, gym clothing, and uniforms, which fees shall not exceed the actual cost to provide such items. The Charter School may not, however, prohibit an enrolled pupil from attending the Charter School, or expel or otherwise discipline such a pupil, or withhold or reduce the pupil's grades because the pupil has not paid fees permissibly charged under this Section.
- (2) The Charter School may require its pupils to purchase and wear uniforms, but no Party shall profit from the sale of uniforms to pupils.

Section 4.8 Transportation Contracts. The Grantee may enter into contracts with other school districts or persons, including municipal and county governments, for the transportation of Charter School students to and from school and for field trips.

Section 4.9 Inspection of Charter School Facilities. The Grantee shall permit any designee(s) of the Chancellor to inspect Charter School facilities at any time during the term of this Contract, provided that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School.

Section 4.10 Access to Charter School Records. Subject to Applicable Law, the Grantee shall grant any designee(s) of the Chancellor upon reasonable notice the right to reasonably inspect and copy at cost any and all Charter School records and documents, including but not limited to pupil records and reports submitted by the Grantee to the Department, at any time within normal business hours during the term of this Contract; provided, however, that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School or otherwise unduly burden the staff of said school. The Grantee shall provide the Office with a copy of any report submitted to the Department at the time of filing, including the reports identified in Appendix B. The Grantee also agrees to provide the Office with a copy of any and all Charter School records and documents within two (2) weeks of any reasonable request. To the extent that the Charter School provides any Charter School records to the University that are protected by privacy or confidentiality laws, the University agrees to abide by such laws as are applicable to the Charter School and not to disclose such records to any third party, except as required by law.

Section 4.11 Financial Reports. As required under Section 3.1(11) of this Contract, the Grantee shall submit audited financial statements of the Charter School's operation, including an audited report of the Charter School's revenues and expenditures in each of the categories and subcategories listed in Section 3.1(11), the auditor's management letters and any exceptions noted by the auditors, to the Office annually. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the

Grantee's fiscal year on June 30. Audits shall be conducted in accordance with generally accepted auditing standards and with the prevailing Government Auditing Standards issued by the Comptroller General of the United States. Audited statements shall be prepared in accordance with "Generally Accepted Accounting Principles" [GAAP]. In the case that the Grantee contracts with one or more management companies for the operation or administration of the Charter School, the report shall include the management companies' expenditures on behalf of the Charter School.

Section 4.12 School Year Calendar. The calendar for each school year shall be submitted to the Office no later than the prior July 1 and shall be subject to the approval of the Chancellor or Chancellor's designee. The calendar must consist of no less than 180 days of instruction. If the Chancellor or Chancellor's designee does not notify the Grantee otherwise, the calendar shall be deemed approved 30 days after submission to the Office.

Section 4.13 Grant Applications. The Grantee shall submit to the Office copies of any applications for grants made on behalf of the Charter School at the time the application is submitted to the funding authority.

Section 4.14 Authorization for Release of Department Reports. The Grantee hereby authorizes the Department to disclose and/or transmit to the Office upon the Office's request any information, data, or reports filed by the Grantee with the Department. Reports submitted by the Grantee to the Department include but are not limited to the Pupil Membership Audit, the Special Education Plan (Report No. PI-3200), the Third Friday in September Pupil Count Report (Report No. PI-1567-A), the School Performance Report, the Fall Staff Report (Report No. PI-1202), the Fall Enrollment Report (Report No. PI-1290), the Federal Collection: Special Education Child Count (Report No. PI-2197-A), the Second Friday January Pupil Count Report (Report No. PI-1567-B), the Course Offerings (Report No. PI-1215), the End of the Year AODA/Tobacco Report, and the ESEA Consolidated Application: Title I, Title II, Title III, Title IV, Title V Federal Funds.

## ARTICLE FIVE

### JOINT RESPONSIBILITIES OF THE PARTIES

The Parties agree to take the following actions:

Section 5.1 Operation or Management Contracts and Other Sub-contracts.

- (1) The Chancellor reserves the right to review and approve beforehand any Operation or Management Contract for operation or management of the Charter School that the Grantee wishes to itself enter into with any third party not treated by the Grantee as an employee of the Grantee; provided, however, that such approval shall not be unreasonably withheld, conditioned, or delayed. An "Operation or Management Contract" is a contract (i) that relates to the creation, implementation, or operation of the academic program, instruction, supervision,

administration, or business services at the Charter School and (ii) that contemplates an aggregate liability of more than \$50,000 per fiscal year.

- (2) The Grantee shall submit to the Office a copy of any proposed Operation or Management Contract and shall not enter into any such contract until the Chancellor or the Chancellor's designee shall have approved (or be deemed to have approved) the same. The Chancellor or the Chancellor's designee shall have 30 Days after receiving the proposed Operation or Management Contract to review the document and to deliver to the Grantee a written statement approving or rejecting such contract. If the Chancellor or the Chancellor's designee does not within such 30 Days object in writing to the proposed contract, the contract shall be deemed approved. If the Chancellor or the Chancellor's designee rejects the proposed contract, however, the Chancellor or the Chancellor's designee shall also within the 30 Day review period hereunder advise the Grantee in writing of its specific objections to the proposed contract. The Grantee may thereafter modify (and remodify) the proposed contract and continue submitting the modified contract for the approval of the Chancellor or the Chancellor's designee, which approval shall not be unreasonably withheld, conditioned, or delayed.
- (3) Every Operation or Management Contract shall: (i) be written and executed by both the Grantee and the third party; (ii) contain the third party's covenant to submit to the Office any documentation material to the Office's efforts to assist the Chancellor in carrying out its oversight responsibilities; and (iii) provide that the third party shall, subject to Applicable Law, grant the Chancellor or the Chancellor's designee and the Grantee the right to inspect and copy at cost any and all records and documents directly related to the terms and conditions of this Contract, including pupil records. In addition, every Operation or Management Contract with a third-party provider of educational management services shall specify the nature and methods of compensation for such third-party provider of educational management services, and shall specify the methods and standards the Grantee shall use to evaluate the performance of the third party.

Section 5.2 Payments to Charter School. Upon execution of this Contract, the Chancellor shall notify the Department in a timely fashion of the Grantee's eligibility for funds under Wis. Stat. § 118.40(2r)(e). During the term of this Contract, the Grantee shall be paid by the Department the amount during each school year as specified by Wis. Stat. § 118.40(2r)(e) and applicable rules and policies of the Department.

Section 5.3 Performance Evaluation.

- (1) The University shall evaluate the performance of the Charter School in the areas of leadership, strategic planning, student, stakeholder, and market focus, information and analysis, process management, and organizational performance results as set forth in the Educational Criteria for Performance Excellence of the Baldrige National Quality Program. A description of the specific measures that

shall be used to evaluate such areas shall be provided to the Grantee annually, no later than 60 days prior to the start of each academic year.

- (2) The Grantee shall provide to the University the following required reports, at the times described below:
- (a) Strategic Plan. The Grantee must provide a strategic plan to the University by August 1 prior to the first year of the operation of the Charter School. The strategic plan should specify the mission and vision of the school, identify the target population of students, and establish strategic goals for the development of the school. The Grantee shall resubmit the strategic plan to the Office upon each revision. In addition, a revised strategic plan must be submitted to the Office by August 1 immediately following any renewal of the initial term of the Contract.
  - (b) School and Organization Profile. No later than August 1 of each school year, the Grantee shall submit to the Office a school profile which provides general information about the school and its operations.
  - (c) Annual School Accountability Plan. By the later of September 1 of each school year or ten (10) days following the date on which the Grantee receives written Wisconsin Knowledge Concepts Exam (“WKCE”) results for the most recently completed school year, the Grantee shall submit to the Office for approval a school accountability plan which sets forth, in measurable terms, goals for school improvement in the following school year. If the Charter School has not made Adequate Yearly Progress (“AYP”) under the NCLB, as determined by the State of Wisconsin, this plan shall include a detailed description of the Grantee’s plans to implement any of the responsive and/or corrective requirements of the NCLB in the following school year. The Grantee may amend its accountability plan, as appropriate, if the NCLB results are not available when it submits the plan.
  - (d) Annual School Accountability Progress Report. By the later of August 1 of each school year or ten (10) days following the date on which the Grantee receives written WKCE results for the most recently completed school year, the Grantee shall submit a school performance report to the Office which states how the school has made progress on the goals identified in the school accountability plan established the prior year. This report shall include a description of how the Charter School is or is not meeting the State of Wisconsin’s definition of AYP under the NCLB and, if the Charter School has not made AYP in the past, a detailed description of the Charter School’s compliance with the responsive and/or corrective requirements of the NCLB in the prior year. The Grantee may amend its progress report, as appropriate, if the NCLB results are not available when it submits the report.

## ARTICLE SIX

### NOTICES, REPORTS AND INSPECTIONS

- Section 6.1 Notice of Annual Budget. The Grantee shall provide the Office with a copy of the proposed annual Charter School budget for the upcoming academic year no later than the June 1 immediately preceding the beginning of each such academic year.
- Section 6.2 Other Notices.
- (1) Agendas and Meetings. If the Charter School shall itself be constituted as a corporation, it shall provide to the Office agendas and notice in advance of all meetings of the Charter School's School Board.
  - (2) Governmental Agencies. The Grantee shall immediately notify the Office when either the Grantee or the Charter School receives any correspondence from the Department or the United States Department of Education that requires a formal response, except that no notice shall be required of any routine or regular, periodic mailings.
  - (3) Legal Actions. The Charter School shall immediately report to the Office any litigation or formal legal proceedings in which the Charter School is a party or alleging violation of any Applicable Law with respect to the Charter School.
- Section 6.3 Certain Reports. The Grantee shall at its expense provide such information and nonperiodic reports as the Office shall reasonably deem necessary to confirm compliance by the Grantee and the Charter School with the terms and conditions of this Contract.
- Section 6.4 [Omitted.]

## ARTICLE SEVEN

### MISCELLANEOUS PROVISIONS

- Section 7.1 Athletic and Other Associations. The Charter School may, but shall not be required to, join any organization, association, or league as is customary for public schools in the State of Wisconsin which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.
- Section 7.2 Code of Ethics. A member of the School Board and any of the officers of the Grantee directly involved in the implementation of the terms and conditions of this Contract (together "the board members") shall be subject to the following code of ethics:
- "Anything of value" means any money or property, favor, service, payment, advance, forbearance, loan, or promise of future employment, but does not



include compensation paid by the Grantee for the services of a board member, or expenses paid for services as a board member, or hospitality extended for a purpose unrelated to Charter School business.

“Immediate family” means a board member’s spouse and any person who receives, directly or indirectly, more than one half of his or her support from a board member or from whom a board member received, directly or indirectly, more than one half of his or her support.

- (1) No board member may, in a manner contrary to the interests of the Charter School, use or attempt to use his or her position or Charter School property, including property leased by the Charter School, to gain or attempt to gain anything of substantial value for the private benefit of the board member, his or her immediate family, or any organization with which the board member is associated.
- (2) No board member may solicit or accept from any person or organization anything of value pursuant to an express or implied understanding that his or her conduct of Charter School business would be influenced thereby.
- (3) No board member may intentionally use or disclose confidential information concerning the Charter School in any way that could result in the receipt of anything of value for himself or herself, for his or her immediate family, or for any other person or organization with which the board member is associated.
- (4)
  - (a) If a board member, a member of a board member’s immediate family, or any organization with which a board member is associated proposes to enter into any contract (including a contract of employment) or lease with the Grantee that may within any 12-month period involve payments of \$3,000 or more derived in whole or in part from payments made pursuant to Wis. Stat. § 118.40(2r)(e), such board member shall be excused from, and shall not participate in, any dealing, discussion, or other position of approval or influence with respect to the Grantee’s entering into such contract or lease; provided, however, that such board member may be part of a discussion concerning such proposed contract or lease for the limited purpose of responding to board inquiries concerning such contract or lease.
  - (b) Provided that the board member is not in a position to approve or influence the Grantee’s decision to enter into such contract or lease and that the procedures set forth in Section 7.2 are observed, a board member may enter into a contract or lease described in Section 7.2(4)(a) if the board member shall have made written disclosure of the nature and extent of any relationship described in Section 7.2(4)(a) to the Office prior to entering into such contract or lease.

- Section 7.3 Use of University Marks. Neither the Grantee nor the Charter School nor any of their sub-contractors may use the name, logo, or other mark designating the University without the expressed prior written consent of the Chancellor, nor may the name, logo, or other mark designating the Board of Regents of the University of Wisconsin System without the expressed prior written consent of the Board of Regents.
- Section 7.4 Copies of Certain Documents. The Grantee shall provide to the Office at least 90 days before the start of a school year (1) copies of its lease or deed for the premises in which the Charter School shall operate and (2) copies of certificates of occupancy and safety which are required by law for the operation of a public school in the State of Wisconsin.
- Section 7.5 Public Records. The Grantee agrees to manage and oversee the Charter School in accordance with all applicable federal and state public records laws. For purposes of this Contract, the University shall consider the Grantee, and the Grantee agrees to act as, an “authority” as defined in Wis. Stat. §19.32(1) and subject to the public records law provisions of Wis. Stat. Ch. 19, subchapter II.
- Section 7.6 Open Meetings. The Grantee specifically agrees that the following meetings shall be open to the general public:
- (1) Submission of annual report to the School Board.
  - (2) Approval of the annual budget of Charter School by the School Board.
  - (3) All school admission lotteries.
  - (4) Approval of the annual audit of Charter School by the School Board.
  - (5) Annual open house.

The Grantee shall use its good faith efforts to provide reasonable notice of the above listed meetings to the parent/guardian of each student attending the Charter School and shall notify the public according to Wis. Stat. §120.08(2)(b).

## ARTICLE EIGHT

### PROVISIONS FACILITATING UNIVERSITY RESEARCH

- Section 8.1. Research. The Parties agree that the University may seek information from the Grantee and the Charter School for purposes of research. Prior to conducting such research, the University shall seek the Grantee’s prior written approval, which will not be unreasonably withheld. Information relevant to such research shall include, but not be limited to, the following:
- (1) Surveys. The University may survey individuals and groups (including but not limited to, parents, students, teachers, board members, others involved in the

governance of the Charter School, and the public) concerning the performance of the Charter School, provided that such surveying (i) shall be done at the University's sole expense and (ii) shall not materially interfere with the orderly and efficient operation of the Charter School. The Grantee agrees to cooperate with the University's efforts to conduct such surveys. Employment contracts with teachers employed at the Charter School shall specify that they shall cooperate with such surveys.

- (2) Pupil Testing. The University may seek to administer to each pupil of the Charter School (other than kindergarten pupils), in connection with the pupil's first enrolling in the Charter School, a one-time examination designated by the University. Such examination shall be administered at the University's sole expense and shall not materially interfere with the orderly and efficient operation of the Charter School. The results of any such examination shall be promptly shared with the Grantee.
- (3) Parent/Guardian Evaluation Participation. The University may ask the parent and/or legal guardian of a pupil enrolled in the Charter School to participate in an evaluation or research, which may include their participation in an interview or responding to a questionnaire, about the performance of the Charter School. The Grantee shall use its good offices to urge that the parent and/or legal guardian to participate in such evaluation or research process, subject to their consent.
- (4) Research Observers. The Grantee agrees to accept on the Charter School's premises research observers designated by the University to serve as observers of the activities of the Charter School, provided that the activities of such research observers shall not interfere with the orderly and efficient conduct of education and business at the Charter School. Costs and expenses incurred for the evaluation activities of such observers shall be reimbursed to the University as part of the reimbursement owing under Section 4.6 of this Contract.

## ARTICLE NINE

### REVOCATION OF CONTRACT BY THE UNIVERSITY

Section 9.1 Events of Default by Grantee. This Contract may be terminated by the University under procedures in Section 9.2 if the University finds that any of the following Events of Default have occurred:

- (1) The pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01, or have failed to achieve AYP, as determined by the State of Wisconsin, pursuant to the federal NCLB, for 3 consecutive years;
- (2) The Grantee has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- (3) The Grantee is insolvent or has been adjudged bankrupt;

- (4) The Grantee's directors, officers, employees, or agents provided the University false or intentionally misleading information or documentation in the performance of this Contract;
- (5) The Charter School has failed materially to comply with Applicable Law;
- (6) The Charter School has violated Wis. Stat. § 118.40 *et seq.*;
- (7) The Grantee defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract; or
- (8) The Charter School, in the Chancellor's sole discretion, has insufficient enrollment to successfully operate;

Section 9.2 Procedures for the University's Revocation.

- (1) Emergency Termination or Suspension Pending Investigation. If the Chancellor determines that any of the Events of Default set forth in Section 9.1 has occurred and that thereby the health or safety of the Charter School's students is immediately put at risk, the University shall provide the Grantee written notice of such Event(s) of Default and, upon delivering such notice, may either (i) terminate this Contract immediately or (ii) exercise superintending control of the Charter School pending investigation of the pertinent charge.
  - (a) If the University shall elect to exercise superintending control pending investigation of the pertinent charge, the University shall give the Grantee written notice of the investigation, shall commence such investigation immediately, shall permit the Grantee fairly to address the pertinent charge, and shall thereafter complete its investigation as quickly as reasonably practicable.
  - (b) Upon completing its investigation, the University shall promptly deliver to the Grantee in writing either (i) a notice of immediate termination on the bases set forth in this Section 9.2, (ii) a notice of an Event of Default and an opportunity to cure pursuant to Section 9.2(2), or (iii) a notice rejecting the pertinent charge and reinstating control of the Charter School to the Grantee.
- (2) Non-Emergency Revocation and Opportunity to Cure. If the Chancellor determines that any of the Events of Default has occurred but that such occurrence does not thereby immediately put at risk the health or safety of the Charter School's students, the University shall advise the Grantee in writing of the pertinent occurrence and shall specify for the Grantee a reasonable period of time (though in no instance less than 30 days) within which the Grantee shall cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the Chancellor.

- (a) If the Grantee shall not so cure or otherwise remedy the specified Event(s) of Default, the University may terminate this Contract by written notice delivered within 10 days after expiration of the specified period.
- (b) If the University shall so terminate this Contract, termination shall become effective at the end of the current academic year. If the written notice of termination under (a) above is delivered after the close of a school year but before the commencement of the next school year (i.e. during summer break), termination shall become effective immediately (i.e. prior to the start of the next academic semester scheduled for the Charter School).

### Section 9.3 General Termination or Nonrenewal Procedures.

- (1) Final Accounting. Upon termination or nonrenewal of this Contract, the Grantee shall assist the Chancellor in conducting a final accounting of the Charter School by making available to the Chancellor all books and records that have been reviewed in preparing the Grantee's annual audits and statements under Section 3.1(11) of this Contract. The Grantee shall also submit a final audited financial statement of the Charter School's operation, including auditor's management letters and any exceptions noted by the auditors, which must be received by the Office within 120 days after the end of the Grantee's final school year.
- (2) Records Retention. Upon termination or nonrenewal of this Contract, the Grantee shall designate a records custodian who will be responsible for maintaining its records in accordance with the law and this Contract. Following the expiration of any statutory retention period and the contractual retention requirements as described below, whichever is longer, the records custodian will arrange for the destruction of records in a manner that ensures their confidentiality.
  - (a) Administrative and Personnel Records. Upon termination or nonrenewal of this Contract, the records custodian will maintain a copy of the School's administrative records, including personnel records, and will provide copies of such records to third parties as required by law or otherwise appropriately requested for a period of not less than six (6) years.
  - (b) Student Records. Upon termination or nonrenewal of this Contract, the Grantee shall provide the Office and the Department with a list of pupil names and their contact information, along with the name of the school to which each pupil is transferring, if known. The records custodian shall transfer a copy of the pupil records, as defined in Wis. Stat. § 118.125, to the school to which each pupil is transferring. The records custodian shall also maintain a copy of pupil records in accordance with Wis. Stat. § 118.125(3).
- (3) Financial Obligations/Asset Distribution. Upon notification of termination or nonrenewal of this Contract and dissolution of the Charter School, the Grantee shall designate an independent trustee who will be responsible for satisfying all

outstanding financial liabilities of the Charter School and properly distributing the School's assets in compliance with the law and this Contract. The trustee shall implement a procedure for limiting all expenditures to those that are reasonable and necessary for the ongoing day-to-day operations of the Charter School, such as preauthorized payroll expenses, utilities, rent and insurance. The trustee shall return any unspent federal or state grant money or funds to the Department. The trustee shall provide the Office and the Department with an inventory of any property or equipment purchased, in whole or in part, with state or federal funds. Following any disposition required by state or federal law, and following the satisfaction of the creditors, the trustee shall distribute any remaining property and equipment purchased with state or federal funds to other University-chartered Charter Schools.

## ARTICLE TEN

### TERMINATION BY THE GRANTEE

Section 10.1 Grounds for Termination by the Grantee. This Contract may be terminated by the Grantee under procedures in Section 10.2 if Grantee finds that any of the following Events of Termination have occurred:

- (1) The Charter School has insufficient enrollment to successfully operate;
- (2) The Grantee's Operation or Management Contract with a third-party provider of educational management services has been terminated;
- (3) The Charter School has lost its right to occupy all or a substantial part of its physical plant and cannot occupy another suitable facility, at a cost deemed reasonable by the Grantee, before the expiration or termination of its right to occupy its existing physical plant;
- (4) The Grantee has not timely received any one of the payments contemplated under Wis. Stat. § 118.40(2r)(e);
- (5) The Grantee has become insolvent or been adjudged bankrupt; or
- (6) The University defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.

Section 10.2 Procedures for Grantee Termination of Contract. The Grantee may terminate this Contract according to the following procedures:

- (1) Notice. If the Grantee determines that any of the Events of Termination set forth in Section 10.1 has occurred, the Grantee shall notify the Chancellor of the pertinent Event(s) of Termination. The notice shall be in writing, shall set forth in sufficient detail the grounds for termination, and shall specify the proposed effective date of termination (which date shall, to the extent reasonably

practicable, be the end of the next academic semester scheduled for the Charter School).

(2) Discretionary Termination.

- (a) As to the Event(s) of Termination set forth in Sections 10.1(1)-(2) and (6), the Chancellor may conduct a preliminary review of the alleged bases for termination to ensure that such bases are bona fide. Such review shall be completed promptly and, within 30 days after the Chancellor receives the Grantee's notice, the Chancellor shall deliver to the Grantee a notice (i) approving the Grantee's requested termination or (ii) denying the same on the grounds that the asserted bases for termination are not in fact bona fide.
- (b) If such results of the review and the Chancellor's determination are not delivered to the Grantee in writing within 30 days after the Chancellor receives the Grantee's notice, the Grantee's notice shall be deemed an approved basis for termination.

(3) Automatic Termination. As to the Event(s) of Termination set forth in Sections 10.1(3)-(5), termination shall be effective on the date set forth in the Grantee's notice under Section 10.2(1).

Section 10.3. [Omitted.]

Section 10.4. General Termination and Nonrenewal Procedures. The requirements set forth in Section 9.3 above shall be applicable to a termination of contract under this Article Ten.

## ARTICLE ELEVEN

### TECHNICAL PROVISIONS

Section 11.1 Term of Contract. The term of this Contract shall commence on July 1 following its execution and shall continue for a period of five years. During the fourth full year of this Contract the University shall conduct a review of the Charter School's performance to date. The University shall specify in writing for the Grantee the subjects of the review at least 3 months prior to the beginning of the fourth full year of the operation of the Charter School. The University shall complete the review and shall issue a written report by the end of the fourth full year of the Contract. Results of the review shall serve as the basis for the University to determine whether it will negotiate another Contract with the Grantee.

Section 11.2 Non-agency. It is understood that neither the Grantee nor the Charter School is an agent of the University.

Section 11.3 Appendices. The following documents, appended hereto, are made a part of this Contract and the Grantee and the Charter School agree to abide by all the terms and conditions included herein:

Appendix A: Part 4.D of the UW System Risk Management Manual, Vendor Certificates of Interest

Appendix B: Contract Compliance Documentation

Appendix C: School Board By-Laws

Appendix D: School Student Disciplinary Policy

Appendix E: Lottery Process

Section 11.4 Applications of Statutes. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends the responsibilities or obligations of any of the Parties with respect to this Contract, this Contract shall be altered or amended to conform to the change in existing law as of the effective date of such change.

Section 11.5 Hold Harmless and Indemnification. To the extent allowed by law, the Grantee shall hold harmless and indemnify the University against any and all liability, claims, demands, and causes of action (including reasonable attorneys fees) whatsoever for injury to or death of any person(s) or for loss of or damage to any property which arise out of, occur in connection with or are in any way incident to the Grantee, its contractors, subcontractors, or agents' performance of obligations under this Contract.

Section 11.6 Amendments. This Contract may be amended only upon the written agreement of the Parties.

Section 11.7 Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 11.8 Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the Parties and their respective successors and permitted assigns.

Section 11.9 Entire Agreement. This Contract sets forth the entire agreement among the Parties with respect to the subject matter of this Contract. All prior application materials, agreements or contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 11.10 Assignment. This Contract is not assignable by either Party without the prior written consent of the other Party.



Section 11.11 Non-waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 11.12 Force Majeure. If any circumstances occur which are beyond the control of a Party, which delay or render impossible the obligations of such Party, the Party's obligation to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 11.13 No Third Party Rights. This Contract is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 11.14 Governing Law. This Contract shall be governed and controlled by the laws of the State of Wisconsin.

Section 11.15 Notices. Whenever this Contract provides that notice must or may be given to another Party, or whenever information must or may be provided to another Party, the Party who may or must give notice or provide information shall fulfill any such responsibility under this Contract if notice is given or information is provided to:

To Grantee: Maureen Sullivan, Principal  
Woodlands School  
5510 West Bluemound Road  
Milwaukee, WI 53208

with a copy to: Chair, Board of Trustees  
Woodlands School  
5510 West Bluemound Road  
Milwaukee, WI 53208

To Office: Director  
UWM Office of Charter Schools  
Enderis Hall 582  
P.O. Box 413  
Milwaukee, WI 53201

with a copy to:        Director  
                                 UWM Office of Legal Affairs  
                                 Chapman Hall 380  
                                 P.O. Box 413  
                                 Milwaukee, WI 53201

Notice hereunder shall be effective if made by hand delivery to the pertinent Party or by United States mail, postage prepaid, certified with return receipt requested. Notices shall be effective (i) when actually received by the addressee, if made by hand delivery, or (ii) 2 days after delivering the pertinent notice to the control of the United States Postal Service, if made by certified mail with return receipt requested.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract.

FOR GRANTEE:

FOR THE UNIVERSITY:

\_\_\_\_\_  
Name:

\_\_\_\_\_  
Name: Carlos E. Santiago

\_\_\_\_\_  
Chair, Board of Trustees  
Title

\_\_\_\_\_  
Chancellor  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

The University of Wisconsin-Milwaukee  
Charter School Contract Extension  
for the Capitol West Academy

EDUCATION COMMITTEE

Resolution I.1.d.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the extension of the charter school contract with the Capitol West Academy, Inc., together with amendments to the contract, maintaining a charter school known as the Capitol West Academy.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
CAPITOL WEST ACADEMY CHARTER RENEWAL**

**Executive Summary**

**INTRODUCTION**

Charter schools are intended to offer quality education services to children through the creation of alternative public schools that are not subject to as many of the rules and regulations imposed on school districts. The charter school movement is one of the strategies used to expand the idea of public school choice in Wisconsin and the rest of the nation.

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. Since then, the Board of Regents and the Chancellor of UW-Milwaukee have approved several charter schools, involving a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children.

The Office of Charter Schools at UW-Milwaukee and Chancellor Santiago recommend that the Capitol West Academy School be granted a four-year extension to its charter. The Capitol West Academy was approved by the Board of Regents in April 2004, and began operation in September 2004.

**REQUESTED ACTION**

Approval of Resolution I.1.d.(2), authorizing the extension of the charter school contract with the Capitol West Academy, Inc., to operate a public school known as the Capitol West Academy.

**BACKGROUND**

In 1998, Wisconsin Statute 118.40 was amended to grant authority for the University of Wisconsin-Milwaukee (University) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and in turn demand a new type of public accountability tied to actual performance. Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. The renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action.

Renewal of a charter is usually for an additional four or five-year period. A school may, however, be placed on probation with a charter renewal period of less than four or five years. Renewal of a charter is based on evidence of meaningful progress on key measures of performance as follows: student well-being, academic success, faithfulness to the charter, ability to communicate and transmit the mission, parent and student satisfaction, staff satisfaction with professional and organizational growth, viability of the charter school, fiscal stability of the charter school, and contractual compliance.

## DISCUSSION

Capitol West Academy (CWA) was granted a charter by the University of Wisconsin System Board of Regents in April of 2004. CWA operates from a campus at 3939 N. 88<sup>th</sup> Street, Milwaukee, WI, 53222, which it leases from the St. Aemilian-Lakeside, Inc.. St. Aemilian-Lakeside serves as the sponsor for CWA, providing financial support and services and sharing part time administrators and teachers. Dr. Robert King presently chairs the eleven-member board that operates the school. Mrs. Donna Niccolai-Weber is the Executive Director and Ms. Ann Andress is the school Principal.

The mission of CWA is to: “provide a safe nurturing educational environment where children, with the support of their families and the community, learn and grow to be successful life long learners and productive citizens.” The beliefs that guide CWA are stated as follows: “We believe in the strength and determination of the human spirit. We believe in hope, in the will of the individual, and most importantly that a quality education can help to overcome obstacles of poverty, family instability, and community disorganization.” CWA expects that each child will: “(1) demonstrate academic mastery; (2) apply critical thinking and self-mastery; (3) embrace ethical standards of conduct and respect for others; (4) understand the strength of diversity; (5) demonstrate stewardship, citizenship and social skills; and (6) value the importance of learning.”

The fundamental goals of CWA are to: “(1) Create a safe, student-centered environment with a high expectation for academic achievement in the areas of reading, language arts, math, social decision-making and science that will assist students in exceeding Wisconsin proficiency levels; (2) Provide an environment in which all teachers foster academic, social and emotional growth, and effectively and efficiently integrate alternative learning styles to meet the learning needs of each child; (3) Create a learning environment that focuses on academics through curriculum integration of Dr. Mel Levine’s “Schools Attuned” model and the emphasis on attending to student’s differences in learning; (4) Create a positive school climate through a strength based behavior model based on principles of positive reinforcement and the philosophies of “catch them being good;” (5) Nurture a strong linkage and mutual accountability between family, school and community that involves parents as partners to increase the child’s positive academic and social development; (6) Actively incorporate strong accountability measures to assess the success of each child and provide quantitative measures to guide continuous improvement; (7) Create a culture that values diversity, respects the individual and values learning as a life-long source of self-mastery, joy and meaning; and (8) Develop each child academically, personally and socially with an understanding of citizenship in the US.”

As can be ascertained from the above, CWA is a well-planned start-up charter school with a strong philosophical foundation and clear goals for success. That being said, CWA is very much a work in progress. The major obstacle facing CWA during its first three years as a charter school has been low enrollment. The initial plan called for the recruitment of eighty (80) students in grades K-3. Only thirty (30) students were recruited. Of the thirty (30), seven students (twenty-four percent [24%]) were identified as requiring special education services and no student entered at or above grade level. The achievement gap for entering students ranged from six months to two years. The low enrollment resulted, in part, from the decision not to provide student bussing and to build the school from a 5K-3 base, adding a grade each year. The difficulty in enrolling students has put the school at least a year behind its initial plan and, because the number of students enrolled in each grade differs from 14 to 23, has required CWA to make staffing adjustments. It has also created financial difficulties. The classroom teacher-to-student ratio is only 1 to 11, much lower than original budgetary plans. St. Aemlian-Lakside covered the financial shortfall that occurred during the first two years.

Since the initial 2004-05 school year, an additional grade level has been added each year and the enrollment has risen to 145 students. Of the population of students who entered CWA during the 2004-05 school year, seventeen or 57% continue enrollment. Of the 63 students that entered in the 2005-06 school year, 62 or 99% continue enrollment. CWA is an integrated school with approximately 4% Asian students, 72% black, 4% Hispanic, 3% American Indian, and 18% White. Students come to the school from thirteen zip code areas throughout the city. The year-to-year student enrollment retention rate is 77%. Attendance levels are high with an average daily attendance rate of 94.6% even though transportation is not provided and parents must bring their students or create car pools to provide the transportation. Approximately 64% of the students qualify for free and/or reduced lunch. The special education population has declined from 24% to 15%. Student discipline is well managed. Special education services provided at CWA are cross-categorical by grade level and provided in the regular education classroom to the maximum extent possible. Services include supplementary aids, program modifications such as small group instruction, one-on-one instruction, services and other supports provided to or on behalf of the student in regular education based upon the students' Individualized Education Program or IEP.

The school faculty is young with an average of four years of experience. All teachers hold Wisconsin teacher certification. One teacher has a master's degree. They are dedicated to their jobs with over 99% average daily attendance. The year-to-year teacher retention rate is 76%. Of the teachers leaving their positions, two were asked to resign.

CWA's goal is to provide a structured environment with an integrated curriculum and an emphasis on academic skills. To optimize success, classrooms are held to a maximum of 20 students per teacher. Academic content in reading, language arts, mathematics, and science is taught through both discrete and integrated (project-based) learning experiences. Discrete learning experiences assist students in skill mastery to enhance their ability to analyze, synthesize, and make decisions. Project-based activities provide the opportunity for students to integrate discrete skills and abilities. The curriculum is designed to allow each child the opportunity to explore his/her own special expression of genius. Lessons can be adjusted to meet each child's interests, needs, and overall development. Service learning is incorporated throughout the

curriculum and provides a method by which students learn and develop through active participation. At the elementary level, service learning helps students to become aware of their role as citizens and learn to understand others. Service learning helps foster civic responsibility and is integrated into and enhances the academic curriculum of the students. The Positive Social Skills (PSS) curriculum teaches responsibility, communication, and social decision-making. The program recognizes and rewards positive student behavior and allows staff to objectively measure improvements in behavior.

Over the three years that CWA has been a charter school, total revenues have increased from \$490,612, to \$1,222,528, as a result of the gradual increase in the number of students. The major portion of this revenue is state-per-pupil aid which increased from \$7,111 per pupil in 2004-05, to \$7,602 in 2006-07. CWA also received federal flow-through funds for special education, and federal title program dollars. During this same time period, expenditures increased from \$812,301 to \$1,250,098. The school experienced an operating loss in each of its first three year's of operation (\$321,689; \$96,436; \$27,570) due to lower-than-planned enrollment. It is expected that an operating loss of less than \$2,000 will occur for the 2007-08 school year. Each year's loss was covered by St Aemilian in order to allow the school to operate. It is clear that Capitol West Academy could not have continued to operate without the assistance of St. Aemilian.

The small enrollment and the grades served make it difficult to ascertain CWA's level of academic achievement. For the 2004-05 school year, CWA served only 4K-3 students. That year the Wisconsin Knowledge and Concepts Examination (WKCE) was administered only to grades 4 and 8. No CWA students were eligible to take the (WKCE). Beginning with the 2005-06 school year, the reading and mathematics portions of the WKCE were available in grades three through eight. Thus, only three years of data are available for the WKCE. Further only fifteen (15) third grade students and eleven (11) fourth grade students took the WKCE in 2005-06, and nineteen (19) fourth grade students and thirteen (13) fifth grade students took it in 2006-07. Of these students only eight (8) in the 3-4-5 cohort, and nine (9) in the 4-5-6 cohort attended CWA and were tested in all three years. This severely limits the available data on which to draw conclusions regarding the CWA program. Of the eight (8) students tested for reading in the Grades 3-4-5 sequence, 50% (4 students) were proficient or advanced in 2005-06, while only 37.5% (3 students) were proficient in 2006-07 and 2007-08. Of the nine (9) students tested in reading in the Grades 4-5-6 sequence, 44% (4 students) were proficient in reading in 2005-06, 55% (5 students) were proficient in reading in 2006-07, and 77% (7 students) in 2007-08.

Results in mathematics were little different. Of the eight (8) students in the Grades 3-4-5 sequence for the 2005-06 and 2006-07 school years, 25% (2 students) who entered CWA in 2005-06 were proficient or advanced, and 37% (3 students) were proficient or advanced in 2006-07. None of these students scored proficient or advanced in 2007-08. The reason for this is unknown. Of the nine (9) students in the Grades 4-5-6 sequence, 33% (3 students) were proficient or advanced in 2005-06 and 2006-07. This increased to 56% (5 students) in 2007-08.

### READING PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	CWA	MPS	CWA	MPS	CWA	MPS
3 – 4 – 5 (N=8)	50.0%	62.1%	37.5%	63.3%	37.5%	65.1%
4 – 5 – 6 (N=9)	44.4%	62.3%	55.5%	64.9%	77.7%	62.1%

### MATHEMATICS PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	CWA	MPS	CWA	MPS	CWA	MPS
3 – 4 – 5 (N=8)	25.0%	44.0%	37.5%	53.1%	0.0%	49.2%
4 – 5 – 6 (N=9)	33.3%	44.8%	33.3%	46.5%	56.0%	43.6%

The Office of Charter School implemented the North West Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for the 2006-07 and 2007-08 school years. Reading results for the 2006-07 school year were mixed. Results for the 2007-08 school year were much better with students in all grades, except grade 3, meeting or exceeding their expected growth targets in reading. Of special note, students in grades 5 and 6 more than doubled their expected growth.

MAP Reading Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
1	150.6	167.8	14.1	<b>17.2</b>
2	159.1	174.2	13.1	<b>15.1</b>
3	174.4	182.6	9.1	8.2
4	173.5	184.2	6.5	<b>10.7</b>
5	189.8	201.3	5.4	<b>11.5</b>
6	197.8	208.7	4.3	<b>10.9</b>

Mathematics results for 2006-07 consistently show some growth. For 2007-08, students in grades 2 and 4 exceed their growth targets. Students in grades 1, 3, 5, and 6 grew but did not meet the expected growth target. This is somewhat mitigated by the fact that students in grades 3 and 6 missed their growth by less than one half of a point.

MAP Mathematics Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
1	150.7	157.0	15.3	6.3
2	164.9	179.2	13.9	<b>14.3</b>
3	178.3	188.8	10.9	10.5
4	181.8	192.3	8.8	<b>10.5</b>
5	198.0	203.5	8.7	5.5
6	200.5	207.6	7.2	7.0



The Office of Charter School recommends that value-added growth be the focus of CWA's academic efforts. The use of the Measures of Academic Progress from the Northwest Evaluation Association is critical to making the maximum amount of progress. Overall, results indicate that teachers have learned to use the testing program to guide instruction and that their work is paying off with growth scores that meet or exceed the expected growth levels. CWA should continue to improve the process for the utilization of MAP results including the testing of all grades in each of the three testing windows. Special emphasis should be placed on growth in mathematics.

The CWA curriculum consists of reading, language arts, mathematics, social studies, science, art, and physical education/health. The curricular plan is based on the integration of the Wisconsin state standards, grade-level benchmarks, instructional methods and strategies, and assessment. The principal and teachers developed grade-level benchmarks aligned with the state standards for each grade level during the first year. At the beginning of each school year teachers review the benchmarks and create curriculum maps in each subject area. The maps include plans for how each benchmark will be achieved during the school year. Using the curriculum maps as guides, assessments are developed to monitor student progress. The data from the assessments determines instructional content and methodology. Changes and adaptations are made based on the assessments. Authentic assessments, portfolios, and the Measures of Academic Progress (MAP) are used as ongoing assessment tools.

The CWA Board and Executive Director have provided strong leadership. The Board has established appropriate policies and addressed financial concerns. Strategic and annual goals are clearly delineated and monitored. The Board has not established a formal fund-raising campaign. To date, only a little over \$9,000 in donations has been received by the school. The on-site leadership consists of an executive director and a principal. The executive director is responsible for the overall direction of the school while the principal is responsible for instruction and discipline. Overall, the faculty members give CWA leaders higher marks on the annual faculty survey than are given to the average UW-Milwaukee-authorized charter school leaders. The only area in which CWA leaders fall below the mean is in sharing performance data with faculty members. CWA has definite models for instruction and discipline, yet the application of these models is not consistently applied throughout the school.

CWA has a well-defined instructional strategy. In grades K-3, a highly teacher-directed instructional strategy is used. In grades 4-6, teachers move from the highly teacher-directed model to a student self-directed, teacher-guided model which includes project-based learning. Teachers teach to the adopted benchmarks aligned with the Wisconsin standards. Textbooks are used as tools to reach the benchmark. Teachers are trained in and expected to differentiate instruction based on individual student needs. This training follows the "Schools Attuned" model developed by Dr. Mel Levine. The model provides methodology for teachers to recognizing, understanding and managing students with differences in learning. CWA has contracted with the Christian Learning Center, one of the regional training sites for Schools Attuned, to provide materials, staff development, teacher observation, teacher coaching, and lesson review. Overall, CWA teachers are using the methodology effectively. A few teachers

are struggling with the implementation. This reflects both the ability and experience of individual teachers.

CWA addresses the needs of at-risk learners primarily through differentiation of instruction and the use of the Harcourt Brace intervention programs in reading and mathematics. In the 2007-08 school year, CWA will implement a Learning Support Program funded by Title I dollars. This program will address the needs in reading and mathematics of the lowest performing 10% of students at each grade level.

Student behavior at CWA is generally good even though specific students have been very challenging in their first year of enrollment. The school has a well-developed discipline procedure and has made its uniform implementation an important goal each year. Specific teachers continue to have problems with student behavior. Appropriate hall behavior can become more consistent. Capitol West Academy has provided an average of seventy-two hours of staff development over the first three years of operation. This included 40 hours of whole staff development prior to the school opening in 2004-05. The content of the staff development relates closely to the school's annual goals and focuses on assessment, differentiation of instruction, technology, and student behavior management. The executive director and principal work with teachers on a regular basis to develop their skills.

CWA Board and administrators have consistently sought to improve all aspects of the school during the first three years of operation. They have also demonstrated a good deal of agility as they have dealt with enrollment and financial problems. For example, time allocations for various programs have been changed and new programs implemented to meet identified needs. School officials have been honest in their appraisal of results, specifically noting both successes and failures. Annual audits revealed no problems with the financial management of the school. Lower-than-expected enrollments, along with the number of contracted staff members, created a real financial challenge to the Board and to St. Aemilian-Lakeside during the first two years of operation. Working with the St. Aemilian-Lakeside Board, the CWA Board was able to obtain the funds necessary to operate the school and make steady improvement in the financial picture. The annual operating loss which exceeded \$300,000 the first year, was reduced to less than \$40,000 the third year. With increased enrollments in subsequent years, revenue should exceed expenditures. The financial picture can also be improved by obtaining donations. Less than \$10,000 in donations were obtained during the first three years of operation.

CWA has established a very positive atmosphere during its first three years of operation. Both students and parents express a high level of satisfaction. All responses on the annual student and parent surveys are above the average for UW-Milwaukee-authorized charter schools. Among the strongest indicators for students are responses relating to a positive self-image, expectations for good work, and relationships with teachers. For parents, the strongest indicators relate to information regarding student progress, feeling welcome in the school, understanding expectations, and communicating with teachers. The average attendance rate for students is 95%. The year-to-year return rate for the first two years is 84%. The return rate the first year was only 67%. This increased to 95% the second year.

The faculty and staff of CWA speak very positively of the school. On the annual faculty survey, CWA scored above the average for UW-Milwaukee charter schools in all areas. Teachers indicated that the school's leadership had high expectations for student achievement and behavior and regularly discussed student performance data with them. Teachers were involved in strategic planning, understood the adopted plan and annual improvement goals, and were involved in meeting improvement goals. Faculty members indicated that a process for building strong relationships with parents and students was in place and working well. They also believed that the school had a strong professional development program focused on student achievement. The faculty and staff of CWA consists of only 18 people. All administrators and teachers (with one exception) are white. The staff is split equally between white and black individuals.

## CONCLUSION

CWA is in its fourth year of operation. However, it is in many respects still a start up school. CWA's plan to start with students in grades 4K through 3 was sound in that it allowed the school to establish a positive atmosphere and excellent relationships with parents and students. At the same time, the 5K-3 start with lower-than-expected enrollment created many programmatic and financial difficulties and required unanticipated changes in structure. Not until the full compliment of students in grades 5K through 8 is enrolled will the school be fully formed. The low achievement level of students entering CWA also presented and continues to present challenges to the school. Adjustments have been made and must continue to be made to address entering student low achievement.

Student achievement is the single greatest challenge for CWA. The low enrollment numbers and the fact that the WKCE did not test third graders during CWA's first year of operation make it difficult to draw meaningful conclusions about the progress of students. As pointed out above, a change of 10% in the level of student proficiency was based on the results for one student. It will take higher enrollment numbers over multiple year results to obtain a true picture.

Major recommendations for improvement are: (1) develop and implement a robust, systematic process for obtaining, analyzing, and using data to drive instruction; (2) develop goals which address specific, measurable objectives; (3) use value-added growth measures, daily work, and teacher observation to focus on specific student needs; (4) involve students in the analysis of academic progress setting improvement goals; (5) increase staff compliance to defined instruction and discipline models; (6) provide intensive staff development in mathematics instruction; and (7) create and implement a fund-raising campaign.

It is recommended that Capitol West Academy receive a four-year charter renewal. The recommended renewal is in line with first-time renewals given previously to other schools. No special conditions are recommended. Additional information may be found in the full Report to the Board of Regents prepared by the UW-Milwaukee Office of Charter Schools. Capitol West should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

**RELATED REGENT POLICIES**

Regent Resolution 7905 (May 7, 1999).

**Office of Charter Schools  
University of Wisconsin-Milwaukee**

**Report to the Board of Regents**

**Results and Recommendations**

**Regarding the Renewal of the**

**CAPITOL WEST ACADEMY CHARTER**

**August 22, 2008**

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# INTRODUCTION

## Background

Wisconsin Statute 118.40 enacted in 1993 enabled school boards to establish charter schools. In 1998 the statute was amended to grant authority for the University of Wisconsin-Milwaukee (University) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and in turn demand a new type of public accountability tied to actual performance.

## Definitions

Charter schools are non-sectarian, tuition-free, public schools created on the basis of a contract or "charter" between a school organization and an authorizer. An authorizer holds the statutory authority to grant charters. The concept of charter schools was developed to create new educational innovations as part of a larger array of educational reform initiatives. The role of charter schools is to promote innovation, develop new models of education, and create working environments that foster improved educational opportunities for children. Charter schools offer a new governance structure for public schools that trades autonomy for accountability and holds high academic and organizational performance expectations. Charter schools are accountable to the 7/14/2008authorizer that grants the charter, the parents who choose the schools for their children, and the public that funds them.

## The Office of Charter Schools

The Office of Charter Schools (Office) was created in 1999 within the School of Education (SOE) to carry out the University's responsibilities under the statute. The mission of the Office is to cooperate with community organizations, parents, groups, educators, and other individuals who are committed to improving the quality of education in the City to charter successful, innovative schools.

The responsibility of the Office is to: (1) grant charters to organizations or individuals that demonstrate the capacity to operate a high quality school, (2) establish clear expectations for performance, (3) gather data necessary to ensure that expectations are met, (4) evaluate school progress, and (5) take appropriate action to renew or non-renew the charter based on a school's performance in relation to expectations.

## Responsibilities and Beliefs

The University has accepted the responsibility for authorizing charter schools in order to take advantage of the flexibility allowed charter schools to develop innovative programs that address the educational needs of children living in the City. The University is interested in new, creative programs that will add to the educational mosaic and help define the elements of programs that will be successful in urban settings.

The University firmly believes that there exists a knowledge base that can be used to redefine educational programs and opportunities for children who are considered to be at-risk (low achievement/poor attendance/potential dropout) in the current configuration of schooling. Thus, the charter school effort should be used to demonstrate effective instruction and document educational achievement for at-risk students.

School reform can take on many forms and be based on a number of philosophical approaches. It is not the goal of the University to implement a particular philosophy or approach. Rather the University desires to identify those approaches that produce academic results that are valued by society. The University encourages the use of existing knowledge and research to create an integrated approach that achieves fundamental academic outcomes.

State and federal law provides the general framework and the minimum requirements for the development of a charter school. To become and remain a University authorized charter school, charter schools must do much more than comply with the law. Charter school operators must provide evidence that the school is and has the future potential to create a high quality educational program. The University requires a strong, in-depth evaluative process to ensure continuous improvement and to document the results obtained by the charter school.

## ACCOUNTABILITY REQUIREMENTS

### Continuous Improvement

Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. The renewal process begins, in actuality, with the initiation of the charter. Rather than a snapshot view, the renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Renewal of a charter is usually for an additional four or five-year period. A school may, however, be placed on probation with a charter renewal period of less than four or five years.

### Evaluation Committee

The Charter Evaluation Committee (Committee) assists the Office in the determination of charter renewal. The Committee is charged with the responsibility of objectively reviewing information provided by the charter school and the Office in order to recommend to the Chancellor and the Board of Regents action in regard to the school's charter. Members of the Charter Evaluation Committee are to carry out their work with integrity, act with the best interests of students and staff, and base judgments on evidence. The evaluation and renewal process includes the following: (1) On-site inspection/verification by the Office staff, (2) Independent review by the Charter School Evaluation Committee, (3) Approval of the Chancellor, and (4) Approval of the University of Wisconsin System Board of Regents.

Renewal of a charter is based on evidence of meaningful progress on key measures of performance stated as follows:

- The well-being of students,
- The academic success (improvement) of students,
- The school's faithfulness to its charter as defined by the contract,
- The ability of leaders to communicate and transmit the mission and vision of the school,
- The extent of parent and student satisfaction,
- The extent of staff satisfaction with individual professional and organizational growth,



- The organizational viability of the charter school,
- The fiscal stability of the charter school,
- The school's record of contractual compliance, and
- The school's record of legal compliance including federal "No Child Left Behind" requirements.

### Required Evaluation Documents

Evaluators will examine multiple information sources from each of the three previous years. Major sources of information are as follows:

- Contract Compliance Records - The Office will maintain an on-going record of each school's compliance with the requirements of the contract.
- Strategic Plans - Each organization in cooperation with faculty and staff will create and maintain a strategic plan that clearly states the mission, vision, and strategic goals of the school. The strategic goals are derived from periodic needs assessments measured against the Education Criteria for Performance Excellence of the Baldrige National Quality Program.
- Annual School Accountability Plans - Annually each school will determine a set of improvement goals emanating from its strategic plan and based on analysis of appropriate data.
- Annual School Accountability Progress Reports - annually each school will report on the results of improvement efforts.

## **SCHOOL PROFILE**

### Introduction

Capitol West Academy, Inc. was granted a charter by the University of Wisconsin System Board of Regents in April of 2004 to operate Capitol West Academy (CWA) as a charter school authorized by the University of Wisconsin-Milwaukee. The charter holder opened CWA as a charter school in September of 2004. CWA operates from a campus at 3939 N. 88<sup>th</sup> Street, Milwaukee, WI 53222 which it leases from the St. Aemilian-Lakeside, Inc. a non-profit human services organization that provides foster care, education, and mental health services throughout southeastern Wisconsin. St. Aemilian-Lakeside has served as the sponsor for CWA providing financial support and sharing part time administrators and teachers. CWA also purchases business services and food services from St. Aemilian-Lakeside. The CFO of St. Aemilian-Lakeside serves as the CWA business manager. Dr. Robert King presently chairs the eleven member board that operates the school. Mrs. Donna Niccolai-Weber is the Executive Director and Ms. Ann Andress is the school Principal.

The mission of CWA is to: "provide a safe nurturing educational environment where children, with the support of their families and the community, learn and grow to be successful life long learners and productive citizens."

The beliefs that guide CWA are stated as follows: "We believe in the strength and determination of the human spirit. We believe in hope, in the will of the individual, and most importantly that a quality education can help to overcome obstacles of poverty, family instability, and community disorganization."

CWA expects that each child will: “(1) demonstrate academic mastery, (2) apply critical thinking and self-mastery, (3) embrace ethical standards of conduct and respect for others, (4) understand the strength of diversity, (5) demonstrate stewardship, citizenship and social skills, and (6) value the importance of learning.”

The CWA vision “reflects the importance of a school that provides all children an opportunity for a successful, permanent, and accountable educational experience. CWA creates a strength-based learning environment for a diverse population of students in a collaborative learning environment which integrates parental involvement, teachers who are trained in understanding neuro-development, and a reproducible design of educational and social success. CWA is committed to a school environment that results in students who are prepared socially and academically to enter the high school environment with a vision of success.”

The fundamental goals of CWA are to: “(1) Create a safe, student-centered environment with a high expectation for academic achievement in the areas of reading, language arts, math, social decision-making and science that will assist students in exceeding Wisconsin proficiency levels, (2) Provide an environment in which all teachers foster academic, social and emotional growth, and effectively and efficiently integrate alternative learning styles to meet the learning needs of each child, (3) Create a learning environment that focuses on academics through curriculum integration of Dr. Mel Levine’s “Schools Attuned” model and the emphasis on attending to students’ differences in learning. (4) Create a positive school climate through a strength based behavior model based on principles of positive reinforcement and the philosophies of “catch them being good,” (5) Nurture a strong linkage and mutual accountability between family, school and community that involves parents as partners to increase the child’s positive academic and social development, (6) Actively incorporate strong accountability measures to assess the success of each child and provide quantitative measures to guide continuous improvement, (7) Create a culture that values diversity, respects the individual and values learning as a life-long source of self-mastery, joy and meaning, and (8) Develop each child academically, personally and socially with an understanding of citizenship in the US.”

As can be ascertained from the above, CWA is a well-planned start-up charter school with a strong philosophical foundation and clear goals for success. That being said, CWA is very much a work in progress. The major obstacle facing CWA during its first three years as a charter school has been low enrollment. The initial plan called for the recruitment of eighty (80) students in grades K-3. Only thirty (30) students were recruited. Of the thirty (30), seven students (twenty-four percent) were identified as requiring special education services and no student entered at or above grade level. The achievement gap for entering students ranged from six months to two years. The low enrollment resulted, in part, from the decision not to provide student bussing and to build the school from a 5K-3 base, adding a grade each year. The difficulty in enrolling students has put the school at least a year behind its initial plan. The number of students enrolled in each grade differs from 14 to 23 and has required CWA to make staffing adjustments. It has also created financial difficulties. The classroom teacher to student ratio is only 1 to 11, much lower than original budgetary plans. St. Aemilian-Lakside covered financial shortfall that occurred during the first two years.

## Improvement Goals

The Capitol West School Board has identified four strategic goals. They are as follows:

Goal #1: Be recognized as an academically challenging school that responds to individual differences.

Goal #2: Grow a student centered, high performance school that is dynamic and responsive.

Goal #3: Diversify funding sources and increase financial viability and stewardship to support the mission.

Goal #4: Engage the community with Capitol West Academy.

Each year the Capitol West Board and administration determine annual improvement goals. For the three years of the charter the annual goals are as follows:

**2004-05**

1. Hire and retain highly qualified staff.
2. Recruit families to meet projected enrollment in order to be financially viable.
3. Develop parents as partners in the education of their children.
4. Implement a school-wide behavior management system as planned, developed, and reviewed by staff.
5. All students will demonstrate academic improvement in reading on a yearly basis.
6. Attract and retain a highly qualified Board of Directors.

**2005-06**

1. Hire and retain highly qualified staff.
2. Recruit families to meet projected enrollment in order to be financially viable.
3. Develop parents as partners in the education of their children.
4. Demonstrate student academic improvement in reading and math on a yearly basis.
5. Develop and retain a highly qualified Board of Directors.

**2006-07**

1. Hire and retain highly qualified staff.
2. Recruit families to meet projected enrollment in order to be financially viable.
3. Develop parents as partners in the education of their children.
4. Integrate the school-wide behavior management system into the school climate throughout 100% of staff and parents.
5. Demonstrate student academic improvement in reading on a yearly basis.
6. Demonstrate academic improvement in math on a yearly basis.
7. Develop and retain a highly qualified Board of Directors

**Students**

Since the initial, 2004-05 school year, an additional grade level has been added each year and the enrollment has risen to 145 students. Of the population of students who entered CWA during the 2004-05 school year, seventeen or 57% continue enrollment. Of the 63 students that entered in the 2005-06 school year, 62 or 99% continue enrollment. CWA is an integrated school with approximately 4% Asian students, 72% black, 4% Hispanic, 3% American Indian, and 18% White. Students come to the school from thirteen zip code areas throughout the city. The year-to-year student enrollment retention rate is 77%. Attendance levels are high with an average daily attendance rate of 94.6% even though transportation is not provided and parents must bring their students or create car pools to provide the transportation. Approximately 64% of the students qualify for free and/or reduced lunch. The special education population has declined from 24% to 15%. Student discipline is well managed. During the 2006-07 school year 10 students were suspended for a total of 35 days. No students have been expelled from CWA.

**Faculty and Staff**

The school faculty is young with an average of four years of experience. All teachers hold Wisconsin teacher certification. One teachers has a masters degree. They are dedicated to their jobs with over 99% average daily attendance. The year-to-year teacher retention rate is 76%. Of the teachers leaving their positions, two were asked to resign.

## Educational Program

CWA's goal is to provide a structured environment with an integrated curriculum and an emphasis on academic skills. To optimize success, classrooms are held to a maximum of 20 students per teacher. Academic content in reading, language arts, mathematics, and science is taught through both discrete and integrated (project based) learning experiences. Discrete learning experiences assist students in skill mastery to enhance their ability to analyze, synthesize, and make decisions. Project based activities provide the opportunity for students to integrate discrete skills and abilities. The curriculum is designed to allow each child the opportunity to explore his/her own special expression of genius. Lessons can be adjusted to meet each child's interests, needs and overall development.

Service learning is incorporated throughout the curriculum and provides a method by which students learn and develop through active participation. At the elementary level, service learning helps students to become aware of their role as citizens and learn to understand others. Service learning helps foster civic responsibility and is integrated into and enhances the academic curriculum of the students. The Positive Social Skills (PSS) curriculum teaches responsibility, communication and social decision-making. The program recognizes and rewards positive student behavior and allows staff to objectively measure improvements in behavior.

Teachers are trained in Dr. Mel Levine's' "Schools Attuned" program which provides a comprehensive professional development training for recognizing, understanding, and managing students with differences in learning styles. Instruction at CWA is based on the following educational objectives:

### **Integrated learning and knowledge:**

- Demonstrate academic mastery in reading, language arts, math, science and social decision making
- Attend to cultural differences
- Attend to different learning styles
- Repetition across curriculum
- Make knowledge relevant to life experiences
- Reduce readiness gap
- Development of critical thinking skills

### **Parental and Community Involvement:**

- Increase the success of children in school
- Minimize communication gaps between home and school
- Ameliorate behavior and social problems
- Reduce absenteeism
- Reduce drop-out rates and increase probability of successful completion

### **Proactive Behavioral and Social Learning:**

- Increase community awareness
- Improve citizenship
- Increase potential for educational success
- Decrease the need for removal from classrooms
- Increase levels of self-esteem
- Develop self-mastery
- Create permanence in school placement
- Increase success rate socially and educationally
- Develop sense of community and citizenship
- Improve ability to develop long term cooperative relationships
- Decrease knowledge gap

- Develop decision making skills

#### **Teacher Core Competency:**

- Understanding and usage of the brain-based educational paradigm
- Decrease the need for removal from classrooms
- Increase success rate both socially and educationally
- Decrease the knowledge gap

### Special Education Program

Capitol West Academy provides special education and related services for students' in grades 4K-5th. Special education services provided at CWA are cross-categorical by grade level and provided in the regular education classroom to the maximum extent possible. Services include supplementary aides and program modifications such as small group instruction, one-on-one instruction, and services and other supports provided to or on behalf of the student in regular education based upon the students' IEP.

### Financial

Over the three years that CWA has been a charter school, total revenues have increased from \$490,612 to \$1,222,528 as a result of the gradual increase in the number of students. The major portion of this revenue is state per pupil aid which increased from \$7,111 per pupil in 2004-05 to \$7,602 in 2006-07. CWA also received federal flow through funds for special education, and federal title program dollars. During this same time period, expenditures increased from \$812,301 to \$1,250,098. The school experienced an operating loss in each of its first three year's of operation (\$321,689, \$96,436, \$27,570) due to lower than planned enrollment. It is expected that an operating loss of less than \$2,000 will occur for the 2007-08 school year. Each year's loss was covered by St Aemilian in order to allow the school to operate. It is clear that Capitol West Academy could not have continued to operate without the assistance of St. Aemilian.

## **School Academic Success**

### Achievement of Mission

The mission of the Capitol West Academy is to "provide a safe, nurturing, educational environment where children, with the support of their families and the community, learn and grow to be successful life long learners and productive citizens." As with other mission statements, many of the elements are difficult to measure and, in fact, can not be measured for many years. Whether or not a student becomes a life long learner and a productive citizen can not be measured until the student is well into his/her adult life. The use of the "Fundamental Goals" as a statement of mission, actually provide a much better way to determine if the school is living up to the promises stated in its application. The fundamental goals of CWA are to: "(1) Create a safe, student-centered environment with a high expectation for academic achievement in the areas of reading, language arts, math, social decision-making and science that will assist students in exceeding Wisconsin proficiency levels, (2) Provide an environment in which all teachers foster academic, social and emotional growth, and effectively and efficiently integrate alternative learning styles to meet the learning needs of each child, (3) Create a learning environment that focuses on academics through curriculum integration of Dr. Levine's "Schools Attuned" model and the emphasis on attending to student's differences in learning, (4) Create a positive school climate through a strength based behavior model based on principles of positive reinforcement and the philosophies of "catch them being good," (5) Nurture a strong linkage and mutual accountability between family, school and community that involves parents as partners to increase the child's

positive academic and social development, (6) Actively incorporate strong accountability measures to assess the success of each child and provide quantitative measures to guide continuous improvement, (7) Create a culture that values diversity, respects the individual and values learning as a life-long source of self-mastery, joy and meaning, and (8) Develop each child academically, personally and socially with an understanding of citizenship in the US.”

CWA has created a safe, student-centered environment. Classrooms are orderly. Discipline is handled in a firm, caring manner with individual responsibility the major emphasis. Students are usually on task and follow teachers’ requirements. School leaders have high expectations for student achievement. Students are progressing but overall they have not met the level expected by the school. CWA has provided a significant level of staff development addressing topics related to the school’s mission, instruction of reading and math, differentiation of instruction (including “Schools Attuned” model), behavioral management, diversity, special education, technology, safety and methods to work with student’s families. Behavioral management, differentiation, and working with families were addressed every year. Teachers have been able to integrate this training to different degrees. Overall, the level of differentiation has not met expectations. This is in part simply the result of the lack of experience on the part of many teachers. Observational data reveal a caring relationship between the teachers and students.

Recommendations: The present mission statement expresses outcomes that are certainly desirable, but are not measurable at the present time. Thus, it is difficult to determine if the school is meeting its mission or not. The Board and administration should consider developing assessments to measure factors that lead to good citizenship and life-long learning.

### Proficiency Level

For the 2004-05 school year, CWA served only 4K-3<sup>rd</sup> grade students. That year the Wisconsin Knowledge and Concepts Examination (WKCE) was administered only to grades 4 and 8. No CWA students were eligible to take the (WKCE). Beginning with the 2005-06 school year, the reading and mathematics portions of the WKCE were available in grades three through eight. Thus, only three years of data are available for the WKCE. Further only fifteen (15) third grade students and eleven (11) fourth grade students took the WKCE in 2005-06 and nineteen (19) fourth grade students and thirteen (13) fifth grade students in 2006-07. Of these students only eight (8) in 3-4-5 cohort and nine (9) in the 4-5-6 cohort attended CWA and were tested in all three years. This severely limits the available data on which to draw conclusions regarding the CWA program. Of the eight (8) students tested for reading in the Grades 3–4–5 sequence, 50% (4 students) were proficient or advanced in 2005-06 while only 37.5% (3 students) were proficient in 2006-07 and 2007-08. Of the nine (9) students tested in reading in the Grades 4-5-6 sequence 44% (4 students) were proficient in reading in 2005-06 and 55% (5 students) were proficient in reading in 2006-07 and 77% (7 students) in 2007-08.

Results in mathematics were little different. Of the eight (8) students in the Grades 3-4-5 sequence for the 2005-06 and 2006-07 school years, 25% (2 students) who entered CWA in 2005-06 were proficient or advanced and 37% (3 students) were proficient or advanced in 2006-07. None of these students scored proficient or advanced in 2007-08. The reason for this is unknown. Of the nine (9) students in the Grades 4-5-6 sequence, 33% (3 students) were proficient or advanced in 2005-06 and 2006-07. This increased to 56% (5 students) in 2007-08.

## READING PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	CWA	MPS	CWA	MPS	CWA	MPS
3 – 4 – 5 (N=8)	50.0%	62.1%	37.5%	63.3%	37.5%	65.1%
4 – 5 – 6 (N=9)	44.4%	62.3%	55.5%	64.9%	77.7%	62.1%

## MATHEMATICS PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	CWA	MPS	CWA	MPS	CWA	MPS
3 – 4 – 5 (N=8)	25.0%	44.0%	37.5%	53.1%	0.0%	49.2%
4 – 5 – 6 (N=9)	33.3%	44.8%	33.3%	46.5%	56.0%	43.6%

Recommendations: The number of students attending and tested at CWA does not allow one to reach any real conclusions from the data. That being said, the proficiency level of the students must be the major concern for teachers, administrators, and board members. Data available for each student must be carefully analyzed and their needs determined. From this information, instruction must address those needs in a manner that brings each student to the proficient level.

### Value Added Growth

The Office of Charter School implemented the North West Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for the 2006-07 and 2007-08 school years. Reading results for the 2006-07 school year were mixed. Students in grades one, two, and three met or exceeded expected growth. Students in grade four grew but did not meet the level of growth expected. Student scores in grade five actually declined. Results for the 2007-08 school year were much better with students in all grades, except grade 3, meeting or exceeding their expected growth targets. Of special note, students in grades 5 and 6 more than doubled their expected growth.

MAP Reading Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
1	150.6	167.8	14.1	<b>17.2</b>
2	159.1	174.2	13.1	<b>15.1</b>
3	174.4	182.6	9.1	8.2
4	173.5	184.2	6.5	<b>10.7</b>
5	189.8	201.3	5.4	<b>11.5</b>
6	197.8	208.7	4.3	<b>10.9</b>

Mathematics results for 2006-07 consistently show some growth but this growth was lower than the expected growth. For 2007-08 students in grades 2 and 4 exceed their growth targets. Students in grades 1, 3, 5, and 6 grew but did not meet the expected growth target. This is somewhat mitigated by the fact that students in grades 3 and 6 missed their growth by less than one half of a point.

MAP Mathematics Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
1	150.7	157.0	15.3	6.3
2	164.9	179.2	13.9	<b>14.3</b>
3	178.3	188.8	10.9	10.5
4	181.8	192.3	8.8	<b>10.5</b>
5	198.0	203.5	8.7	5.5
6	200.5	207.6	7.2	7.0

Recommendations: Value added growth should be the focus of CWA's academic efforts. The use of the Measures of Academic Progress from the Northwest Evaluation Association is critical to making the maximum amount of progress. Overall, results indicate that teachers have learned to use the testing program to guide instruction and that their work is paying off with growth scores that meet or exceed the expected growth levels. CWA should continue to improve the process for the utilization of MAP results including the testing of all grades in each of the three testing windows. Special emphasis should be place on growth in mathematics.

### No Child Left Behind

Capitol West Academy has met annual yearly progress (AYP) requirements of No Child Left Behind each year except for mathematics in 2007-08.

### Academic Goals

The Capitol West Board and administration have established the improvement of reading and mathematic achievement as two overarching goals each year. CWA has addressed the reading goal by implementing the Harcourt Brace reading and language programs, increasing the time for reading instruction each year, individualizing instruction, implementing the Harcourt Brace intervention curriculum with students who need additional support, and targeting small groups of students who are significantly behind for intensive intervention. Similar actions have been taken in mathematics with the implementation of the Harcourt Brace mathematics series and its accompanying intervention program. For both reading and mathematics, sub-goals stating that 85% of the students would make at least one year of progress were adopted. The development and implementation of a school-wide behavior management program and its relationship to student achievement has also been a focus each year.

Recommendations: The implementation of instructional programs in each academic area is very important for the development of a new school. Once in place, however, the activity must quickly begin to focus on specific student needs. These needs can be identified through tests, daily work, and teacher observations. Those areas in which groups of students are having difficulty must be identified and should become the focus of specific future annual improvement goals. Rather than stating goals such as "All CWA students will demonstrate academic improvement in reading on an annual basis. Data should be analyzed to determine exactly what students know and are able to do and where they are having difficulties. Goals should be based on these specific areas of concern and modifications made to curriculum and instruction accordingly. Numerically stated goals such as "85% of the students..." should only be used when a means to accomplish the goals has been clearly identified and previous year data provide the rationale for reaching the goal."



## Use of Data

The collection and use of data at CWA has improved each year. An initial plan for gathering assessment and evaluation data is now in place. These data are being used to determine annual school improvement goals and to determine the level of accomplishment in regard to these goals. CWA teachers are beginning to use these data to make changes and improvement in instruction. The system, this year, is beginning to be used to drive instruction. Additional work is needed to improve the system and fully utilize data to achieve the maximum level of student achievement.

Recommendations: Capitol West should continue to improve data collection until a systematic plan is in place for the collection, dissemination, and utilization of data. The principal should meet with each teacher on a regular basis to review student test data and to assist teachers in using the data for instructional improvement. Teachers should continue to improve their skills of using data from the Measures of Academic Progress to guide instruction. Students should continue to improve their ability to track their own progress and understand what they need to do to improve in each academic area.

## Curriculum

The CWA curriculum consists of reading, language arts, mathematics, social studies, science, art, and physical education/health. The curricular plan is based on the integration of the Wisconsin state standards, grade level benchmarks, instructional methods and strategies, and assessment. The principal and teachers developed grade level benchmarks aligned with the state standards for each grade level during the first year. At the beginning of each school year, teachers review the benchmarks and create curriculum maps in each subject area. The maps include plans for how each benchmark will be achieved during the school year. Using the curriculum maps as guides, assessments are developed to monitor student progress. The data from the assessments determines instructional content and methodology. Changes and adaptations are made based on the assessments. Authentic assessments, portfolios, and the Measures of Academic Progress (MAP) are used as ongoing assessment tools.

Recommendations: The creation of benchmarks at each grade level to specify instructional content is a good strategy. It clearly provides teachers with an understanding of what needs to be accomplished. The use of assessments to monitor progress and to adapt instruction based on the assessment results is also an excellent strategy. The Measures of Academic Progress provides an informative measure of student progress at the beginning, middle, and end of the year. Instructional strategies recommended by MAP can certainly guide the teacher toward making appropriate instructional decisions for each student. School developed assessments should be created for each instructional unit. These assessments should, in actuality, be created prior to instruction and should measure the expected benchmarks. Students should be provided with an understanding of the expectations and helped to develop learning goals based on the expectations. Developing the assessments prior to unit instruction, will help the teacher develop a clear understanding of what needs to be taught. Creating student understanding of content expectations allows the student to take control of his/her own learning and strive to reach his/her goals.

## Leadership

The CWA Board and Executive Director have provided strong leadership. The Board has established appropriate policies and addressed financial concerns. Strategic and annual goals are clearly delineated and monitored. The Board has not established a formal fund raising campaign. To date only a little over \$9,000 in donations has been received by the school. The on-site leadership consists of an executive director and a principal. The executive director is responsible for the overall direction of the school while the principal is

responsible for instruction and discipline. Overall, the faculty members give CWA leaders higher marks on the annual faculty survey than are given to the average UWM authorized charter school leaders. The only area in which CWA leaders fall below the mean is in sharing performance data with faculty members. CWA has definite models for instruction and discipline, yet the application of these models is not consistently applied throughout the school.

**Recommendations:** Raising additional funds for the school should become a major emphasis for board members. The Fund Development Committee should identify strategies and implement action to bring significant additional funding to the school. The sharing and use of data to improve student achievement should become a major emphasis for administration. The Measures of Academic Progress should be administered three times a year to all students in grades 2 - 8. Regular meetings should be held between school leaders and teachers to discuss the results of the testing and to plan for each student's next instructional steps. Expectations for all teachers to follow the defined instructional and student discipline models should be clarified as necessary and enforced.

### Instruction

CWA has a well-defined instructional strategy. In grades 4K-3 a highly teacher directed instructional strategy is used. In grades 4-6, teachers move from the highly teacher directed model to a student self-directed, teacher guided model which includes project-based learning. Teachers teach to the adopted benchmarks aligned with the Wisconsin standards. Textbooks are used as tools to reach the benchmark. Teachers are trained in and expected to differentiate instruction based on individual student needs. This training follows the "Schools Attuned" model developed by Dr. Mel Levine. The model provides methodology for teachers in recognizing, understanding and managing students with differences in learning. CWA has contracted with the Christian Learning Center, one of the regional training sites for Schools Attuned to provide materials, staff development, teacher observation, teacher coaching, and lesson review. Overall, CWA teachers are using the methodology effectively. A few teachers are struggling with the implementation. This reflects both the ability and experience of individual teachers.

**Recommendation:** The curriculum and instruction plan for CWA is well-thought out and provides a strong methodology to meet student needs. Ample training has been provided to all teachers to help them meet school requirements. As indicated above, there are noticeable differences between teachers as to how well the expectations are deployed and managed. Those teachers who are properly deploying the methodology should be reinforced. Extensive in class modeling/coaching by the principal should be provided to teachers who are struggling with the deployment. Those who cannot meet the school's expectations should be replaced. As some teachers are replaced and additional positions are created as the school expands, CWA should try to hire several strong, experienced teachers.

### At Risk Learners

CWA addresses the needs of at risk learners primarily through differentiation of instruction and the use of the Harcourt Brace intervention programs in reading and mathematics. In the 2007-08 school year, CWA will implement a Learning Support Program funded by Title I dollars. This program will address the needs in reading and mathematics of lowest performing 10% of students at each grade level.

**Recommendations:** CWA has added additional support for at risk learners each year. It is too early to judge the impact of the Title I learning support program. In addition, the school should consider one-on-one tutoring and peer tutoring. A summer school program should also be considered.

## Student Behavior

Student behavior at CWA is generally good even though specific students have been very challenging in their first year of enrollment. The school has a well-developed discipline procedure and has made its uniform implementation an important goal each year. Staff development has been provided to teachers each year. The executive director and principal work with teachers on a regular basis to develop their skills. Specific teachers continue to have problems with student behavior. Appropriate hall behavior can become more consistent.

Recommendations: Behavior requirements and the means to enforce them must be paramount for all teachers and administrators. Guidelines for how students are expected to behave should be discussed on a regular basis. All teachers should understand and deploy the same disciplinary techniques. Additional training and assistance should be provided to any teacher not able to achieve the expectations.

## Professional Development

Capitol West Academy has provided an average of seventy-two hours of staff development over the first three years of operation. This included 40 hours of whole staff development prior to the school opening in 2004-05. The content of the staff development relates closely to the school's annual goals and focuses on assessment, differentiation of instruction, technology, and student behavior management.

Recommendations: The staff development program should continue to focus on those issues such as differentiated instruction that are part of the schools mission. Additional efforts should continue to address the analysis of data and the use of data to drive instruction. Such efforts should be directed at the full use of the Measures of Academic Progress to improve instruction. Specific programs to orient and prepare new teachers to work at Capitol West should occur every year. Intensive development should be provided in mathematics instruction. The staff development programs should also be systematically evaluated to ensure that they meet the needs of staff members.

# **EFFECTIVE AND VIABLE ORGANIZATION**

## **Governance**

From its inception, CWA has taken proactive steps to recruit, develop, and retain strong board members. The board has adopted a comprehensive set of by-laws to guide its operation. During its first year of operation, the Board created a strategic plan to guide long-range goals for continuous improvement, developed a committee structure closely aligned with its strategic goals, and addressed the challenges of enrollment, finance, and fund raising. An effective orientation program was created for new board members. Working with the St. Amelians-Lakeside Board, funds were provided for the school even when enrollment did not meet projections. The administration provides regular reports to the board regarding the operation of the Academy. The board has set clear priorities for the improvement of the school.

Recommendations: The Board should continue its excellent management practices. Fund raising efforts should be stepped up with dollars sought from major contributors and foundations. A dynamic plan to utilize funds to improve the school should be created as part of the overall fund raising effort.

## **Policy**

The CWA Board has created appropriate policies to effectively guide the operation of the board and school. These are displayed in the Board By-Laws, School Board Policies, and the Personnel Policy Handbook. The Board By-Laws guide Board member responsibilities, behavior, and restrictions to avoid conflicts of interest. The School Board Policies serve as a parent and student handbook and include a policy for receiving and acting on complaints. The Personnel Policy Handbook informs employees about the benefits and responsibilities of employment at the school.

Recommendations: It is recommended that the board continue the process of annually reviewing all policies.

## **Continual Improvement**

CWA Board and administrators have consistently sought to improve all aspects of the school during the first three years of operation. They have also demonstrated a good deal of agility as they have dealt with enrollment and financial problems. For example, time allocations for various programs have been changed and new programs implemented to meet identified needs. School officials have been honest in their appraisal of results specifically noting both successes and failures.

Recommendations: CWA should continue to seek improvement in all areas through an honest appraisal of results. To do so, the system for identifying, collecting, and using data needs to be more robust. Where problems exist such as the inconsistencies observed in instruction and behavioral management, the data system must be able to identify root causes and utilize this information to address the problem.

## **Non-Academic Goals**

Each year the CWA Board has identified four non-academic areas for improvement. These relate to hiring and maintaining a highly qualified staff, recruiting families to meet enrollment goals and to be financially viable, developing parents as partners in the education of their children, and recruiting, developing and retaining a highly qualified board of directors. These are important goals for the development of the school. The

development of CWA as a school with high academic achievement will not be realized until these goals are met.

Recommendations: As each of these goals mature and become partially successful, in-depth analysis should occur to determine specific areas where the goals have not been successful. For example, if CWA is recruiting and maintaining highly qualified board members, the goal should specifically address remaining development issues.

### Parents and Students

CWA has established a very positive atmosphere during its first three years of operation. Both students and parents express a high level of satisfaction. All responses on the annual student and parent surveys are above the average for UWM authorized charter schools. Among the strongest indicators for students are responses relating to a positive self image, expectations for good work, and relationships with teachers. For parents the strongest indicators relate to information regarding student progress, feeling welcome in the school, understanding expectations, and communicating with teachers. The average attendance rate for students is 95%. The year-to-year return rate for the first two years is 84%. The return rate the first year was only 67%. This increased to 95% the second year.

Recommendations: CWA should use the positive atmosphere developed during the first three years to increase expectations for student achievement and discipline and the effort that students must put forward to grow academically. Students should increasingly be involved in monitoring their own achievement. Students should keep logs and graphs of their progress in each instructional area, should know their strengths and weaknesses in each area and have goals for improvement. Rubrics can be used to guide students in understanding what is expected of them and how to make improvements. Such actions should start verbally in kindergarten and graphically in first grade.

### Faculty and Staff

The faculty and staff of CWA speak very positively of the school. On the annual faculty survey, CWA scored above the average for UWM charter schools in all areas. Teachers indicated that the school's leadership had high expectations for student achievement and behavior and regularly discussed student performance data with them. Teachers were involved in strategic planning, understood the adopted plan and annual improvement goals, and were involved in meeting improvement goals. Faculty members indicated that a process for building strong relationships with parents and students was in place and working well. They also believed that the school had a strong professional development program focused on student achievement. The faculty and staff of CWA consists of only 18 people. All administrators and teachers (with one exception) are white. The staff is split equally between white and black individuals.

Recommendations: The school administration should continue to make a concerted effort to hire minority teachers as vacancies become available.

### Legal Requirements

Capitol West Academy has met all national and state legal requirements. The school is in full compliance with all requirements of the school's charter with the University of Wisconsin-Milwaukee.

Recommendations: Remain focused on legal requirements.

## Financial Planning and Operation

The Capitol West Board has appropriately handled the finances of the school. Annual audits revealed no problems with the financial management of the school. Lower than expected enrollments along with the number of contracted staff members created a real financial challenge to the Board and to St. Aemilian-Lakeside during the first two years of operation. Working with the St. Aemilian-Lakeside Board, the CWA Board was able to obtain the funds necessary to operate the school and make steady improvement in the financial picture. The annual operating loss which exceeded \$300,000 the first year was reduced to less than \$40,000 the third year. With increased enrollments in subsequent years, revenue should exceed expenditures. The financial picture can also be improved by obtaining donation. Less than \$10,000 in donations were obtained during the first three years of operation.

Recommendations: Present budget management methodologies should be maintained and enhanced where possible. The Board should develop and execute a successful capital campaign to obtain funds needed to greater levels of instructional support.

## CHARTER RENEWAL

### Summary

CWA is in its fourth year of operation. However, it is in reality still a start up school. CWA's plan to start with students in grades 4K through 3 was sound in that it allowed the school to establish a positive atmosphere and excellent relationships with parents and students. At the same time, the 5K-3 start with lower than expected enrollment created many programmatic and financial difficulties and required unanticipated changes in structure. Not until the full compliment of students in grades 5K through 8 is enrolled will the school be fully formed. The low achievement level of students entering CWA also presented and continues to present challenges to the school. Adjustments have been made and must continue to be made to address entering student low achievement.

CWA has a strong board that has dealt effectively with the structural and financial challenges. The Board has put in place appropriate and effective policies to guide the operation of the school. The executive director has provided strong leadership and provided the Board with the information needed to meet the challenges facing the school. CWA has provided a comprehensive staff development program focused on the mission of the school and annual school improvement goals. Teachers, while dedicated to their role, are still inexperienced and have not developed all the skills necessary to make certain that students achieve at a high level.

Student achievement is the single greatest challenge for CWA. The low enrollment numbers and the fact that the WKCE did not test third graders during CWA's first year of operation make it difficult to draw meaningful conclusion about the progress of students. The NWEA Measures of Academic Progress show strong growth in reading. Growth in mathematics, however, is inconsistent. It will take higher enrollment numbers and multiple year results to obtain a true picture.

Major recommendations for improvement are: (1) develop and implement a robust, systematic process for obtaining, analyzing, and using data to drive instruction, (2) develop goals which address specific, measurable objectives, (3) use value-added growth measures, daily work, and teacher observation to focus on specific student needs, (4) involve students in the analysis of academic progress setting improvement goals (5) increase staff compliance to defined instruction and discipline models, (6) provide intensive staff development in mathematics instruction and (7) create and implement a fund raising campaign.

## Renewal Recommendations

It is recommended that Capitol West Academy receive a four year charter renewal. The recommended renewal is in line with first time renewals given previously to other schools.

## Renewal Conditions

No special conditions are recommended. Capitol West should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

## Elements of the Contract

The contract amendment negotiated with MULABE, Inc., meets all requirements of the UWM- model charter school contract. The MULABE is prepared to operate in accordance with all applicable state and federal requirements for charter schools. The framework of the contract and substantive modifications made by the amendment to the contract are as follows:

1. Article One – Definitions - Key terms of the contract.  
*(No substantive changes)*
2. Article Two - Parties, Authority and Responsibilities.  
*(No substantive changes)*
3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: a) school governance; b) measuring student progress; c) methods to attain educational goals; d) licensure of professional personnel; e) health and safety; f) admissions; g) discipline; h) insurance standards and other topics.  
*(Section 3.1 (11) establishes specific requirements for financial reporting to the Office. Section 3.1(14) sets new requirements for insurance coverages and provides for the grantee to apply for coverage waivers for certain small business contractors.)*
4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Milwaukee administrative fees, and financial reporting.  
*(No substantive changes)*
5. Article Five – Joint Responsibilities. This section details the review of the management contracts and methods of financial payments.  
*(Section 5.3 modifies and clarifies performance evaluation criteria and establishes requirements for accountability reporting.)*
6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of UW-Milwaukee's oversight responsibilities.  
*(No substantive changes.)*
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).  
*(Section 7.6 clarifies requirements for open meetings)*

8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.  
*(No substantive changes)*
9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).  
*(Section 9.1(1) grants the University the right to terminate the charter contract if the school fails to make adequate yearly progress for three consecutive years under the federal No Child Left Behind requirements of ESEA Title I.*
10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.  
*(No substantive changes)*
11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.  
*(No Substantive changes)*

### Evaluation Committee

Evaluation Committee member contributing to this report include: Dr. Elizabeth Drame, Dr. Elise Frattura, Dr. Karen Kelly, Dr. Robert Kattman, Dr. William Kirtek, Dr. Gail Schneider, Dr. Leticia Smith, Ms. Jean Tyler, Dr. Gary Williams.



**CHARTER SCHOOL CONTRACT**

THE BOARD OF REGENTS  
OF THE  
UNIVERSITY OF WISCONSIN SYSTEM  
(d/b/a the University of Wisconsin-Milwaukee)

AND

CAPITOL WEST ACADEMY, INC.  
(Grantee)

CHARTER SCHOOL CONTRACT  
BETWEEN  
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM  
(d/b/a the University of Wisconsin-Milwaukee)  
AND  
CAPITOL WEST ACADEMY, INC.

This Contract is made by and between the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), located at P.O. Box 413, Milwaukee, WI 53201, and Capitol West Academy, Inc. (the “Grantee”), located at 3939 North 88<sup>th</sup> Street, Milwaukee, WI 53222.

**Whereas**, the State of Wisconsin has created a Charter School program under the provisions of s. 118.40, *Wisconsin Statutes*; and

**Whereas**, the Chancellor of the University of Wisconsin-Milwaukee is authorized by s. 118.40(2r)(b), *Wisconsin Statutes*, to initiate and enter into a contract with an individual or group to operate a school as a charter school, subject to the approval of the Board of Regents of the University of Wisconsin System; and

**Whereas**, on \_\_\_\_\_ the Board of Regents of the University of Wisconsin System has approved (i) the Chancellor’s grant of a second charter to the Charter School to the Grantee and (ii) the Chancellor’s entering into this Contract with the Grantee for continued operation of the Charter School; and

**Whereas**, the University of Wisconsin-Milwaukee has established the Office of Charter Schools to serve as the University’s administrative unit to implement the provisions of s.118.40, *Wisconsin Statutes*, and to carry out the University’s oversight responsibilities under the statute; and

**Whereas**, it is the intention of the Chancellor of the University of Wisconsin-Milwaukee to grant charter school status to qualified non-profit organizations that can bring quality educational services to the children residing within the City of Milwaukee, pursuant to the provisions of s. 118.40, *Wisconsin Statutes*; and

**Whereas**, the mission of the University of Wisconsin-Milwaukee includes research and the dissemination of knowledge that results from research, and the particular mission of its School of Education is research on reforms in urban education; and

**Whereas**, the Office of Charter Schools has been organized to cooperate with community organizations, parent groups, educators and other individuals who are committed to improving the quality of education for children in the City of Milwaukee; and

**Whereas**, the Parties (as defined below) have successfully negotiated this Contract as a charter school contract in accordance with s. 118.40, *Wisconsin Statutes*, and in particular, the

provisions specified under sub. (1m)(b) 1. to 14. and sub. (2r)(b), and additional provisions as authorized by sub. (2r)(b);

**NOW THEREFORE,**

- A. As contemplated under Wis. Stat. § 118.40(2r)(b), the Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), hereby establishes by charter the Charter School to be known as Capitol West Academy; and
- B. The Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), hereby enters into this Contract with Capitol West Academy, Inc. and thus hereby authorizes the Grantee to operate the Charter School; and
- C. In consideration of this grant, the Chancellor, on behalf of the University of Wisconsin - Milwaukee and with the approval of the Board of Regents of the University of Wisconsin System, and the Grantee (each as defined below), hereby agree as follows:

**ARTICLE ONE**

**DEFINITIONS**

Section 1.1 Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (1) “Applicable Law” means all federal, state, and local law now or in the future applicable to Wisconsin charter schools.
- (2) “Board” or “Board of Regents” means the Board of Regents of the University of Wisconsin System.
- (3) “Chancellor” means the Chancellor of the University of Wisconsin-Milwaukee or any designee of the Chancellor.
- (4) “Office” means the Office of Charter Schools at the University of Wisconsin-Milwaukee, and for the purposes of this contract, is a designee of the Chancellor.
- (5) “Charter School” and “School” and “CWA” mean a school to be known as Capitol West Academy, which is under the control of the Grantee, a Wisconsin nonstock, nonprofit corporation.
- (6) “Day” shall mean calendar day,

- (a) The first day shall be the day after the event, such as receipt of a notice, and
  - (b) Each day after the first day shall be counted, except that a Saturday, Sunday, or legal holiday shall not be counted if it would be the final day of the period.
- (7) “Department” means the Department of Public Instruction of the State of Wisconsin.
  - (8) “District” means the Milwaukee Public School District, which is a First Class City School System operating pursuant to Wis. Stat. ch. 119, as well as any successor to it that may have jurisdiction over or statutory duties with respect to the Charter School.
  - (9) “Grantee” means Capitol West Academy, Inc., a nonprofit, nonstock corporation duly organized and existing under the laws of the State of Wisconsin.
  - (10) “Parties” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Grantee, through their designated representatives.
  - (11) “School Board” means the Board of Directors of Capitol West Academy.
  - (12) “University” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Chancellor acting as the Board’s representative.

## ARTICLE TWO

### PARTIES, AUTHORITY AND RESPONSIBILITIES

Section 2.1 The Parties to this Contract are the University and the Grantee.

Section 2.2 The University.

- (1) Under the authority of Wis. Stat. § 118.40(2r), the University, with the approval of the Board, hereby grants to the Grantee a charter to operate a Charter School under the terms and conditions of this Contract.
- (2) On behalf of the University, the Chancellor shall exercise all oversight responsibilities as set forth in this Contract.
- (3) The Chancellor may conduct research as set forth in Article Eight and elsewhere in this Contract.

Section 2.3 The Grantee. The Grantee is responsible and accountable for performing the duties and responsibilities associated with the Charter School assigned to it under this Contract.

Section 2.4 The Parties agree that the establishment of the Charter School shall have no effect on the liability of the University other than as to those obligations specifically undertaken by the University herein. The University thus shall not be liable to any person not a Party to this Contract on account of the establishment or operation of the Charter School. Further, the University assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or independent contractor of the Grantee or the Charter School, or any other persons receiving services from or doing business with the Grantee.

### ARTICLE THREE

#### OBLIGATIONS OF GRANTEE UNDER WISCONSIN STATUTES SECTION 118.40

Section 3.1 With regard to the requirements for Charter Schools set forth in Wis. Stat. § 118.40(2r)(b)1. to 14., the Grantee hereby agrees to operate the Charter School in compliance with all of the following specifications:

- (1) The name of the person who is seeking to establish the Charter School:

Capitol West Academy, Inc. (Grantee).

- (2) The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided:

Donna Niccolai-Weber is the current Executive Director of the Capitol West Academy. The Executive Director is the chief administrative officer of the School. He/she reports directly to the Board and has the responsibility to hire, monitor, evaluate and replace, if necessary, the Principal.

All other positions within the School are hired by and report to the Principal or his/her designee. Administrative services such as Finance, HR, marketing, fund development and IT are contracted through St.-Aemilian-Lakeside Inc.

In the event there is a change in the Principal or Executive Director of the Charter School, or a material change in the leadership of the Charter School as described in this subsection, the Grantee agrees to notify the Office and the Department immediately of the change. The Grantee shall provide the Office with a copy of the curriculum vitae of the Executive Director and Principal.

- (3) A description of the educational program of the School:

The School's educational program shall consist of a structured strength-based educational environment coupled with a proactive parent-child centered behavioral program, which aims to reduce the educational gap and increase the success of each student. The School's focus is and will continue to be the design of an asset-based educational environment that supports children in collaboration with their families and community. There is a solid basis of empirical research, as

well as the School's experience, demonstrating that low student-teacher ratios are highly correlated with academic and social success especially in primary grades. This is the rationale for the average of 20 students in each classroom.

The Charter School shall pursue and make reasonable progress toward the achievement of the academic and non-academic goals set forth in the Application and in the Annual Accountability Plan described in Section 5.3 of this Agreement.

- (4) The methods the School will use to enable pupils to attain the educational goals under Wis. Stat. § 118.01, including a description of how pupils with disabilities will be served:

Capitol West Academy provides and will continue to provide a structured environment with an integrated curriculum, service learning component, and an emphasis on quality academic skills as described in this section. Academic content in reading, language arts, math and science through integrated and discrete learning experiences is absolutely essential. Discrete academic content is taught because not all content can be learned through integrated curriculum or projects. This assists students in skill mastery that enhances their ability in analysis, synthesis and decision-making.

Capitol West Academy provides a quality-driven customized curriculum that allows each child the opportunity to explore his/her own special expression of genius. The School's curriculum can be adjusted to meet each child's interests, needs and omni-directional development. It will utilize portfolios as one of the indicators of progress.

Service learning is a method by which students learn and develop through active participation. At the elementary level, service learning helps students to become aware of their role as citizens and learn to understand others. Service learning helps foster civic responsibility and is integrated into and enhances the academic curriculum of the students. It includes structured time for the students and faculty to reflect on the service experience.

The Positive Social Skills (PSS) curriculum teaches responsibility, communication and social decision-making. The program recognizes and rewards positive student behavior and allows staff to objectively measure improvements in behavior.

Teachers are trained in Mel Levine's "Schools Attuned" program which offers a comprehensive professional development and service program that offers educators new methods for recognizing, understanding, and managing students with differences in learning.

Capitol West Academy provides and will continue to provide special education and related services for students' grades K4-8th grade. Special Education services provided at CWA will be cross-categorical by grade level and provided in the regular education classroom to the maximum extent possible. Services include supplementary aids, program modifications such as small group instruction, one-on-one instruction, services and other supports provided to or on behalf of the student in regular education based upon the student's Individual Education Plan.

- (5) The method by which pupil progress in attaining the educational goals under Wis. Stat. § 118.01 will be measured:
- (a) The Charter School shall administer the examinations under Wis. Stat. §§ 118.30(1r) and 121.02(1)(r) to pupils enrolled in the Charter School and shall cause the testing data for the Charter School to be transmitted to the Office in such form as the District shall customarily transmit such data.
  - (b) With respect to examinations required under Wis. Stat. § 118.30(1r), the Parties hereby agree that, if the District's Board of School Directors shall develop or adopt any of its own examination(s) (in lieu of the Department's examination(s)) for administration to the District's pupils, the Charter School may elect to administer and transmit testing data for either the Department's or the District's examination(s). In that event, the Charter School shall provide the Office six months' notice of its plan to use such examination(s) and shall give the Chancellor a timely opportunity to comment on the intended change.
  - (c) The Charter School shall administer the Measures of Academic Progress testing program developed by the Northwest Evaluation Association ("NWEA"), or other assessment system approved by the Office, as annually designated by the Office. These assessments are designed to measure student progress and to provide information that can be used to improve teaching and learning. The Charter School shall cause such testing data to be transmitted to the Office in a timely manner. The University will contract with NWEA, or another designated provider, to make the testing program available to the Charter School. The Charter School agrees to reimburse the University for any expenses relating to such assessment including but not limited to the following: NWEA's annual per student licensing fee based on the Charter School's total number of individual students assessed; a pro rata portion of NWEA's Training Workshop(s) fee(s); and any additional individualized or customized training(s) provided to the Charter School. This reimbursement is in addition to and does not supersede any of the Charter School's other contractual obligations under Section 4.6 of this Agreement.

- (6) The governance structure of the School, including the method to be followed by the School Board to ensure parental involvement:

Capitol West Academy, Inc. will operate as a legally constituted corporation, with 501(c)(3) status. It is also a Local Education Agency (LEA) with all of the rights and responsibilities of an LEA. Capitol West Academy, Inc. is a charter school organized under Chapter 118.40 of the Wisconsin Statutes. The Board of Regents of the University of Wisconsin System on behalf of the University of Wisconsin-Milwaukee is the chartering authority. Capitol West Academy Inc. is a charter school organized as a non-stock corporation under Chapter 181 of the Wisconsin State Statutes.

The School Board will have the overall decision making authority and is responsible for compliance with the law and this Agreement. Members of the School Board hold in public trust the welfare and the well being of the School. School Board members will make major policy decisions and represent the School within the community. The School Board is the corporate body that oversees the operation of the School.

At least one Director on the School Board will be a parent of a student at the School. The Board has direct involvement in the governance of the School as defined in the By-laws of Capitol West Academy, Inc. The parent or parents on the School Board will provide a clear and accessible link to other parents in the School and the Parent Advisory Committee.

- (7) Subject to Applicable Law, the qualifications that must be met by the individuals to be employed in the School:

All school personnel for whom licensure is required under Wis. Stat. §§ 118.19(1) and 121.02(1)(a)2 shall hold a license or permit to teach issued by the Department. Notwithstanding the foregoing, however, the Parties acknowledge and agree that the Charter School is not an instrumentality of the District, and thus that the Charter School is not subject to requirements arising in connection with Wis. Stat. §§ 118.40(7)(a) and 118.40(7)(am).

- (8) The procedures that the School will follow to ensure the health and safety of the pupils:

**Safety:**

**Universal Precautions**

The risk of transmission of blood borne diseases in a normal school setting is very small. Nonetheless, some risk does exist. Because it is not possible to know or practical to expect to know the identity of an infected person in an institutional setting, to guard against exposure to HIV, Hepatitis B, or other blood borne



pathogens, it is necessary that a standard approach be used in every case of exposure to blood and body fluids. This standard approach is called Universal Precautions. Both Hepatitis B vaccinations and training related to Universal Precautions will be made available to all Capitol West Academy employees. The School will comply with all applicable Wisconsin Department of Workforce Development safety and health standards. Disposable plastic gloves will be provided for each classroom for staff use when handling any body fluids or excretions including blood. Contaminated materials will be placed in a tightly closed plastic bag and placed in a contamination container.

### **Suspected Child Abuse and Neglect**

When there is reasonable cause to believe that a child has been abused or neglected, School personnel must act in accordance to Wisconsin Statutes and report such incidents to the Milwaukee County Department of Social Services and/or the Milwaukee Police Department. Child abuse includes physical, sexual, and emotional abuse.

### **Emergency**

In the event of a serious emergency requiring immediate medical treatment, each family will be required to sign a release, prior to their child attending School, authorizing the School to transport the child to emergency facilities. School staff will transport the child when possible. The family or guardian will be contacted as soon as possible regarding the medical situation.

### **Playground Policy**

The Capitol West Academy play area is located in a secure enclosed area that is supervised by adult staff during times of use. The play area is not accessible to automobiles. There will be 1 adult supervisor for every 40 children. Supervising staff will immediately provide attention to any injuries, accidents, or fights. A written report will be generated to address these issues. Supervising staff is also responsible for ensuring that no uninvited visitors enter the playground and reporting any suspicious activity.

### **Visitors**

All visitors will enter the building at the 88<sup>th</sup> Street entrance. All visitors can enter the building by ringing the doorbell. Upon entry, visitors must sign in and get a badge to wear in the building. When leaving the building visitors will sign-out and return the badge.

### **Smoking**

Under Wisconsin law, minors can be cited for possession of tobacco products. Smoking is prohibited on School grounds.

### **Tornado Drill**

Emergency siren will indicate a tornado drill. Tornado drill placards will be placed in each classroom to alert teachers to designated areas of safety. When a drill is held, the following procedures are in affect:

- Everyone will go to the designated area in an orderly fashion, walking on the right hand side of the hallway
- Absolutely no talking is allowed during the drill
- All books and supplies will be left in the classroom – no exceptions
- An announcement or bell will signal the end of the drill

### **Fire Drill**

At the sound of the fire alarm, every person must leave the building. Exit directions for fire drills are posted in every room near the door. All entrances should be cleared to make way for fire fighters in case of a real emergency. The following rules have been established for fire drills:

- Cease work immediately upon the sound of the alarm
- Pass quietly in an orderly fashion, by rows if possible, out of the building
- Teachers must bring a class list to check that all students are accounted for
- All classroom doors should be closed, but not locked
- Once outside of the building, maintain distinct lines for identification of students
- An announcement or bell will signal the end of the drill

In accordance with state guidelines, the School has taken the following safety measures:

- The School will have fire suppression and alarm systems throughout.
- Representatives of the Milwaukee Fire Department will monitor at least one drill per year.
- The School will conduct monthly fire drills.

### **Hazardous Chemicals and Equipment**

Staff members are expected to follow safety precautions and standard procedures in the handling and storage of all potentially hazardous chemicals and equipment. The safety of students and staff members is to be the primary concern at all times.

The Charter School shall also comply with all Applicable Laws. In addition, Wis. Stat. § 118.32, which prohibits a strip search of a pupil, shall apply to the Charter School.

- (9) The means by which the School will achieve a racial and ethnic balance among its pupils that is reflective of the District population:

The School will employ a blind admissions policy.

- (10) The requirements for admission to the School:
- (a) The School will be open to any age appropriate student living within the District boundaries.
  - (b) Maximum enrollment per classroom will be 20-25 students.
  - (c) Open enrollment will begin the first week of February and if the School is oversubscribed, it will hold a lottery on the third Wednesday of April, starting with the lowest oversubscribed grade in the School. The School will set aside seats for students who have siblings in under subscribed grades and children of staff members.

The Grantee acknowledges and agrees that, if the School receives funds under the federal Public Charter School Program, it must use a lottery to admit students if the School is oversubscribed, in which case the Grantee agrees to hold such lottery no later than 30 days prior to the start of each academic year.

- (11) The manner in which annual audits of the financial and programmatic operations of the School will be performed:

The Grantee shall submit audited financial statements of the Charter School's operation, including an audited list of the revenues and expenditures in each of the following categories and subcategories, the auditor's management letters, and any exceptions noted by the auditors, to the Office annually beginning after the first full school year. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30. The Office shall provide the School with a list of the financial account detail to assist the School and its auditors in appropriately distributing revenue and expenditures within the following categories:

- (a) Total Revenue
  - (1) State per pupil aid
  - (2) Special Education aid
  - (3) Federal aid broken down by program source/title
  - (4) Grants
  - (5) Donations
  - (6) Other
- (b) Total Expenditures
  - (1) Instruction including special education
  - (2) Pupil services
  - (3) Instructional support including curriculum development, library/media and faculty/staff development
  - (4) School Board/Administration
  - (5) Facilities

- (6) Contracted Services
- (7) Debt service
- (8) Other

(12) The procedures for disciplining students:

- (a) The School will implement the disciplinary procedure as attached hereto as Appendix C.
- (b) In addition, Wis. Stat. § 118.31, which prohibits corporal punishment of pupils, shall apply to the School.

(13) The public school alternatives for pupils who reside in the District and do not wish to attend or are not admitted to the Charter School: Under Wis. Stat. § 118.40(6), no pupil may be required to attend the Charter School. Students who reside in the District and do not wish to attend the Charter School remain eligible to attend the District's schools.

(14) A description of the School's facilities and the types and limits of the liability insurance that the School will carry:

Capitol West Academy will operate as a tenant of St. Aemilian-Lakeside, which is located at 8901 West Capitol Drive on the northwest side of the City of Milwaukee. St. Aemilian-Lakeside's facility was originally constructed in 1956 as an orphanage. Currently, the facility houses St. Aemilian-Lakeside's Residential Treatment program, a Day Treatment School, administration and other program staff. The facility encompasses 18 acres at the corner of Capitol Drive and 88<sup>th</sup> Street. The facility meets and will continue to meet City of Milwaukee code requirements.

CWA rents approximately 15,000 square feet of space on two floors of the 118,500 square foot building. Current capacity of the CWA space is 210 persons. There is handicap access, a chair lift, and handicap accessible restrooms in the space to be leased by CWA. There is adequate daily parking for staff and guests and additional parking for school events when larger numbers of guests would attend. Safe and adequate play space for CWA students is located on site.

There is a detailed fire evacuation plan with evacuation maps posted in all rooms and fire drills which occur at least monthly to ensure adequate training in the event of a fire.

St. Aemilian-Lakeside has an Asbestos Abatement Plan on file with the State of Wisconsin.

The Grantee shall provide the Office with evidence of a lease or ownership of the School premises in accordance with the provisions of Section 7.4 of this Contract.

The Grantee shall provide the following minimum liability insurance coverages with limits in respect to the Charter School as set forth below:

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Commercial General Liability (which must include coverage for sexual abuse and molestation, corporal punishment, athletic events, and use of gymnasium equipment and must not contain endorsements CG 22 94/95; CG 21 42/43; CG 21 39; CG 24 26; CG 21 45 or CG 21 04)	
Each Occurrence Limit	\$1,000,000
Personal & Advertising	\$1,000,000
Damage to Premises Rented to You	\$500,000
General Aggregate	\$3,000,000
Products-Completed	
Operations Aggregate	\$3,000,000
Medical Expense	\$5,000
B. Auto Liability	
Combined Single Limit	\$1,000,000 each accident
C. Umbrella (providing excess employer's liability, general liability and auto liability coverage)	
Each Occurrence Limit	\$5,000,000
General Aggregate Limit	\$5,000,000
D. Worker's Compensation	
Worker's Compensation	Statutory Coverage
E. School Leader's Errors & Omissions/Educator's Legal Liability	
Aggregate Limit	\$2,000,000
F. Fidelity Bond Coverage (covering Crime, and including employee theft, forgery, larceny and embezzlement for the employees, School Board members and management companies who are responsible for the financial decisions of the Charter School, including but not limited to the CEO)	
Limit per Loss	\$500,000

The “Board of Regents of the University of Wisconsin System, its officers, employees, and agents” shall be named as an additional insured under the insurance policies described in section A, B, C, E, and F above. A certificate of insurance evidencing the aforementioned insurance requirements is to be provided to the Office annually, prior to the start of each academic year; specifically, the certificate holder shall be the Board of Regents of the University of Wisconsin System, c/o UWM Office of Charter Schools, Enderis Hall Room 582, P.O. Box 413, Milwaukee, WI 53201. A specimen policy for each of the aforementioned insurance requirements shall also be provided to the Office annually. The insurer may not cancel any of the aforementioned insurance requirements prior to the expiration date thereof with less than 60 days notice, and the certificate of insurance shall reflect this requirement. The certificate of insurance must specifically identify any exclusions in any of the aforementioned coverages. Should the Grantee be unable to obtain any of the aforementioned coverages, the Grantee may seek a written waiver of the above provisions from the University’s Risk Manager by directing such a request to the Office. Under no circumstances is the Board’s right to recovery of damages limited to the fact that it is named as an additional insured under the insurance policies noted above.

The Grantee shall require subcontractors of the Charter School to be insured and provide a certificate of coverage providing for the following:

A. Workers Compensation	Statutory Coverage
B. Commercial General Liability	
Each Occurrence Limit	\$1,000,000
General Aggregate	\$1,000,000
Products-Completed	
Operations Aggregate	\$1,000,000
C. Automobile Liability	
Combined Single Limit	\$1,000,000

In addition, for high risk subcontractors providing the following services: air charter, asbestos abatement, building construction and remodeling, custodial, daycare, elevator maintenance, manual food service, medical services, recreational services/high risk entertainment, refuse transportation and disposal, security, and transportation of people, the Grantee shall require subcontractors to provide a certificate of additional coverage for the coverage and in the amounts described in the UW-System Risk Management Manual, the relevant portion of which is attached hereto at Appendix A. Should the Grantee be unable to obtain proof of insurance as required in this subsection from a particular subcontractor, the Grantee may seek a written waiver of the above provisions from the University’s Risk Manager by directing such a request to the Office.

For the purposes of this subparagraph, “subcontractor” is defined as any third party or entity with which the Grantee contracts for the provision of goods or

services related to the School, whose employees or representatives will have face-to-face contact with students, staff, or the School site, and which subcontractor is not expressly covered by the Grantee's own liability insurance coverage as described above.

(15) The effect of the establishment of the Charter School on the liability of the University:

- (a) The University shall not be liable to any person not a Party to this Contract on account of the establishment or operation of the Charter School. Further, the University assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or independent contractor of the Grantee or the Charter School, or any other persons receiving services from or doing business with the Grantee.
- (b) The Parties agree that nothing contained in this Contract will create any association, partnership, or joint venture between the Parties, or any employer-employee relationship between the University and the Grantee or the Charter School.

Section 3.2 Nonsectarian Practices. The Charter School shall be nonsectarian in all its programs, admissions policies, employment practices and all other operations.

Section 3.3 Tuition. To the extent provided in Wis. Stat. § 118.40 *et seq.*, the Charter School shall not charge tuition.

Section 3.4 Anti-discrimination. The Charter School may not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

## ARTICLE FOUR

### ADDITIONAL OBLIGATIONS OF THE GRANTEE

The Grantee hereby covenants to undertake the following:

Section 4.1 Compliance with Applicable Law. The Charter School shall comply with all Applicable Law, which may change from time to time and which may include, but is not limited to, the following laws:

- (1) Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7;
- (2) Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*;
- (3) Age Discrimination Act of 1985, 42 U.S.C. § 6101 *et seq.*;
- (4) Section 504 of the Rehabilitation Act of 1974, 29 U.S.C. § 794, and the Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213.
- (5) Individuals with Disabilities Education Act, 20 U.S.C. § 1400-1485 *et seq.*

- (6) Family Education and Privacy Rights Act, 20 U.S.C. § 1232(g);
- (7) Drug-Free Workplace Act, 41 U.S.C. § 701 *et seq.*;
- (8) Asbestos Hazard Emergency Response Act, 15 U.S.C. §§ 2641-2655; and
- (9) No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301-6578, and its implementing regulations, 34 C.F.R. § 200 *et seq.*

If the Applicable Law requires the Office to take certain actions or establish requirements with respect to the Grantee, the Grantee shall cooperate with those actions and comply with those requirements. In particular, the Grantee agrees to comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the No Child Left Behind Act of 2001 (the “NCLB”) and its implementing regulations established by the U.S. Department of Education, which currently include participating in statewide assessments, meeting the state adequate yearly progress definition, meeting public and parent reporting requirements, implementing school sanctions if the Grantee is identified for school improvement, and meeting the highly-qualified teachers and paraprofessional requirements.

Section 4.2 Non-profit Status. The Charter School shall be created, maintained, and operated by the Grantee, a nonstock corporation created under chapter 181, Wisconsin Statutes. The Grantee shall provide to the Office documentary evidence that it is a nonstock organization in good standing under the laws of the State of Wisconsin, including a copy of its By Laws, by the date this Contract is executed. The Grantee shall remain a nonstock corporation under the laws of Wisconsin for the duration of this Contract and shall from time to time (but not more often than annually) after the date this Contract is executed, as the Chancellor requests, provide the Office documentary evidence that confirms its good standing and its nonstock status. The Grantee has applied for, obtained and will maintain tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1986.

Section 4.3 Background Screening. The Grantee shall, at its own expense, perform or cause to be performed background screening through the State of Wisconsin Department of Justice of all full- and part-time employees and volunteers engaged at the Charter School as teachers or otherwise having access to pupils, and shall not assign any employee or volunteers to teach or otherwise to have access to pupils until the Grantee or its designee investigates and determines that there is nothing in the disclosed background of the employee or volunteer which would render the employee or volunteer unfit to teach or otherwise have access to pupils of the Charter School including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee or agent, including volunteers. For purposes of this Section, “volunteer” shall mean a non-paid person who serves at the Charter School and who provides services on a regular and ongoing basis for more than 5 hours per calendar week, but shall not under any circumstances include any parent of a student enrolled in the Charter School, unless the parent is employed by the Charter School.



Section 4.4     Employment of Personnel. The Grantee or its agents or designees shall contract with personnel in accordance with all state law requirements regarding certification and qualifications of employees of public schools, including but not limited to, Wis. Stat. § 118.19 and Wis. Stat. § 121.02. The Grantee shall provide to the Office a copy of all faculty and staff certification reports filed with the Department, including but not limited to the Fall Staff Report (Report No. PI-1202), showing that such personnel are licensed as required by this section or have applied for licensure from the Department. The Grantee or its designee shall make available to the Office, upon request, all licenses, certifications, and employment contracts for personnel engaged at the Charter School.

Section 4.5     [Omitted.]

Section 4.6     Administrative Fee.

- (1) The Grantee shall pay to the University annually an administrative fee to reimburse the University for the actual direct and indirect costs of administering this Contract during each period of July 1 to June 30 during the term of this Contract, which actual costs shall include but not be limited to execution of the University's oversight responsibilities. Actual costs shall not include research fees. The administrative fee shall be determined by the University but shall not exceed 3% of the amount paid to the Grantee each year by the Department under Article Five, Section 5.2 of this Contract.
- (2) Not later than June 1 of each year during the term of this Contract, the University shall provide the Grantee with an itemized budget showing the University's best estimate of its proposed total expenditures for administering the Contract during the upcoming period of July 1 to June 30. The Grantee shall thereafter pay to the University the amount of such proposed total expenditures, doing so in four (4) equal payments, each due within ten (10) days after the Grantee shall have received from the Department a quarterly payment payable under Wis. Stat. § 118.40(2r)(e).
- (3) In addition, not later than October 1 of each year during the term of this Contract, the University shall provide the Grantee with an end of year financial statement showing the University's actual total expenditures for administering the Contract, as provided in this Section 4.6, during the period of July 1 to June 30 then just completed. Within ninety (90) days after the Grantee receives such end of year financial statement, the University shall pay to the Grantee, or the Grantee to the University, as the case may be, the difference between (i) the amount of the University's actual total expenditures during the period of July 1 to June 30 summarized in such end of year fiscal statement and (ii) the amount paid by the Grantee with respect to such period. Any reconciling payments made by Grantee pursuant to this Section 4.6(3) shall, however, remain subject to the 3% cap on aggregate administrative fees imposed by Section 4.6(1).

Section 4.7 Student Activities and Rental Fees.

- (1) The Charter School may assess reasonable pupil fees for activities such as field trips and extracurricular activities or supplemental educational materials, which fees shall not exceed the actual cost to provide such activities. The Charter School may also assess reasonable rental fees for the use of such items as towels, gym clothing, and uniforms, which fees shall not exceed the actual cost to provide such items. The Charter School may not, however, prohibit an enrolled pupil from attending the Charter School, or expel or otherwise discipline such a pupil, or withhold or reduce the pupil's grades because the pupil has not paid fees permissibly charged under this Section.
- (2) The Charter School may require its pupils to purchase and wear uniforms, but no Party shall profit from the sale of uniforms to pupils.

Section 4.8 Transportation Contracts. The Grantee may enter into contracts with other school districts or persons, including municipal and county governments, for the transportation of Charter School students to and from school and for field trips.

Section 4.9 Inspection of Charter School Facilities. The Grantee shall permit any designee(s) of the Chancellor to inspect Charter School facilities at any time during the term of this Contract, provided that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School.

Section 4.10 Access to Charter School Records. Subject to Applicable Law, the Grantee shall grant any designee(s) of the Chancellor upon reasonable notice the right to reasonably inspect and copy at cost any and all Charter School records and documents, including but not limited to pupil records and reports submitted by the Grantee to the Department, at any time within normal business hours during the term of this Contract; provided, however, that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School or otherwise unduly burden the staff of said school. The Grantee shall provide the Office with a copy of any report submitted to the Department at the time of filing, including the reports identified in Appendix B. The Grantee also agrees to provide the Office with a copy of any and all Charter School records and documents within two (2) weeks of any reasonable request. To the extent that the University accesses any testing or research data or any Charter School records, or to the extent the Charter School or the Department provides any Charter School records, test results or data to the University that are protected by privacy or confidentiality laws, the University agrees to abide by such laws as are applicable to the Charter School and not to disclose such records to any third party, except as required by law.

Section 4.11 Financial Reports. As required under Section 3.1(11) of this Contract, the Grantee shall submit audited financial statements of the Charter School's operation, including an audited report of the Charter School's revenues and

expenditures in each of the categories and subcategories listed in Section 3.1(11), the auditor's management letters and any exceptions noted by the auditors, to the Office annually. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30. Audits shall be conducted in accordance with generally accepted auditing standards and with the prevailing Government Auditing Standards issued by the Comptroller General of the United States. Audited statements shall be prepared in accordance with "Generally Accepted Accounting Principles" [GAAP]. In the case that the Grantee contracts with one or more management companies for the operation or administration of the Charter School, the report shall include the management companies' expenditures on behalf of the Charter School.

- Section 4.12 School Year Calendar. The calendar for each school year shall be submitted to the Office no later than the prior July 1 and shall be subject to the approval of the Chancellor or Chancellor's designee. The calendar must consist of no less than 180 days of instruction, including parent/teacher conference dates. If the Chancellor or Chancellor's designee does not notify the Grantee otherwise, the calendar shall be deemed approved 30 days after submission to the Office.
- Section 4.13 Grant Applications. The Grantee shall submit to the Office copies of any applications for grants made on behalf of the Charter School at the time the application is submitted to the funding authority.
- Section 4.14 Authorization for Release of Department Reports. The Grantee hereby authorizes the Department to disclose and/or transmit to the Office upon the Office's request any information, data, or reports filed by the Grantee with the Department. Reports submitted by the Grantee to the Department include but are not limited to the Pupil Membership Audit, the Special Education Plan (Report No. PI-3200), the Third Friday in September Pupil Count Report (Report No. PI-1567-A), the School Performance Report, the Fall Staff Report (Report No. PI-1202), the Fall Enrollment Report (Report No. PI-1290), the Federal Collection: Special Education Child Count (Report No. PI-2197-A), the Second Friday January Pupil Count Report (Report No. PI-1567-B), the Course Offerings (Report No. PI-1215), the End of the Year AODA/Tobacco Report, and the ESEA Consolidated Application: Title I, Title II, Title III, Title IV, Title V Federal Funds.

## ARTICLE FIVE

### JOINT RESPONSIBILITIES OF THE PARTIES

The Parties agree to take the following actions:

Section 5.1 Operation or Management Contracts and Other Sub-contracts.

- (1) The Chancellor reserves the right to review and approve beforehand any Operation or Management Contract for operation or management of the Charter

School that the Grantee wishes to itself enter into with any third party not treated by the Grantee as an employee of the Grantee; provided, however, that such approval shall not be unreasonably withheld, conditioned, or delayed. An “Operation or Management Contract” is a contract (i) that relates to the creation, implementation, or operation of the academic program, instruction, supervision, administration, or business services at the Charter School and (ii) that contemplates an aggregate liability of more than \$50,000 per fiscal year.

- (2) The Grantee shall submit to the Office a copy of any proposed Operation or Management Contract and shall not enter into any such contract until the Chancellor or the Chancellor’s designee shall have approved (or be deemed to have approved) the same. The Chancellor or the Chancellor’s designee shall have 30 Days after receiving the proposed Operation or Management Contract to review the document and to deliver to the Grantee a written statement approving or rejecting such contract. If the Chancellor or the Chancellor’s designee does not within such 30 Days object in writing to the proposed contract, the contract shall be deemed approved. If the Chancellor or the Chancellor’s designee rejects the proposed contract, however, the Chancellor or the Chancellor’s designee shall also within the 30 Day review period hereunder advise the Grantee in writing of its specific objections to the proposed contract. The Grantee may thereafter modify (and remodify) the proposed contract and continue submitting the modified contract for the approval of the Chancellor or the Chancellor’s designee, which approval shall not be unreasonably withheld, conditioned, or delayed.
- (3) Every Operation or Management Contract shall: (i) be written and executed by both the Grantee and the third party; (ii) contain the third party’s covenant to submit to the Office any documentation material to the Office’s efforts to assist the Chancellor in carrying out its oversight responsibilities; and (iii) provide that the third party shall, subject to Applicable Law, grant the Chancellor or the Chancellor’s designee and the Grantee the right to inspect and copy at cost any and all records and documents directly related to the terms and conditions of this Contract, including pupil records. In addition, every Operation or Management Contract with a third-party provider of educational management services shall specify the nature and methods of compensation for such third-party provider of educational management services, and shall specify the methods and standards the Grantee shall use to evaluate the performance of the third party.

Section 5.2     Payments to Charter School. Upon execution of this Contract, the Chancellor shall notify the Department in a timely fashion of the Grantee’s eligibility for funds under Wis. Stat. § 118.40(2r)(e). During the term of this Contract, the Grantee shall be paid by the Department the amount during each school year as specified by Wis. Stat. § 118.40(2r)(e) and applicable rules and policies of the Department.

Section 5.3     Performance Evaluation.

- (1) The University shall evaluate the performance of the Charter School in the areas of leadership, strategic planning, student, stakeholder, and market focus, information and analysis, process management, and organizational performance results as set forth in the Educational Criteria for Performance Excellence of the Baldrige National Quality Program. A description of the specific measures that shall be used to evaluate such areas shall be provided to the Grantee annually, no later than 60 days prior to the start of each academic year.
- (2) The Grantee shall provide to the University the following required reports, at the times described below:
  - (a) Strategic Plan. The Grantee must provide a strategic plan to the University by August 1 prior to the first year of the operation of the Charter School. The strategic plan should specify the mission and vision of the school, identify the target population of students, and establish strategic goals for the development of the school. The Grantee shall resubmit the strategic plan to the Office upon each revision. In addition, a revised strategic plan must be submitted to the Office by August 1 immediately following any renewal of the initial term of the Contract (i.e. August 1, 2009).
  - (b) School and Organization Profile. No later than August 1 of each school year, the Grantee shall submit to the Office a school profile which provides general information about the school and its operations. This profile may be part of the accountability progress report required under 5.3(d), below.
  - (c) Annual School Accountability Plan. By the later of September 1 of each school year or ten (10) days following the date on which the Grantee receives written Wisconsin Knowledge Concepts Exam (“WKCE”) results for the most recently completed school year, the Grantee shall submit to the Office for approval a school accountability plan which sets forth, in measurable terms, goals for school improvement in the following school year. If the Charter School has not made Adequate Yearly Progress (“AYP”) under the NCLB, as determined by the State of Wisconsin, this plan shall include a detailed description of the Grantee’s plans to implement any of the responsive and/or corrective requirements of the NCLB in the following school year. The Grantee may amend its accountability plan, as appropriate, if the NCLB results are not available when it submits the plan.
  - (d) Annual School Accountability Progress Report. By the later of August 1 of each school year or ten (10) days following the date on which the Grantee receives written WKCE results for the most recently completed school year, the Grantee shall submit a school performance report to the Office which states how the school has made progress on the goals identified in the school accountability plan established the prior year. This

report shall include a description of how the Charter School is or is not meeting the State of Wisconsin's definition of AYP under the NCLB and, if the Charter School has not made AYP in the past, a detailed description of the Charter School's compliance with the responsive and/or corrective requirements of the NCLB in the prior year. The Grantee may amend its progress report, as appropriate, if the NCLB results are not available when it submits the report.

## ARTICLE SIX

### NOTICES, REPORTS AND INSPECTIONS

Section 6.1 Notice of Annual Budget. The Grantee shall provide the Office with a copy of the proposed annual Charter School budget for the upcoming academic year no later than the June 1 immediately preceding the beginning of each such academic year.

Section 6.2 Other Notices.

- (1) Agendas and Meetings. If the Charter School shall itself be constituted as a corporation, it shall provide to the Office agendas and notice in advance of all meetings of the Charter School's School Board.
- (2) Governmental Agencies. The Grantee shall immediately notify the Office when either the Grantee or the Charter School receives any correspondence from the Department or the United States Department of Education that requires a formal response, except that no notice shall be required of any routine or regular, periodic mailings.
- (3) Legal Actions. The Charter School shall immediately report to the Office any litigation or formal legal proceedings in which the Charter School is a party or alleging violation of any Applicable Law with respect to the Charter School.

Section 6.3 Certain Reports. The Grantee shall at its expense provide such information and nonperiodic reports as the Office shall reasonably deem necessary to confirm compliance by the Grantee and the Charter School with the terms and conditions of this Contract.

Section 6.4 [Omitted.]

## ARTICLE SEVEN

### MISCELLANEOUS PROVISIONS

Section 7.1 Athletic and Other Associations. The Charter School may, but shall not be required to, join any organization, association, or league as is customary for public schools in the State of Wisconsin which has as its objective the promotion

and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

Section 7.2 Code of Ethics. A member of the School Board and any of the officers of the Grantee directly involved in the implementation of the terms and conditions of this Contract (together “the board members”) shall be subject to the following code of ethics:

“Anything of value” means any money or property, favor, service, payment, advance, forbearance, loan, or promise of future employment, but does not include compensation paid by the Grantee for the services of a board member, or expenses paid for services as a board member, or hospitality extended for a purpose unrelated to Charter School business.

“Immediate family” means a board member’s spouse and any person who receives, directly or indirectly, more than one half of his or her support from a board member or from whom a board member received, directly or indirectly, more than one half of his or her support.

- (1) No board member may, in a manner contrary to the interests of the Charter School, use or attempt to use his or her position or Charter School property, including property leased by the Charter School, to gain or attempt to gain anything of substantial value for the private benefit of the board member, his or her immediate family, or any organization with which the board member is associated.
- (2) No board member may solicit or accept from any person or organization anything of value pursuant to an express or implied understanding that his or her conduct of Charter School business would be influenced thereby.
- (3) No board member may intentionally use or disclose confidential information concerning the Charter School in any way that could result in the receipt of anything of value for himself or herself, for his or her immediate family, or for any other person or organization with which the board member is associated.
- (4) (a) If a board member, a member of a board member’s immediate family, or any organization with which a board member is associated proposes to enter into any contract (including a contract of employment) or lease with the Grantee that may within any 12-month period involve payments of \$3,000 or more derived in whole or in part from payments made pursuant to Wis. Stat. § 118.40(2r)(e), such board member shall be excused from, and shall not participate in, any dealing, discussion, or other position of approval or influence with respect to the Grantee’s entering into such contract or lease; provided, however, that such board member may be part of a discussion concerning such proposed contract or lease for the limited purpose of responding to board inquiries concerning such contract or lease.

- (b) Provided that the board member is not in a position to approve or influence the Grantee's decision to enter into such contract or lease and that the procedures set forth in Section 7.2 are observed, a board member may enter into a contract or lease described in Section 7.2(4)(a) if the board member shall have made written disclosure of the nature and extent of any relationship described in Section 7.2(4)(a) to the Office prior to entering into such contract or lease.

Section 7.3 Use of University Marks. Neither the Grantee nor the Charter School nor any of their sub-contractors may use the name, logo, or other mark designating the University without the expressed prior written consent of the Chancellor, nor may the name, logo, or other mark designating the Board of Regents of the University of Wisconsin System without the expressed prior written consent of the Board of Regents.

Section 7.4 Copies of Certain Documents. The Grantee shall provide to the Office at least 90 days before the start of a school year (1) copies of its lease or deed for the premises in which the Charter School shall operate and (2) copies of certificates of occupancy and safety which are required by law for the operation of a public school in the State of Wisconsin. The Chancellor reserves the right to review and approve the sufficiency of such documents.

Section 7.5 Public Records. The Grantee agrees to manage and oversee the Charter School in accordance with all applicable federal and state public records laws. For purposes of this Contract, the Grantee shall be deemed an "authority" as defined in Wis. Stat. § 19.32(1) and shall be subject to the public records law provisions of Wis. Stat. Ch. 19, subchapter II.

Section 7.6 Open Meetings. The Grantee specifically agrees that the following meetings shall be open to the general public:

- (1) Submission of annual report to the School Board.
- (2) Approval of the annual budget of Charter School by the School Board.
- (3) All school admission lotteries.
- (4) Approval of the annual audit of Charter School by the School Board.
- (5) Annual open house.

The Grantee shall use its good faith efforts to provide reasonable notice of the above listed meetings to the parent/guardian of each student attending the Charter School and shall notify the public according to Wis. Stat. § 120.08(2)(b).



## ARTICLE EIGHT

### PROVISIONS FACILITATING UNIVERSITY RESEARCH

Section 8.1. Research. The Parties agree that the University may seek information from the Grantee and the Charter School for purposes of research. Prior to conducting such research, the University shall seek the Grantee's prior written approval, which will not be unreasonably withheld. Information relevant to such research shall include, but not be limited to, the following:

- (1) Surveys. The University may survey individuals and groups (including but not limited to, parents, students, teachers, board members, others involved in the governance of the Charter School, and the public) concerning the performance of the Charter School, provided that such surveying (i) shall be done at the University's sole expense and (ii) shall not materially interfere with the orderly and efficient operation of the Charter School. The Grantee agrees to cooperate with the University's efforts to conduct such surveys. Employment contracts with teachers employed at the Charter School shall specify that they shall cooperate with such surveys.
- (2) Pupil Testing. The University may seek to administer to each pupil of the Charter School (other than kindergarten pupils), in connection with the pupil's first enrolling in the Charter School, a one-time examination designated by the University. Such examination shall be administered at the University's sole expense and shall not materially interfere with the orderly and efficient operation of the Charter School. The results of any such examination shall be promptly shared with the Grantee.
- (3) Parent/Guardian Evaluation Participation. The University may ask the parent and/or legal guardian of a pupil enrolled in the Charter School to participate in an evaluation or research, which may include their participation in an interview or responding to a questionnaire, about the performance of the Charter School. The Grantee shall use its good offices to urge that the parent and/or legal guardian to participate in such evaluation or research process, subject to their consent.
- (4) Research Observers. The Grantee agrees to accept on the Charter School's premises research observers designated by the University to serve as observers of the activities of the Charter School, provided that the activities of such research observers shall not interfere with the orderly and efficient conduct of education and business at the Charter School. Costs and expenses incurred for the evaluation activities of such observers shall be reimbursed to the University as part of the reimbursement owing under Section 4.6 of this Contract.

## ARTICLE NINE

### REVOCATION OF CONTRACT BY THE UNIVERSITY

Section 9.1 Events of Default by Grantee. This Contract may be terminated by the University under procedures in Section 9.2 if the University finds that any of the following Events of Default have occurred:

- (1) The pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01, or have failed to achieve AYP, as determined by the State of Wisconsin, pursuant to the federal NCLB, for 3 consecutive years;
- (2) The Grantee has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- (3) The Grantee is insolvent or has been adjudged bankrupt;
- (4) The Grantee's directors, officers, employees, or agents provided the University false or intentionally misleading information or documentation in the performance of this Contract;
- (5) The Charter School has failed materially to comply with Applicable Law;
- (6) The Charter School has violated Wis. Stat. § 118.40 *et seq.*;
- (7) The Grantee defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract; or
- (8) The Charter School, in the Chancellor's reasonable discretion, has insufficient enrollment to successfully operate.

Section 9.2 Procedures for the University's Revocation.

- (1) Emergency Termination or Suspension Pending Investigation. If the Chancellor determines that any of the Events of Default set forth in Section 9.1 has occurred and that thereby the health or safety of the Charter School's students is immediately put at risk, the University shall provide the Grantee written notice of such Event(s) of Default and, upon delivering such notice, may either (i) terminate this Contract immediately or (ii) exercise superintending control of the Charter School pending investigation of the pertinent charge.
  - (a) If the University shall elect to exercise superintending control pending investigation of the pertinent charge, the University shall give the Grantee written notice of the investigation, shall commence such investigation immediately, shall permit the Grantee fairly to address the pertinent

charge, and shall thereafter complete its investigation as quickly as reasonably practicable.

- (b) Upon completing its investigation, the University shall promptly deliver to the Grantee in writing either (i) a notice of immediate termination on the bases set forth in this Section 9.2, (ii) a notice of an Event of Default and an opportunity to cure pursuant to Section 9.2(2), or (iii) a notice rejecting the pertinent charge and reinstating control of the Charter School to the Grantee.

- (2) Non-Emergency Revocation and Opportunity to Cure. If the Chancellor determines that any of the Events of Default has occurred but that such occurrence does not thereby immediately put at risk the health or safety of the Charter School's students, the University shall advise the Grantee in writing of the pertinent occurrence and shall specify for the Grantee a reasonable period of time (though in no instance less than 30 days) within which the Grantee shall cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the Chancellor.

- (a) If the Grantee shall not so cure or otherwise remedy the specified Event(s) of Default, the University may terminate this Contract by written notice delivered within 10 days after expiration of the specified period.
- (b) If the University shall so terminate this Contract, termination shall become effective at the end of the current academic year. If the written notice of termination under (a) above is delivered after the close of a school year but before the commencement of the next school year (i.e. during summer break), termination shall become effective immediately (i.e. prior to the start of the next academic semester scheduled for the Charter School).

### Section 9.3 General Termination or Nonrenewal Procedures.

- (1) Final Accounting. Upon termination or nonrenewal of this Contract, the Grantee shall assist the Chancellor in conducting a final accounting of the Charter School by making available to the Chancellor all books and records that have been reviewed in preparing the Grantee's annual audits and statements under Section 3.1(11) of this Contract. The Grantee shall also submit a final audited financial statement of the Charter School's operation, including auditor's management letters and any exceptions noted by the auditors, which must be received by the Office within 160 days after the end of the Grantee's final school year.
- (2) Records Retention. Upon termination or nonrenewal of this Contract, the Grantee shall designate a records custodian who will be responsible for maintaining its records in accordance with the law and this Contract. Following the expiration of any statutory retention period and the contractual retention requirements as described below, whichever is longer, the records custodian will arrange for the destruction of records in a manner that ensures their confidentiality.

- (a) Administrative and Personnel Records. Upon termination or nonrenewal of this Contract, the records custodian will maintain a copy of the School's administrative records, including personnel records, and will provide copies of such records to third parties as required by law or otherwise appropriately requested for a period of not less than six (6) years.
- (b) Student Records. Upon termination or nonrenewal of this Contract, the Grantee shall provide the Office and the Department with a list of pupil names and their contact information, along with the name of the school to which each pupil is transferring, if known. The records custodian shall transfer a copy of the pupil records, as defined in Wis. Stat. § 118.125, to the school to which each pupil is transferring. The records custodian shall also maintain a copy of pupil records in accordance with Wis. Stat. § 118.125(3).
- (3) Financial Obligations/Asset Distribution. Upon notification of termination or nonrenewal of this Contract and dissolution of the Charter School, the Grantee shall designate (and is responsible for paying for) an independent trustee who will be responsible for satisfying all outstanding financial liabilities of the Charter School, including those owed to St. Amelian-Lakeside, Inc., and properly distributing the School's assets in compliance with the law and this Contract. The trustee shall implement a procedure for limiting all expenditures to those that are reasonable and necessary for the ongoing day-to-day operations of the Charter School, such as preauthorized payroll expenses, utilities, rent and insurance. The trustee shall return any unspent federal or state grant money or funds to the Department. The trustee shall provide the Office and the Department with an inventory of any property or equipment purchased, in whole or in part, with state or federal funds. Following any disposition required by state or federal law, and following the satisfaction of the creditors, including St. Amelian-Lakeside, Inc., the trustee shall distribute any remaining property and equipment purchased with state or federal funds to other University-chartered Charter Schools.

## ARTICLE TEN

### TERMINATION BY THE GRANTEE

Section 10.1 Grounds for Termination by the Grantee. This Contract may be terminated by the Grantee under procedures in Section 10.2 if Grantee finds that any of the following Events of Termination have occurred:

- (1) The Charter School has insufficient enrollment to successfully operate;
- (2) The Grantee's Operation or Management Contract, if any, with a third-party provider of educational management services has been terminated;
- (3) The Charter School has lost its right to occupy all or a substantial part of its physical plant and cannot occupy another suitable facility, at a cost deemed

reasonable by the Grantee, before the expiration or termination of its right to occupy its existing physical plant;

- (4) The Grantee has not timely received any one of the payments contemplated under Wis. Stat. § 118.40(2r)(e);
- (5) The Grantee has become insolvent or been adjudged bankrupt; or
- (6) The University defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.

Section 10.2 Procedures for Grantee Termination of Contract. The Grantee may terminate this Contract according to the following procedures:

- (1) Notice. If the Grantee determines that any of the Events of Termination set forth in Section 10.1 has occurred, the Grantee shall notify the Chancellor of the pertinent Event(s) of Termination. The notice shall be in writing, shall set forth in sufficient detail the grounds for termination, and shall specify the proposed effective date of termination (which date shall, to the extent reasonably practicable, be the end of the next academic semester scheduled for the Charter School).
- (2) Discretionary Termination.
  - (a) As to the Event(s) of Termination set forth in Sections 10.1(1)-(2) and (6), the Chancellor may conduct a preliminary review of the alleged bases for termination to ensure that such bases are bona fide. Such review shall be completed promptly and, within 30 days after the Chancellor receives the Grantee's notice, the Chancellor shall deliver to the Grantee a notice (i) approving the Grantee's requested termination or (ii) denying the same on the grounds that the asserted bases for termination are not in fact bona fide.
  - (b) If such results of the review and the Chancellor's determination are not delivered to the Grantee in writing within 30 days after the Chancellor receives the Grantee's notice, the Grantee's notice shall be deemed an approved basis for termination.
- (3) Automatic Termination. As to the Event(s) of Termination set forth in Sections 10.1(3)-(5), termination shall be effective on the date set forth in the Grantee's notice under Section 10.2(1).

Section 10.3. [Omitted.]

Section 10.4. General Termination and Nonrenewal Procedures. The requirements set forth in Section 9.3 above shall be applicable to a termination of contract under this Article Ten.

## ARTICLE ELEVEN

### TECHNICAL PROVISIONS

Section 11.1 Term of Contract. The term of this Contract shall commence on July 1 following its execution and shall continue for a period of four years. During the third full year of this Contract (i.e. during the 2011-2012 school year), the University shall conduct a review of the Charter School's performance to date. The University shall specify in writing for the Grantee the subjects of the review at least 3 months prior to the beginning of the third full year of the operation of the Charter School. The University shall complete the review and shall issue a written report by the end of the third full year of the Contract. Results of the review shall serve as the basis for the University to determine whether it will negotiate another Contract with the Grantee.

Section 11.2 Non-agency. It is understood that neither the Grantee nor the Charter School is an agent of the University.

Section 11.3 Appendices. The following documents, appended hereto, are made a part of this Contract and the Grantee and the Charter School agree to abide by all the terms and conditions included herein:

Appendix A: Part 4.D of the UW System Risk Management Manual, Vendor Certificates of Interest

Appendix B: Contract Compliance Documentation

Appendix C: Disciplinary Procedure

Section 11.4 Applications of Statutes. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends the responsibilities or obligations of any of the Parties with respect to this Contract, this Contract shall be altered or amended to conform to the change in existing law as of the effective date of such change.

Section 11.5 Hold Harmless and Indemnification. To the extent allowed by law, the Grantee shall hold harmless and indemnify the University against any and all liability, claims, demands, and causes of action (including reasonable attorneys fees) which arise out of, occur in connection with or are in any way incident to the Grantee, its contractors, subcontractors or agents' performance of obligations under this Contract.

Section 11.6 Amendments. This Contract may be amended only upon the written agreement of the Parties.

Section 11.7 Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this

Contract shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 11.8 Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the Parties and their respective successors and permitted assigns.

Section 11.9 Entire Agreement. This Contract sets forth the entire agreement among the Parties with respect to the subject matter of this Contract. All prior application materials, agreements or contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 11.10 Assignment. This Contract is not assignable by either Party without the prior written consent of the other Party.

Section 11.11 Non-waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 11.12 Force Majeure. If any circumstances occur which are beyond the control of a Party, which delay or render impossible the obligations of such Party, the Party's obligation to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 11.13 No Third Party Rights. This Contract is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 11.14 Governing Law. This Contract shall be governed and controlled by the laws of the State of Wisconsin.

Section 11.15 Notices. Whenever this Contract provides that notice must or may be given to another Party, or whenever information must or may be provided to another Party, the Party who may or must give notice or provide information shall fulfill any such responsibility under this Contract if notice is given or information is provided to:

To Grantee: Donna Niccolai-Weber  
Executive Director  
Capitol West Academy

3939 North 88<sup>th</sup> Street  
Milwaukee, WI 53222

with a copy to: Mr. Jon Anderson  
Godfrey & Kahn, S.C.  
One East Main Street  
P.O. Box 2719  
Madison, WI 53701-2719

To Office: Director  
UWM Office of Charter Schools  
Enderis Hall 582  
P.O. Box 413  
Milwaukee, WI 53201

with a copy to: Director  
UWM Office of Legal Affairs  
Chapman Hall 380  
P.O. Box 413  
Milwaukee, WI 53201

Notice hereunder shall be effective if made by hand delivery to the pertinent Party or by United States mail, postage prepaid, certified with return receipt requested. Notices shall be effective (i) when actually received by the addressee, if made by hand delivery, or (ii) 2 days after delivering the pertinent notice to the control of the United States Postal Service, if made by certified mail with return receipt requested.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract.

FOR GRANTEE:

FOR THE UNIVERSITY:

CAPITOL WEST ACADEMY, INC.

By: \_\_\_\_\_  
Name

\_\_\_\_\_  
Name

President \_\_\_\_\_  
Title

Chancellor \_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



The University of Wisconsin-Milwaukee  
Charter School Contract Extension  
for the Business and Economics Academy of Milwaukee

EDUCATION COMMITTEE

Resolution I.1.d.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the extension of the charter school contract with the Business and Economics Academy of Milwaukee, together with amendments to the contract, maintaining a charter school known as the Business and Economics Academy of Milwaukee.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
BUSINESS AND ECONOMIC ACADEMY  
OF MILWAUKEE CHARTER RENEWAL**

**Executive Summary**

**INTRODUCTION**

Charter schools are intended to offer quality education services to children through the creation of alternative public schools that are not subject to as many of the rules and regulations imposed on school districts. The charter school movement is one of the strategies used to expand the idea of public school choice in Wisconsin and the rest of the nation.

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. Since then, the Board of Regents and the Chancellor of UW-Milwaukee have approved several charter schools, involving a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children.

The Office of Charter Schools at UW-Milwaukee and Chancellor Santiago recommend that the Business and Economic Academy of Milwaukee be granted a three-year extension to its charter. The Business and Economic Academy of Milwaukee was originally approved by the Board of Regents in June 1999, under the name of the Milwaukee Urban League Academy of Business and Economics, and began operation in August 2001. The Board of Regents approved the renewal of the contract in February 2005. The present contract runs from July 1, 2005 through June 30, 2009. The contract being recommended would run from July 1, 2009 through June 30, 2012.

**REQUESTED ACTION**

Approval of Resolution I.1.d.(3), authorizing the extension of the charter school contract with the Business and Economic Academy of Milwaukee, to operate a public school known as the Business and Economic Academy of Milwaukee.

**BACKGROUND**

In 1998, Wisconsin Statute 118.40 was amended to grant authority for the University of Wisconsin-Milwaukee (University) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and in turn demand a new type of public accountability tied to actual performance. Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. The renewal process is based on the evaluation

of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action.

Renewal of a charter is usually for an additional four or five-year period. A school may, however, be placed on probation with a charter renewal period of less than four or five years. Renewal of a charter is based on evidence of meaningful progress on key measures of performance as follows: student well-being, academic success, faithfulness to the charter, ability to communicate and transmit the mission, parent and student satisfaction, staff satisfaction with professional and organizational growth, viability of the charter school, fiscal stability of the charter school, and contractual compliance.

## **DISCUSSION**

The Milwaukee Urban League Academy of Business and Economics, Inc., was granted a charter by the University of Wisconsin System Board of Regents in October of 1999 to operate the Milwaukee Urban League Academy of Business and Economics (MULABE). The school was opened in August of 2001 at 3814 W. North Avenue, Milwaukee, WI 53208. In 2003, the school was expanded by adding a satellite building at 4610 W. State Street to serve kindergarten through grade one. In 2007, the school was renamed the Business and Economics Academy of Milwaukee (BEAM). This formally ended the school's, in name only, relationship with the Milwaukee Urban League. Dr. Mark Schug presently chairs the ten member board that operates the school. Mrs. Barbara Fischer was the school principal until she resigned at the end of April 2008. Mr. Willie Jude assumed the principalship on June 1, 2008. The school is managed and operated by Edison School, Inc., under contract from the Board. Through the Edison partnership, the school has had access to management support, academic achievement support and substantial professional development.

The mission of BEAM is to: "produce well-educated students with a high potential for financial success as future responsible and productive citizens." Two studies (See Appendix D of the full Evaluation Report) comparing BEAM students' knowledge of business and economics terms and concepts to that of students in a similar school without a business and economics curriculum reveal that BEAM students are more knowledgeable and have greater understanding in the area than do students in the comparison school. BEAM provides many opportunities for students to become involved in business related activities. These include: the Millionaires Club, Stock Market Simulation Game, Business and Economics in the Classroom, Finance and Investment Challenge Bowl, a holiday market, and a student-run snack shop. While these activities certainly provide opportunity, there is concern regarding the number of students who actually participate and take advantage of the programs. The business and economics emphasis permeates the culture of BEAM and certainly sets the school apart from other schools.

BEAM serves students in four-year-old kindergarten through grade eight. The school's enrollment peaked during the 2004-05 school year with 854 students. Attendance declined to 654 during the 2006-07 school year, and increased again to 705 students during the 2007-08 school year. The school serves predominately African-American students. Over ninety-six

percent (96.8%) of the students come from homes in poverty. The students come from many different Milwaukee neighborhoods representing twenty (20) zip codes within the city. Transportation is provided at BEAM's expense. The school receives no state aid or reimbursement for student transportation. BEAM provides special education and related services for students in grades 4K through 8. Over twelve percent (12.7%) of the students are identified as requiring special education. Services provided at BEAM are cross-categorical by grade level and provided in the regular education classroom to the maximum extent possible.

Over a three-year average, 53.7% of the students have returned to the school each year. The student attendance rate has averaged 87.3% over the last three years of the charter. All students have been promoted to the next grade during the last three years. Fifty-eight percent (58%) of the students have been identified as meeting the statutory definition of truancy. There has been an average of 376 students suspended from school each of the last three years. This number was reduced to 240 during the 2006-07 school year. No students have been expelled during the last three years. Observation reveals discipline to be generally good. Any fighting or disruption is dealt with immediately and is cause for immediate student suspension.

The school is staffed by four (4) administrators, thirty (30) teachers, one (1) social worker, one (1) part-time nurse, three (3) special education aides, and six (6) classroom aides. All individuals requiring licenses hold appropriate licensure from the Department of Public Instruction. Ten teachers hold masters degrees. The certified staff is racially diverse with 47% Black, 44% White, 3% Asian, 3% Native American, and 3% other. The non-certified staff shares similar characteristics. The staff has a 96% daily attendance rate. Approximately two-thirds of the faculty members return each year. The classroom teacher-pupil ratio is one (1) teacher to twenty-four (24) students. BEAM contracts with Edison Schools to manage the curriculum and provide teacher development. Edison has selected or developed instructional materials to support its student academic standards and school performance standards. The materials are the product of Edison's research and evaluation and provide support for Edison's objectives for teaching and learning. BEAM's instructional goals are focused on meeting the needs of all learners by providing differentiated instruction, and using active learning strategies.

Over the last three years of the charter, BEAM's total revenues have declined from \$5,786,058 in 2005-06, to \$5,406,694 in 2007-08, as a result of the gradual decrease in the number of students. At the same time, the revenue per pupil has increased from \$8,275 to \$9,210. The major portion of this revenue is state per-pupil-aid which increased from \$7,111 per pupil in 2004-05, to \$7,669 in 2007-08. BEAM also received federal flow-through funds for special education, and federal title program dollars. During this same time period, expenditures also decreased from \$5,398,966 to \$4,604,592. Per-pupil expenditures increased from \$7,947 in 2004-05, to \$9,164 in 2006-07. BEAM maintained a fund balance of \$310,817 at the end of the 2006-07 school year.

The students entering BEAM, on average, arrive with sizeable educational deficits. New students trail students already enrolled at BEAM and the MPS average by a wide margin. Students that have been enrolled in BEAM for at least three years show steady progress in reading and mathematics until grades seven and eight. However, for the most part, the progress is not great enough to bring the students on par with the MPS average. Reviewing the progress

in reading of three controlled cohorts of students who have been at BEAM for the 2005-06, 2006-07, and 2007-08 school years provides a clear picture. The high mobility of BEAM students needs to be addressed. The continual turnover of students, especially at the upper grades, lowers test score results and mitigates the efforts to improve academic achievement.

#### READING PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	BEAM	MPS	BEAM	MPS	BEAM	MPS
3 – 4 - 5	54.6%	62.1%	60.6%	63.3%	60.6%	65.1%
4 – 5 - 6	30.3%	62.3%	45.5%	64.9%	54.5%	62.1%
5 – 6 – 7	61.6%	62.5%	69.2%	63.1%	53.9%	61.5%
6 – 7 – 8	42.8%	58.2%	42.9%	59.4%	52.4%	60.1%

#### MATHEMATICS PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	BEAM	MPS	BEAM	MPS	BEAM	MPS
3 – 4 - 5	39.4%	44.0%	45.5%	53.1%	54.6%	49.2%
4 – 5 - 6	27.2%	44.8%	33.3%	46.5%	36.4%	43.6%
5 – 6 – 7	32.8%	41.5%	46.2%	41.0%	41.9%	41.3%
6 – 7 – 8	33.4%	38.4%	42.9%	45.5%	28.6%	39.9%

The Office of Charter Schools implemented the North West Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for the 2006-07 school year. BEAM piloted the program in 2006-07 but was not fully involved until the 2007-08 school year. The results of the fall and spring testing windows are available for this report. In reading, students in grades 3 through 7, on the average, met or exceeded the level of expected growth. Students in grade 1 and 8 made progress but did not meet the level of expected growth.

MAP Reading Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
2	156.9	167.8	13.1	10.9
3	168.5	182.8	9.1	<b>14.3</b>
4	182.6	190.5	6.5	<b>7.9</b>
5	191.3	201.1	5.4	<b>9.8</b>
6	195.5	200.9	4.3	<b>5.4</b>
7	200.2	204.9	3.4	<b>4.7</b>
8	204.3	206.4	3.2	2.1

In mathematics, students in grades 2 through 5, on the average, met or exceeded the level of expected growth. Students in grades 6 through 8 grew but did not, on the average, meet the level of expected growth.

MAP Mathematics Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
2	160.2	174.1	13.9	<b>13.9</b>
3	174.4	189.7	10.9	<b>15.3</b>
4	191.4	200.4	8.8	<b>9.0</b>
5	197.5	208.8	8.7	<b>11.3</b>
6	201.1	208.2	7.2	7.1
7	205.0	208.5	6.0	3.5
8	210.6	214.0	5.2	3.4

BEAM has met annual yearly progress (AYP) requirements of No Child Left Behind each year until 2007-08 in which the school did not meet AYP in mathematics.

The Edison curriculum utilized by the school is well-researched and -structured. It provides all the components necessary to address the learning needs of the urban population BEAM serves. The Edison Benchmarks provide teachers with the ability to directly measure students' knowledge and skill required by the curriculum. Students are assessed against the benchmarks monthly. Instruction has been and continues to be a concern for BEAM. Important improvements have been made during the last two years, but instruction is still inconsistent. The inconsistency is, in part, the result of high teacher turnover and lack of experience. Of the thirty-three teachers, thirteen have three or fewer years of total experience and twenty are new to BEAM in the last two years.

Almost the entire student population of BEAM can be considered at risk. The Edison curriculum is specifically designed to address the needs of at-risk learners and should be an excellent vehicle to address the challenges presented. BEAM utilizes various grouping strategies to meet the needs of its at-risk learners. An extensive summer school program will be provided in 2008 specifically designed to address the needs of at-risk learners. Given all that is in place, it is surprising that more progress has not been made. The level of progress relates to the transient nature of BEAM's student population and, as stated above, the lack of experience of the school staff.

Student behavior at BEAM has markedly improved during the last three years. Most students are in uniform and they line up neatly in the hallways when moving between classes. In the classroom, students pay attention to the teacher and are involved with the lesson. To accomplish this, teachers hold tight control over the students.

BEAM, through Edison, Inc., provides over twelve days of professional development each year. In addition, new teachers are provided with three days of training regarding working within the Edison system. The training for all teachers includes topics such as data-driven decision-making, differentiated instruction, improving school culture, integrating business and economic instruction, and student behavior management. Coaches from Edison work with the teachers to incorporate improved practices in the classroom.

The BEAM Board is actively involved with the school. Each year, the board engages in extensive strategic planning. Areas of needed improvement, known as entitled “programs,” are adopted by individual board members who champion efforts to improve operation in the identified areas. For the 2007-08 school year, the programs focused on: (1) student recruitment and retention; (2) teacher recruitment and retention; (3) teacher quality, accountability, and professional development; (4) website development; (5) board development; and (6) savings and investment programs for students. The Board has led the effort to create and implement the business and economics portion of the school program. The Board has consistently met the financial challenges of running the school. The management decisions that generate the greatest concern relates to the size of the school. Research on elementary schools, especially in disadvantaged areas, indicates that a smaller school with a student population between 400 and 500 would have a better chance of creating a school culture in which learning and achievement are valued. The BEAM Board has appropriately handled the finances of the school. Annual audits reveal no problems with the financial management practices of the school. The Board has been able to create a \$310,817 reserve fund that allows the school to appropriately meet cash flow obligations. During the 2007-08 school year, BEAM received \$22,200 in private grants and donations including a grant from PAVE to hold an extensive summer school program in 2008.

Parents and students are moderately pleased with their experience at BEAM. Overall survey results from both parents and student are only slightly below the average for all schools chartered by UW-Milwaukee. The highest parent ratings were received in the areas of understanding behavioral expectations, feeling comfortable discussing their child’s needs with teachers, and feeling welcome at the school. The lowest ratings were given in the areas of handling complaints in a timely manner, assigning appropriate homework, and providing challenging work.

The highest student ratings were received in the areas of being expected to do one’s best at all times, self-esteem created by doing well in school, and knowledge of the school rules. The lowest ratings were received in the areas of the fairness of the school rules, the level at which students follow the rules, students being nice to each other and treating each other with respect, and the level of interest in their school work. The transient nature of the school is troubling as is the level of truancy. Constantly working with students new to the school is certainly a major factor in the school’s achievement level.

The faculty and staff of BEAM consistently rate the school’s leadership and the school itself somewhat lower than the average for all UW-Milwaukee charter schools except in the areas of measurement, analysis, and process management. In these categories, faculty and staff indicate that BEAM has a comprehensive data-collection plan, sound methodology to analyze the data, and that the data are appropriately made available to faculty members. The school has comprehensive processes to monitor assessment, evaluate curriculum and instruction, control and improve instructional practices, and prepare teachers to deliver instruction.

In the leadership area, faculty members rate the use of performance data by leaders the highest. The greatest area of concern is for communication between leaders and the faculty. Faculty members are aware of BEAM’s strategic plan but appear not to have involvement in its formation or a real chance to discuss it. Faculty members are unsure as to the formal process for

managing parent complaints and a majority do not believe the process effectively resolves complaints. Within the area of faculty and staff focus, it is indicated that BEAM regularly assesses the well-being of employees and has in place measures to deal with emergencies and health-related concerns. The greatest concern in the area relates to the effectiveness of the orientation programs for new employees, being recognized for accomplishments, and the ability to provide input into staff development activities, and employee compensation.

## **CONCLUSION**

In summary, BEAM is in its seventh year of operation as a charter school. It has had three principals and endured a semester without full-time, on-site leadership. Its partnership with Edison Schools has worked well. The school is financially stable and Edison provides a strong cash flow buffer. The student population of BEAM is transient with approximately one-third of the students coming and going each year. The teacher corps is also transient and, as a result, many teachers are either new to the school, to teaching, or both. The curriculum is well developed and suited for at-risk students but is not consistently addressed. Discipline has improved over the past three years but still shows inconsistencies from teacher to teacher. Instruction has also improved but lacks the quality that will drive student achievement. The WKCE and MAP testing programs show improvement but the level of improvement is not high enough to bring BEAM student achievement above that of the Milwaukee Public Schools. Independent evaluations show that BEAM students have a significantly better understanding of business and economic principles than do students in similar schools. Student achievement is the single greatest challenge for BEAM.

Major recommendations for improvement are to: (1) improve academic leadership; (2) develop and implement a robust, systematic process for obtaining, analyzing, and using data to drive instruction; (3) develop goals which address specific, measurable objectives; (4) use value-added growth measures, daily work, and teacher observation to focus on specific student needs; (5) involve students in the analysis of academic progress-setting improvement goals; (6) increase staff compliance to defined instruction and discipline models; (7) enrich instruction by including more writing, vocabulary development, and higher-order thinking processes; (8) create and implement a fund raising campaign; (9) reduce the student enrollment of the school to a size manageable at the North Avenue location; and (10) reduce student mobility. Additional information may be found in the full Report to the Board of Regents prepared by the UW-Milwaukee Office of Charter Schools.

It is recommended that the Business and Economics Academy of Milwaukee receive a three-year charter renewal. During that time, BEAM must meet the academic achievement requirements specified in the contract. Failure to meet the established achievement levels will be cause for termination of the school's charter.

## **RELATED REGENT POLICIES**

Regent Resolution 7905 (May 7, 1999).



**Office of Charter Schools  
University of Wisconsin-Milwaukee**

**Report to the Board of Regents**

**Regarding Charter Renewal**

**BUSINESS AND ECONOMICS ACADEMY  
OF MILWAUKEE**

**August 22, 2008**

Office of Charter Schools, University of Wisconsin-Milwaukee, 2400 E. Hartford Avenue, Milwaukee, Wisconsin 53211

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# INTRODUCTION

## Background

Wisconsin Statute 118.40 enacted in 1993 enabled school boards to establish charter schools. In 1998 the statute was amended to grant authority for the University of Wisconsin-Milwaukee (University) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and in turn demand a new type of public accountability tied to actual performance.

## Definitions

Charter schools are non-sectarian, tuition-free, public schools created on the basis of a contract or "charter" between a school organization and an authorizer. An authorizer holds the statutory authority to grant charters. The concept of charter schools was developed to create new educational innovations as part of a larger array of educational reform initiatives. The role of charter schools is to promote innovation, develop new models of education, and create working environments that foster improved educational opportunities for children. Charter schools offer a new governance structure for public schools that trades autonomy for accountability and holds high academic and organizational performance expectations. Charter schools are accountable to the authorizer that grants the charter, the parents who choose the schools for their children, and the public that funds them.

## The Office of Charter Schools

The Office of Charter Schools (Office) was created in 1999 within the School of Education (SOE) to carry out the University's responsibilities under the statute. The mission of the Office is to cooperate with community organizations, parents, groups, educators, and other individuals who are committed to improving the quality of education in the City to charter successful, innovative schools.

The responsibility of the Office is to: (1) grant charters to organizations or individuals that demonstrate the capacity to operate a high quality school, (2) establish clear expectations for performance, (3) gather data necessary to ensure that expectations are met, (4) evaluate school progress, and (5) take appropriate action to renew or non-renew the charter based on a school's performance in relation to expectations.

## Responsibilities and Beliefs

The University has accepted the responsibility for authorizing charter schools in order to take advantage of the flexibility allowed charter schools to develop innovative programs that address the educational needs of children living in the City. The University is interested in new, creative programs that will add to the educational mosaic and help define the elements of programs that will be successful in urban settings.

The University firmly believes that there exists a knowledge base that can be used to redefine educational programs and opportunities for children who are considered to be at-risk (low achievement/poor attendance/potential dropout) in the current configuration of schooling. Thus, the charter school effort should be used to demonstrate effective instruction and document educational achievement for at-risk students.

School reform can take on many forms and be based on a number of philosophical approaches. It is not the goal of the University to implement a particular philosophy or approach. Rather the University desires to identify those approaches that produce academic results that are valued by society. The University encourages the use of existing knowledge and research to create an integrated approach that achieves fundamental academic outcomes.

State and federal law provides the general framework and the minimum requirements for the development of a charter school. To become and remain a University authorized charter school, charter schools must do much more than comply with the law. Charter school operators must provide evidence that the school is and has the future potential to create a high quality educational program. The University requires a strong, in-depth evaluative process to ensure continuous improvement and to document the results obtained by the charter school.

## ACCOUNTABILITY REQUIREMENTS

### Continuous Improvement

Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals. The renewal process begins, in actuality, with the initiation of the charter. Rather than a snapshot view, the renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Renewal of a charter is usually for an additional four or five-year period. A school may, however, be placed on probation with a charter renewal period of less than four or five years.

### Evaluation Committee

The Charter Evaluation Committee (Committee) assists the Office in the determination of charter renewal. The Committee is charged with the responsibility of objectively reviewing information provided by the charter school and the Office in order to recommend to the Chancellor and the Board of Regents action in regard to the school's charter. Members of the Charter Evaluation Committee are to carry out their work with integrity, act with the best interests of students and staff, and base judgments on evidence. The evaluation and renewal process includes the following: (1) On-site inspection/verification by the Office staff, (2) Independent review by the Charter School Evaluation Committee, (3) Approval of the Chancellor, and (4) Approval of the University of Wisconsin System Board of Regents.

Renewal of a charter is based on evidence of meaningful progress on key measures of performance stated as follows:

- The well-being of students,
- The academic success (improvement) of students,
- The school's faithfulness to its charter as defined by the contract,
- The ability of leaders to communicate and transmit the mission and vision of the school,
- The extent of parent and student satisfaction,
- The extent of staff satisfaction with individual professional and organizational growth,

- The organizational viability of the charter school,
- The fiscal stability of the charter school,
- The school's record of contractual compliance, and
- The school's record of legal compliance including federal "No Child Left Behind" requirements.

### Required Evaluation Documents

Evaluators will examine multiple information sources from each of the three previous years. Major sources of information are as follows:

- Contract Compliance Records - The Office will maintain an on-going record of each school's compliance with the requirements of the contract.
- Strategic Plans - Each organization in cooperation with faculty and staff will create and maintain a strategic plan that clearly states the mission, vision, and strategic goals of the school. The strategic goals are derived from periodic needs assessments measured against the Education Criteria for Performance Excellence of the Baldrige National Quality Program.
- Annual School Accountability Plans - Annually each school will determine a set of improvement goals emanating from its strategic plan and based on analysis of appropriate data.
- Annual School Accountability Progress Reports - annually each school will report on the results of improvement efforts.

## **SCHOOL PROFILE**

### Introduction

The Milwaukee Urban League Academy of Business and Economics, Inc. was granted a charter by the University of Wisconsin System Board of Regents in October of 1999 to operate the Milwaukee Urban League Academy of Business and Economics (MULABE) as a charter school authorized by the University of Wisconsin-Milwaukee. The charter holder opened MULABE as a charter school in August of 2001 at 3814 W. North Avenue, Milwaukee, WI 53208. In 2003 the school was expanded by adding a satellite building at 4610 W. State Street to serve kindergarten through grade one. In 2007 the charter holder and school were renamed Business and Economics Academy of Milwaukee, Inc. and Business and Economics Academy of Milwaukee (BEAM), respectively. This formally ended the school's, in name only, relationship with the Milwaukee Urban League. Dr. Mark Schug presently chairs the ten member board that operates the school. Mrs. Barbara Fischer was the school principal until she resigned at the end of April, 2008. Mr. Willie Jude assumed the principal position as of June 1, 2008. The school is managed and operated by Edison School, Inc. under contract from the Board.

The mission of BEAM is to: "produce well-educated students with a high potential for financial success as future responsible and productive citizens." The mission is exemplified in a variety of opportunities for students. Among these are: Millionaires Club, Stock Market Simulation Game, Business and Economics in the Classroom, Finance and Investment Challenge Bowl, a holiday market, and a student run snack shop. Students at BEAM have participated in many field trips related to the mission of the school.

BEAM focuses on identified core values and intends to develop good citizens. The core values are: wisdom, justice, courage, compassion, hope, respect, responsibility and integrity. Character education is integrated into daily instruction and manifests itself in community service. Parents are a welcome and important component of the culture. Outreach activities such as Saturday morning meetings for parents, an emphasis on learning, conference participation, and social events serve to welcome families to the school and create an open atmosphere. BEAM students also have access to health and wellness services including an on site nurse and dental clinic. Business partners have provided parent and student workshops that have been well attended. Community partners have provided both academic tutoring and enrichment opportunities. Through these programs, BEAM students have spent time with such important current figures as Maya Angelou. BEAM students will have the access to a comprehensive summer school program through a grant from PAVE.

The BEAM Board partners with Edison Schools for management services. Via the Edison partnership the school has had access to management support, academic achievement support and substantial professional development. Weekly visits are made to the school by Edison support staff.

### Improvement Goals

The BEAM School Board has identified five strategic goals. They are as follows:

- Goal #1: Improve overall academic achievement and business and economics achievement in part by addressing issues related to teacher quality, retention and accountability.
- Goal #2: Recruit and retain mission-orientated families and students.
- Goal #3: Improve communications with parents, teachers and students by developing a BEAM website.
- Goal #4: Re institute real saving and investing programs as part of the business and economics program.
- Goal #5: Maintain and expand our commitment to Board development.

Each year the BEAM Board and administration determine annual improvement goals. For the three years of the charter the annual goals are as follows:

#### **2004-05**

1. Improve communication arts achievement by increasing student performance related to basic understanding, identifying reading strategies, the use of media and technology, and editing skills.
2. Improve mathematics achievement by increasing students understanding of mathematical processes, measurement, algebraic relationships, geometry, and statistics and probability.

#### **2005-06**

1. Improve communication arts achievement by increasing student performance related to basic understanding, identifying reading strategies, the use of media and technology, and editing skills.
2. Improve mathematics achievement by increasing students understanding of mathematical processes, measurement, algebraic relationships, geometry, and statistics and probability.
3. Improve teacher knowledge of the business and economics curriculum and improve student test performance in economics and personal finance.

#### **2006-07**

1. Improve communication arts achievement by increasing student performance related to basic understanding, identifying reading strategies, the use of media and technology, and editing skills.
2. Improve mathematics achievement by increasing students understanding of mathematical processes, measurement, algebraic relationships, geometry, and statistics and probability.

3. Improve teacher knowledge of the business and economics curriculum and improve student test performance in economics and personal finance.

## Students

BEAM serves students in four year old kindergarten through grade eight. The school's enrollment peaked during the 2004-05 school year with 854 students. Attendance declined to 654 during the 2006-07 school year and increased again to 705 students during the 2007-08 school year. The school serves predominately African-American students. Over ninety-six percent (96.8%) of the students come from homes in poverty. Over twelve percent (12.7%) of the students are identified as requiring special education. The students come from many different Milwaukee neighborhoods representing twenty (20) zip codes within the city. Transportation is provided at BEAM's expense. The school receives no state aid or reimbursement for student transportation.

On a three-year average, 53.7% of the students return to the school each year. The student attendance rate is averaging 87.3% over the last three years of the charter. All students have been promoted to the next grade during the last three years. Fifty-eight percent (58%) of the students have been identified as meeting the statutory definition of truancy. There has been an average of 376 students suspended from school each of the last three years. This number was reduced to 240 during the 2006-07 school year. No students have been expelled during the last three years. Observation reveals discipline to be generally good. Any fighting or disruption is dealt with immediately and is cause for immediate student suspension.

BEAM provides a limited number of after school clubs and sports. During the 2007-08 school year 70 students were involved in club activities and 40 in athletic activities. A more robust program of business and economic related activities is also provided. This year 140 students were involved in these activities.

## Faculty and Staff

The school is staffed by four (4) administrators, thirty (30) teachers, one (1) social worker, one (1) part-time nurse, three (3) special education aides, and six (6) classroom aides. All individuals requiring licenses hold appropriate licensure from the Department of Public Instruction. Ten teachers hold masters degrees. The certified staff is racially diverse with 47% Black, 44% White, 3% Asian, 3% Native American, and 3% other. The non-certified staff shares similar characteristics. The staff has a 96% daily attendance rate. Approximately two thirds of the faculty return each year. The classroom teacher pupil ratio is one (1) teacher to twenty-four (24) students.

## Educational Program

BEAM contracts with Edison Schools to manage the curriculum and provide teacher development. Edison has selected or developed instructional materials to support its student academic standards and school performance standards. The materials are the product of Edison's research and evaluation and provide support for Edison's objectives for teaching and learning. Success For All, the reading curriculum has several components. Curiosity Corner and Kinder Corner are used with the four year old kindergarten and five year old kindergarten, respectively. Roots and Wings are used for first through fifth grade. Foundations is used for the struggling first and second graders as is Wilson Reading for struggling fourth through sixth graders. The Choices Reading Program is used for the sixth, seventh and eighth graders. Everyday Math is used for first through fifth grade, and Prentice Hall Math is used with the sixth through eighth graders. Delta Science is used for first through fifth grade and Science Plus is used for the middle school students. Step up to Writing is used for all grade levels. BEAM infuses business and economics into several curriculum areas. The programs include Financial

Fitness For Life, Consumer Economics, Virtual Economics, and Eco-Detectives. Curriculum Coordinators provide support and assistance to the teachers with instructional materials.

BEAM's instructional goals are focused on meeting the needs of all learners by providing differentiated instruction, and using active learning strategies. Cooperative learning is the basis for the Wings portion of the Success For All reading program. BEAM is divided into house teams led by a house leader who provides further support with teaching methods and strategies.

### Special Education Program

BEAM provides special education and related services for students' grades 4K through 8. Special education services provided at BEAM are cross-categorical by grade level and provided in the regular education classroom to the maximum extent possible. Services include supplementary aids, program modifications such as small group instruction, one-on-one instruction, services and other supports provided to or on behalf of the student in regular education based upon the students' IEP.

### Financial

Over the last three years of the charter BEAM's total revenues have declined from \$5,786,058 in 2005-06 to \$5,406,694 in 2007-08 as a result of the gradual decrease in the number of students. At the same time the revenue per pupil has increased from \$8,275 to \$9,210. The major portion of this revenue is state per pupil aid which increased from \$7,111 per pupil in 2004-05 to \$7,669 in 2007-08. BEAM also received federal flow through funds for special education, and federal title program dollars. During this same time period, expenditures also decreased from \$5,398,966 to \$4,604,592. Per pupil expenditures increased from \$7,947 in 2004-05 to \$9,164 in 2006-07. BEAM maintained a fund balance of \$310,817 at the end of the 2006-07 school year.

## School Academic Success

### Achievement of Mission

The mission of BEAM is to: "produce well-educated students with a high potential for financial success as future responsible and productive citizens." It is and will be difficult to measure whether or not BEAM students achieve financial success and/or become responsible, productive citizens. It is, however possible to determine if BEAM students are "well educated" and have the potential for financial success. BEAM uses the nationally recognized Edison curriculum and yet, students attending BEAM struggle academically. As will be discussed in greater detail below test scores for the school show little change in the number or percentage of students deemed to be proficient or advanced on the state test. BEAM also uses a specialized business and economics curriculum. It is difficult to compare results because few schools address business and economics to any meaningful manner. However, two studies comparing BEAM student's knowledge of business and economics terms and concepts to that of students in a similar school without a business and economics curriculum reveal that BEAM students are more knowledgeable and have greater understanding in the area than do students in the comparison school. Beam provides many opportunities for students to become involved in business related activities. These include: Millionaires Club, Stock Market Simulation Game, Business and Economics in the Classroom, Finance and Investment Challenge Bowl, a holiday market, and a student run snack shop. While these activities certainly provide opportunity, there is concern regarding the number of students who actually participate and take advantage of the programs. The business and economics emphasis permeates the culture of BEAM and certainly sets the school apart from other schools.



Recommendations: While the goals of the mission statement cannot be measured in the short term, it is possible to develop assessments that measure the skills and attitudes that are necessary for one to become a responsible and productive citizen. Thus, it is recommended that the Board and administration develop standards defining what it means to be well-educated, responsible, and productive and regularly assess the students in regard to these skills and attitudes. It is also recommended that the level of student participation in the many interesting business and economic activities be dramatically increased.

### Proficiency Level

The students entering BEAM, on average, arrive with sizeable educational deficits. New students trail students already enrolled at BEAM and the MPS average by a wide margin. Students that have been enrolled in BEAM for at least three years show steady progress in reading and mathematics until grades seven and eight. However, for the most part, the progress is not great enough to bring the students on par with the MPS average. Reviewing the progress in reading of three controlled cohorts of students who have been at BEAM for the 2005-06, 2006-07, and 2007-08 provides a clear picture.

#### READING PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	BEAM	MPS	BEAM	MPS	BEAM	MPS
3 – 4 - 5	54.6%	62.1%	60.6%	63.3%	60.6%	65.1%
4 – 5 - 6	30.3%	62.3%	45.5%	64.9%	54.5%	62.1%
5 – 6 – 7	61.6%	62.5%	69.2%	63.1%	53.9%	61.5%
6 – 7 – 8	42.8%	58.2%	42.9%	59.4%	52.4%	60.1%

#### MATHEMATICS PROFICIENCY LEVELS – CONTROLLED COHORTS

GRADE SEQUENCE	2005-06		2006-07		2007-08	
	BEAM	MPS	BEAM	MPS	BEAM	MPS
3 – 4 - 5	39.4%	44.0%	45.5%	53.1%	54.6%	49.2%
4 – 5 - 6	27.2%	44.8%	33.3%	46.5%	36.4%	43.6%
5 – 6 – 7	32.8%	41.5%	46.2%	41.0%	41.9%	41.3%
6 – 7 – 8	33.4%	38.4%	42.9%	45.5%	28.6%	39.9%

Recommendations: Improving student achievement must be the single overarching goal for BEAM. The focus on achievement must begin upon entrance to the school. This will require a well-integrated, systematic approach to the improvement process. Learning opportunity should be maximized by uniting the school into a single site and reducing class size to a maximum of twenty-four students. Instruction should be enriched with daily emphasis on vocabulary and writing. Lessons should maximize teacher/student and student/student interaction. The use of work sheets should be limited. In mathematics basic facts should be mastered through raps, poems, and music. Expectations should be taught through rubrics. Each student should keep a progress notebook in which specific and precise goals are created for the next learning steps in each subject. Students should keep graphs showing their own progress in each subject and for specific skills such as spelling, vocabulary, and basic math facts. The high mobility of BEAM students needs to be addressed. The continual turnover of students, especially at the upper grades lowers test score results and mitigates the efforts to improve academic achievement.

## Value Added Growth

The Office of Charter Schools implemented the North West Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for the 2006-07 school year. BEAM piloted the program in 2006-07 but was not fully involved until the 2007-08 school year. The results of the fall and spring testing windows are available for this report. In reading, students in grades 3 through 7, on the average, met or exceeded the level of expected growth. Students in grades 1 and 8 made progress but did not meet the level of expected growth.

MAP Reading Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
2	156.9	167.8	13.1	10.9
3	168.5	182.8	9.1	<b>14.3</b>
4	182.6	190.5	6.5	<b>7.9</b>
5	191.3	201.1	5.4	<b>9.8</b>
6	195.5	200.9	4.3	<b>5.4</b>
7	200.2	204.9	3.4	<b>4.7</b>
8	204.3	206.4	3.2	2.1

In mathematics, students in grades 2 – 5, on the average, met or exceeded the level of expected growth. Students in grades 6 – 8 grew but did not, on the average, meet the level of expected growth.

MAP Mathematics Results (Fall to Spring)				
Grade Level	Average Fall RIT Score	Average Spring RIT Score	Expected Growth	Actual Growth
2	160.2	174.1	13.9	<b>13.9</b>
3	174.4	189.7	10.9	<b>15.3</b>
4	191.4	200.4	8.8	<b>9.0</b>
5	197.5	208.8	8.7	<b>11.3</b>
6	201.1	208.2	7.2	7.1
7	205.0	208.5	6.0	3.5
8	210.6	214.0	5.2	3.4

Recommendations: Value added growth should be the focus of BEAM's academic efforts. The use of the Measures of Academic Progress from the Northwest Evaluation Association is critical to making the maximum amount of progress. Overall, results indicate that teachers are learning to use the testing program to guide instruction and that their work, at least in the lower grades is paying off with growth scores that meet or exceed the expected growth levels. BEAM should continue to improve the process for the utilization of MAP results including the testing of all grades in each of the three testing windows. Specific levels of academic growth, as determined by the Measures of Academic Progress will be required in future contract years.

## No Child Left Behind

BEAM has met annual yearly progress (AYP) requirements of No Child Left Behind each year until 2007-08 in which the school did not meet AYP in mathematics.

## Academic Goals

Beam has maintained the same school improvement goals for the past three years. They are: (1) improve communication arts achievement by increasing student performance related to basic understanding, identifying reading strategies, the use of media and technology, and editing skills and (2) improve mathematics achievement by increasing students understanding of mathematical processes, measurement, algebraic relationships, geometry, statistics and probability. While these goals are more specific than generally improving reading, language arts and mathematics, they are not as specific as they should be and do not lead to measurable improvement. They also do not target specific instructional improvements.

Recommendations: It is the Evaluation Team's belief that instructional practices need to be improved to obtain the needed student achievement. Instructional practices should be defined, coached, and evaluated. Uniform practices must be utilized from grade to grade to obtain necessary improvement. Activities must focus on specific student needs. These needs can be identified through tests, daily work, and teacher observations. Those areas in which groups of students are having difficulty must be identified and should become the focus of specific future annual improvement goals. Goals should be based on these specific areas of concern and modifications made to curriculum and instruction accordingly.

## Use of Data

The collection and use of data at BEAM has improved over the past three years but practices are inconsistent. The school has had difficulty maintaining and accessing data. Edison Schools, Inc. has maintained some data while the school has been responsible for other data. The result has been that neither entity had all the data it needed to make necessary decisions. The addition of a facilities manager has improved data collection in non-academic areas.

Recommendations: A systematic plan for data collection, analysis, dissemination, and utilization, must be developed and deployed. The plan should be documented in writing and distributed to all stakeholders. The plan should be monitored on a regular basis at the highest levels of the organization.

## Curriculum

The Edison curriculum utilized by the school is well researched and structured. It provides all the necessary components necessary to address the learning needs of the urban population BEAM serves. The Edison Benchmarks provide teachers with the ability to directly measure students' knowledge and skill required by the curriculum. Students are assessed against the benchmarks monthly.

Recommendations: The curriculum is sound and provides the necessary components for appropriate instruction. No changes are recommended in regard to the curriculum.

## Leadership

The BEAM Board has set clear goals for the school through an extensive, annual strategic planning effort. Each year's plan results in the development of "programs" for improvement that are individually championed by a board member. Board members are intensively involved with the school and have led the business and economic portion of the program. The Board has not developed a systematic program for raising financial support for the school. As a result the school relies almost entirely on state and federal aid. Leadership at the school sites has been problematic. The school has had three principals in its seven years of existence. It was

without an on-site principal for seven months during the 2004-05 school year. A new principal (Mr. Willie Jude) will take the reins of the school on June 1, 2008. Assistant administrators have come and gone each year. Until the hiring of the facilities manager during the 2006-07 school year the responsibilities of the principal were too broad for concentrated leadership in the instructional area.

Recommendations: Board efforts must focus on removing barriers to student learning and maximizing funding for the school. Recommended actions include: (1) reducing enrollment to bring all students together at a single site and reducing instructional class size to twenty-four students or below, (2) stabilizing school leadership through the roles of both the principal and facilities manager, (3) aiding the school in the improvement of process control, and (4) developing and implementing an on-going fund raising program which brings significant dollars to the school to improve and enrich school programs. The principal must focus on creating a culture of learning within the school and improving instructional practice.

### Instruction

Instruction has been and continues to be a concern for BEAM. Important improvements have been made during the last two years, but instruction is still inconsistent. The inconsistency is, in part, the result of high teacher turnover and lack of experience. Of the thirty-three teachers, thirteen have three or fewer years of total experience and twenty are new to BEAM in the last two years.

Recommendation: BEAM must work to stabilize its teacher corps. Clear expectations for instruction and disciplinary methodology must be implemented with all teachers. Extensive coaching should be provided to help young teachers master the art of working with urban students.

### At Risk Learners

Almost the entire student population of BEAM can be considered at risk. The Edison curriculum is specifically designed to address the needs of at risk learners and should be an excellent vehicle to address the challenges presented. BEAM utilizes various grouping strategies to meet the needs of its at risk learners. An extensive summer school program will be provided in 2008 specifically designed to address the needs of at risk learners. Given all that is in place it is surprising that more progress has not been made. The level of progress relates to the transient nature of BEAM's student population and, as stated above, the lack of experience of the school staff.

Recommendations: BEAM must establish a culture of high expectations in which students believe they can learn. Teachers should be trained within this culture. Instruction must actively involve students in speaking, reading, and writing about various subjects. Data should be collected and maintained by both students and teachers and then used to set goals for improvement. Parents must be actively engaged in helping their children.

### Student Behavior

Student behavior at BEAM has markedly improved during the last three years. Most students are in uniform and they line up neatly in the hallways when moving between classes. In the classroom, students pay attention to the teacher and are involved with the lesson. To accomplish this, teachers hold tight control over the students. In some cases, teachers, especially at the primary school, have been observed yelling at the students or using sarcasm. In these cases, observed discipline has not been as good as in classrooms where such teacher behavior is not observed.

Recommendations: BEAM should determine disciplinary methodology, train all staff members in its use, and require all staff members to utilize it. The methodology should stress individual responsibility in a firm, quiet manner and ensure that all staff members act and react to disciplinary infractions in the same manner. Consistency between all staff members is the key to improvement and should be an absolute requirement.

### Professional Development

BEAM, through Edison, Inc., provides over twelve days of professional development each year. In addition, new teachers are provided with three days of training regarding working within the Edison system. The training for all teachers includes topics such as data driven decision-making, differentiated instruction, improving school culture, integrating business and economic instruction, and student behavior management. Coaches from Edison work with the teachers to incorporate improved practices in the classroom.

Recommendations: BEAM is providing ample staff development. The topics addressed are meaningful and should, with the addition of the mentoring activities, lead to improved instruction. Staff development should continue to focus on instructional practices that actively engage students and that focus on the use of data by teachers and students to drive achievement. Specifically, such efforts should be directed at the full use of the Measures of Academic Progress to improve instruction. The staff development programs should also be systematically evaluated to ensure that they meet the needs of staff members.

## **EFFECTIVE AND VIABLE ORGANIZATION**

### Governance

The BEAM Board is actively involved with the school. Each year, the board engages in extensive strategic planning. Areas of needed improvement, entitled “programs” are adopted by individual board members who champion efforts to improve operation in the identified areas. For the 2007-08 school year, the programs focused on: (1) student recruitment and retention, (2) teacher recruitment and retention, (3) teacher quality, accountability, and professional development, (4) website development, (5) board development, and (6) savings and investment programs for students. The Board has led the effort to create and implement the business and economics portion of the school program. The Board has consistently met the financial challenges of running the school. The management decisions that generates the greatest concern relates to the size of the school. Research on elementary schools, especially in disadvantaged areas, indicates that a smaller school with a student population between 400 and 500 would have a better chance of creating a school culture in which learning and achievement are valued.

Recommendations: The Board should continue its excellent strategic planning efforts and its focus on the business and economics curriculum. The board “programs” should be merged with the school’s annual improvement goals and the required methodology applied to them. It is also recommended that the Board rethink its decisions related to the size of the school. Fund raising efforts should also be stepped up with dollars sought from major contributors and foundations. A dynamic plan to utilize funds to improve the school should be created as part of the overall fund raising effort.

## Policy

The BEAM Board has created appropriate policies to effectively guide the operation of the board and school. These are displayed in the Board Policies and Practices Handbook. The handbook provides guidelines for board member responsibilities, behavior, and provides restrictions to avoid conflicts of interest.

Recommendations: It is recommended that the board develop a process for annual review of policies.

## Continual Improvement

The BEAM Board has consistently sought to improve aspects of the school through the programs developed as part of the strategic planning effort. This is especially true in the area of business and economics. Improvement of the school as a whole has been hampered by the change in administrators throughout BEAM's brief existence.

Recommendations: The board programs and the annual school improvement goals should be united as one effort. The school administration must be solidified and consistent leadership provided

## Non-Academic Goals

BEAM has not developed any non-academic goals through the accountability report process required by the Office. The non-academic goals have come through the board's strategic planning efforts and are entitled "programs." As mentioned above the "programs" for the 2007-08 school year were: (1) student recruitment and retention, (2) teacher recruitment and retention, (3) teacher quality, accountability, and professional development, (4) website development, (5) board development, and (6) savings and investment programs for students. Efforts to achieve the "program goals" depend on the leadership of different board members. The "program goals" are not set forth with the same rigor required of the school's annual improvement goals. The reporting out of these goals also lacks the level of rigor the Office would prefer.

Recommendations: Program goals should be merged and become annual accountability goals and the same rigor for development and reporting applied. Board members should "champion" a goal but should not be responsible for the management of activities related to the goal. This is an administrative task.

## Parents and Students

Parents and students are moderately pleased with their experience at BEAM. Overall survey results from both parents and student are only slightly below the average for all schools chartered by UWM. The highest parent ratings were received in the areas of understanding behavioral expectations, feeling comfortable discussing their child's needs with teachers, and feeling welcome at the school. The lowest ratings were given in the areas of handling complaints in a timely manner, assigning appropriate homework, and providing challenging work.

The highest student ratings were received in the areas of being expected to do one's best at all times, self-esteem created by doing well in school, and knowledge of the school rules. The lowest ratings were received in the areas of the fairness of the school rules, the level at which students follow the rules, students being nice to each other and treating each other with respect, and the level of interest in their school work.

The transient nature of the school is troubling as is the level of truancy. Constantly working with students new to the school is certainly a major factor in the school's achievement level.

Recommendations: The transient nature of BEAM's student population is negatively impacting efforts to improve student achievement. During its recruitment efforts BEAM must provide parents with a clear understanding of what is expected of students and parents. Once enrolled, the school leadership, faculty, and staff must actively seek to establish positive relationships with both students and parents. Parents must see homework and daily class work as meaningful and challenging.

### Faculty and Staff

The faculty and staff of BEAM consistently rate the school's leadership and the school itself, somewhat lower than the average for all UWM charter schools except for the area of measurement and analysis and process management. In these categories faculty and staff indicate that BEAM has a comprehensive data collection plan, methodology to analyze the data, and that the data are appropriately made available to faculty members. The school has comprehensive processes to monitor assessment, evaluate curriculum and instruction, control and improve instructional practices, and prepare teachers to deliver instruction.

In the leadership area, faculty members rate the use of performance data by leaders the highest. The greatest area of concern is for communication between leaders and the faculty. Faculty members are aware of BEAM's strategic plan but appear not to have involvement in its formation or a real chance to discuss it. Faculty members are unsure as to the formal process for managing parent complaints and a majority do not believe the process effectively resolves complaints.

Within the area of faculty and staff focus, it is indicated that BEAM regularly assesses the well-being of employees and has in place measures to deal with emergencies and health related concerns. The greatest concern in the area relates to the effectiveness of the orientation programs for new employees, being recognized for accomplishments, and the ability to provide input into staff development activities, and employee compensation.

Recommendations: While the faculty and staff believe that there are comprehensive processes in place to guide and improve instruction, the evaluation team's observations indicate that instruction is not occurring at a high enough level to improve achievement. There is too great of a reliance on worksheets and not enough thoughtful interaction. The areas of writing and vocabulary need to be stressed to increase student communication abilities. School-wide writing rubrics should be developed and posted in each classroom. Students should be given the responsibility to understand their progress in regard to the rubrics and to develop goals for improvement.

### Legal Requirements

BEAM has met all national and state legal requirements. The school is in full compliance with all requirements of the school's charter with the University of Wisconsin-Milwaukee.

Recommendations: Remain focused on legal requirements.

### Financial Planning and Operation

The BEAM Board has appropriately handled the finances of the school. Annual audits reveal no problems with the financial management practices of the school. The Board has been able to create a \$310,817 reserve fund

that allows the school to appropriately meet cash flow obligations. During the 2007-08 school year, BEAM received \$22,200 in private grants and donations.

Recommendations: Present budget management methodologies should be maintained and enhanced where possible. The Board should develop and execute a capital campaign to obtain funds needed to greater levels of instructional support. Such a campaign, however, will only be successful if student achievement is improved.

## CHARTER RENEWAL

### Summary

BEAM is in its seventh year of operation as a charter school. It has had three principals and endured a semester without full time, on-site leadership. Its partnership with Edison Schools has worked well. The school is financially stable and Edison provides a strong cash flow buffer. The student population of BEAM is transient with approximately one-third of the students coming and going each year. The teacher corps is also transient and, as a result, many teachers are either new to the school, to teaching, or both. The curriculum is well developed and suited for at risk students but is not consistently addressed. Discipline has improved over the past three years but still shows inconsistencies from teacher to teacher. Instruction has also improved but lacks the quality that will drive student achievement. The WKCE and MAP testing programs show improvement but the level of improvement is not high enough to bring BEAM student achievement above that of the Milwaukee Public Schools. Independent evaluations show that BEAM students have a significantly better understanding of business and economic principles than to students in similar schools.

BEAM has a strong board that has dealt effectively with the structural and financial challenges. The Board has put in place appropriate policies to guide the operation of the school. Student achievement is the single greatest challenge for BEAM.

Major recommendations for improvement are: (1) improve academic leadership, (2) develop and implement a robust, systematic process for obtaining, analyzing, and using data to drive instruction, (3) develop goals which address specific, measurable objectives, (4) use value-added growth measures, daily work, and teacher observation to focus on specific student needs, (5) involve students in the analysis of academic progress setting improvement goals (6) increase staff compliance to defined instruction and discipline models, (7) enrich instruction by including more writing, vocabulary development, and higher order thinking processes, (8) create and implement a fund raising campaign, and (9) reduce student enrollment to a size manageable at the North Avenue location.

### Renewal Recommendations

It is recommended that the Business and Economics Academy of Milwaukee receive a three year charter renewal.

### Renewal Conditions

The Business and Economics Academy of Milwaukee must meet the academic achievement requirements specified in the contract. Failure to meet the established achievement levels will be cause for termination of the school's charter.



## Elements of the Contract

The contract amendment negotiated with MULABE, Inc., meets all requirements of the UWM- model charter school contract. The MULABE is prepared to operate in accordance with all applicable state and federal requirements for charter schools. The framework of the contract and substantive modifications made by the amendment to the contract are as follows:

1. Article One – Definitions - Key terms of the contract.  
*(No substantive changes)*
2. Article Two - Parties, Authority and Responsibilities.  
*(No substantive changes)*
3. Article Three – Obligations of the Grantee. This section is important in that it recites the requirements of the law and how the grantee will meet those requirements. This includes such topics as: a) school governance; b) measuring student progress; c) methods to attain educational goals; d) licensure of professional personnel; e) health and safety; f) admissions; g) discipline; h) insurance standards and other topics.  
*(Section 3.1 (11) establishes specific requirements for financial reporting to the Office. Section 3.1(14) sets new requirements for insurance coverages and provides for the grantee to apply for coverage waivers for certain small business contractors.*  
  
**3.1(5)(c) Specific contract language added giving the University the authority to close the school if specified growth percentages measured by the Northwest Evaluation Association's Measures of Academic Progress are not met.**
4. Article Four – Additional Obligations. This section adds additional considerations that help define the school, its practices, UW-Milwaukee administrative fees, and financial reporting.  
*(No substantive changes)*
5. Article Five – Joint Responsibilities. This section details the review of the management contracts and methods of financial payments.  
*(Section 5.3 modifies and clarifies performance evaluation criteria and establishes requirements for accountability reporting.)*
6. Article Six – Notices, Reports and Inspections. This section facilitates certain aspects of UW-Milwaukee's oversight responsibilities.  
*(No substantive changes.)*
7. Article Seven – Miscellaneous Provisions. Significant in this section are the Code of Ethics provisions (7.2).  
*(Section 7.6 clarifies requirements for open meetings)*
8. Article Eight – Provision Facilitating UW-Milwaukee Research. This section sets forth the guidelines that UW-Milwaukee will use to conduct research into the concept of charter schools and their impact upon educational practice.  
*(No substantive changes)*

9. Article Nine – Revocation of Agreement by UW-Milwaukee. This section establishes how the contract might be defaulted by the grantee and reasons for revocation by UW-Milwaukee. This section is critical to the idea that a charter school can be closed for not complying with the law, contract conditions, or failure to meet its educational purpose(s).

*(Section 9.1(1) grants the University the right to terminate the charter contract if the school fails to make adequate yearly progress for three consecutive years under the federal No Child Left Behind requirements of ESEA Title I.*

**9.1(1) Specific contract language added giving the University the authority to close the school if specified growth percentages measured by the Northwest Evaluation Association’s Measures of Academic Progress are not met.**

10. Article Ten – Termination by the Grantee. This is the reverse of Article 9 describing how the grantee may, under specified circumstances, terminate the contract.

*(No substantive changes)*

11. Article Eleven – Technical Provisions. This section details standard contract language for mutual protection of the parties.

*(No Substantive changes)*

### Related Regent Policies

Regent Resolution 7905 (May 7, 1999)

### Evaluation Committee

Evaluation Committee member contributing to this report include: Dr. Elizabeth Drame, Dr. Elise Frattura, Dr. Karen Kelly, Dr. Robert Kattman, Dr. William Kirtek, Dr. Gail Schneider, Dr. Leticia Smith, Ms. Jean Tyler, Dr. Gary Williams.

**CHARTER SCHOOL CONTRACT**

THE BOARD OF REGENTS  
OF THE  
UNIVERSITY OF WISCONSIN SYSTEM  
(d/b/a the University of Wisconsin-Milwaukee)

AND

BUSINESS AND ECONOMICS ACADEMY OF MILWAUKEE, INC.  
(Grantee)

CHARTER SCHOOL CONTRACT  
BETWEEN  
THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM  
(d/b/a the University of Wisconsin-Milwaukee)  
AND  
BUSINESS AND ECONOMICS ACADEMY OF MILWAUKEE, INC.  
(f/k/a the Milwaukee Urban League Academy of Business and Economics, Inc.)

This Contract is made by and between the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), located at P.O. Box 413, Milwaukee, WI 53201, and the Business and Economics Academy of Milwaukee, Inc. (the “Grantee”), located at 3814 West North Avenue, Milwaukee, WI 53208.

**Whereas**, the State of Wisconsin has created a Charter School program under the provisions of s. 118.40, *Wisconsin Statutes*; and

**Whereas**, the Chancellor of the University of Wisconsin-Milwaukee is authorized by s. 118.40(2r)(b), *Wisconsin Statutes*, to initiate and enter into a contract with an individual or group to operate a school as a charter school, subject to the approval of the Board of Regents of the University of Wisconsin System; and

**Whereas**, on \_\_\_\_\_ the Board of Regents of the University of Wisconsin System has approved (i) the Chancellor’s grant of a third charter to the Grantee, and (ii) the Chancellor’s entering into this Contract with the Grantee for continued operation of the Charter School; and

**Whereas**, the University of Wisconsin-Milwaukee has established the Office of Charter Schools to serve as the University’s administrative unit to implement the provisions of s.118.40, *Wisconsin Statutes*, and to carry out the University’s oversight responsibilities under the statute; and

**Whereas**, it is the intention of the Chancellor of the University of Wisconsin-Milwaukee to grant charter school status to qualified non-profit organizations that can bring quality educational services to the children residing within the City of Milwaukee, pursuant to the provisions of s. 118.40, *Wisconsin Statutes*; and

**Whereas**, the mission of the University of Wisconsin-Milwaukee includes research and the dissemination of knowledge that results from research, and the particular mission of its School of Education is research on reforms in urban education; and

**Whereas**, the Office of Charter Schools has been organized to cooperate with community organizations, parent groups, educators and other individuals who are committed to improving the quality of education for children in the City of Milwaukee; and

**Whereas,** the Parties (as defined below) have successfully negotiated this Contract as a charter school contract in accordance with s. 118.40, *Wisconsin Statutes*, and in particular, the provisions specified under sub. (1m)(b) 1. to 14. and sub. (2r)(b), and additional provisions as authorized by sub. (2r)(b);

**NOW THEREFORE,**

- A. As contemplated under Wis. Stat. § 118.40(2r)(b), the Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), hereby establishes by charter the Charter School to be known as the Business and Economics Academy of Milwaukee; and
- B. The Chancellor, on behalf of and with the approval of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee), hereby enters into this Contract with the Business and Economics Academy of Milwaukee, Inc. and thus hereby authorizes the Grantee to operate the Charter School; and
- C. In consideration of this grant, the Chancellor, on behalf of the University of Wisconsin - Milwaukee and with the approval of the Board of Regents of the University of Wisconsin System, and the Grantee (each as defined below), hereby agree as follows:

**ARTICLE ONE**

**DEFINITIONS**

Section 1.1 Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (1) “Applicable Law” means all federal, state, and local law now or in the future applicable to Wisconsin charter schools.
- (2) “Board” or “Board of Regents” means the Board of Regents of the University of Wisconsin System.
- (3) “Chancellor” means the Chancellor of the University of Wisconsin-Milwaukee or any designee of the Chancellor.
- (4) “Office” means the Office of Charter Schools at the University of Wisconsin-Milwaukee, and for the purposes of this contract, is a designee of the Chancellor.

- (5) “Charter School” and “School” and “BEAM” mean a school known as the Business and Economics Academy of Milwaukee, which is under the control of the Grantee, a Wisconsin nonstock, nonprofit corporation.
- (6) “Day” shall mean calendar day,
  - (a) The first day shall be the day after the event, such as receipt of a notice, and
  - (b) Each day after the first day shall be counted, except that a Saturday, Sunday, or legal holiday shall not be counted if it would be the final day of the period.
- (7) “Department” means the Department of Public Instruction of the State of Wisconsin.
- (8) “District” means the Milwaukee Public School District, which is a First Class City School System operating pursuant to Wis. Stat. ch. 119, as well as any successor to it that may have jurisdiction over or statutory duties with respect to the Charter School.
- (9) “Edison” means Edison Schools, Inc.
- (10) “Grantee” means the Business and Economics Academy of Milwaukee, Inc., a nonprofit, nonstock corporation duly organized and existing under the laws of the State of Wisconsin.
- (11) “Parties” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Grantee, through their designated representatives.
- (12) “School Board” means the Board of Directors of the Business and Economics Academy of Milwaukee, Inc.
- (13) “University” means the Board (d/b/a the University of Wisconsin-Milwaukee) and the Chancellor acting as the Board’s representative.

## ARTICLE TWO

### PARTIES, AUTHORITY AND RESPONSIBILITIES

Section 2.1 The Parties to this Contract are the University and the Grantee.

Section 2.2 The University.

- (1) Under the authority of Wis. Stat. § 118.40(2r), the University, with the approval of the Board, hereby grants to the Grantee a charter to operate a Charter School under the terms and conditions of this Contract.

- (2) On behalf of the University, the Chancellor shall exercise all oversight responsibilities as set forth in this Contract.
  - (3) The Chancellor may conduct research as set forth in Article Eight and elsewhere in this Contract.
- Section 2.3 The Grantee. The Grantee is responsible and accountable for performing the duties and responsibilities associated with the Charter School assigned to it under this Contract.
- Section 2.4 The Parties agree that the establishment of the Charter School shall have no effect on the liability of the University other than as to those obligations specifically undertaken by the University herein. The University thus shall not be liable to any person not a Party to this Contract on account of the establishment or operation of the Charter School. Further, the University assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or independent contractor of the Grantee or the Charter School, or any other persons receiving services from or doing business with the Grantee.

### ARTICLE THREE

#### OBLIGATIONS OF GRANTEE UNDER WISCONSIN STATUTES SECTION 118.40

- Section 3.1 With regard to the requirements for Charter Schools set forth in Wis. Stat. § 118.40(2r)(b)1. to 14., the Grantee hereby agrees to operate the Charter School in compliance with all of the following specifications:
- (1) The name of the person who is seeking to establish the Charter School:  
  
BUSINESS AND ECONOMICS ACADEMY OF MILWAUKEE, INC.
  - (2) The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided:
    - (a) The day-to-day operations of the Charter School will be under the direction of a Principal to be selected by the Grantee and Edison, acting together.
    - (b) The School Principal will assemble and chair a Leadership Team, consisting of the School's director or associate principal, lead teachers, the Technology Language Manager, the special education coordinator, the Site Operating Manager, and the Student Support Manager. The Principal may add members on a standing or ad-hoc basis.
    - (c) The Leadership Team will be responsible for supporting the School Principal in recommending and developing necessary

School policies and procedures that support continuous improvement; monitoring student achievement and progress; assuring adjustments or changes in practice to improve student achievement and school quality; and providing leadership in collaboration with the Principal in supporting school change. The Leadership Team also will assist the Principal coordinating school services and programs, and fulfilling School planning and public reporting requirements.

In the event there is a change in the Principal or Executive Director of the Charter School, or a material change in the leadership of the Charter School as described in this subsection, the Grantee agrees to notify the Office and the Department immediately of the change. The Grantee shall provide the Office with a copy of the curriculum vitae of the Executive Director and Principal.

(3) A description of the educational program of the School:

The School is allowed to serve grades K through 8. The educational design shall be based on the mission of BEAM and its intent to create a school with academic rigor, with pride in its culture and a passion for learning throughout life, and for its students to become creative, responsible, caring citizens. The School design shall offer its students an educational philosophy that prepares them to participate in their world with the habits of life-long learning, the ability to serve their community and their world, to accord others respect and tolerance, and to have confidence in their abilities to succeed no matter what the task.

Curriculum methodologies shall integrate best practices that include direct instruction, project-based learning, guided discovery, and individualized practice. Different instructional approaches shall be used to match the academic goals and learner needs, to ensure a lively, productive learning experience that is flexible and capable of reaching individual students whether to extend the learning of high achieving students or accelerate the learning of students who may be behind where they need to be academically.

The School will employ the following comprehensive curriculum model components:

- a challenging standards based curriculum program with curricular resources, time allocations, and staff development support aligned for academic success and preparedness of all students for advanced high school courses.
- frequent professional development; both pre-service training and ongoing training, particularly via the staff's daily House team



professional development periods to address specific academic needs determined at House level.

- use of the monthly Edison Benchmark Assessment System for reading and math and including the accompanying data training so teachers are able to track student progress against state standards on a monthly basis, and use the data driven system to make intervention decisions.

The Schools' curriculum and intervention strategies must provide the learning experience needed to develop active learners who are able to apply and relate their energy and new learning and understandings to the world around them. Curriculum shall be selected to address the needs of a diverse population of students who may be economically disadvantaged, who may arrive with skill deficits in reading and math. Effective, research-based instructional methods and curriculum materials shall be selected to support an environment where students are active, engaged, and successful. Specific research based programs include Success For All Reading, Everyday Math, and a unique Business and Economics curriculum.

The School shall develop an atmosphere where students are willing to learn, teachers create learning environments that are inclusive of all students, and teachers work in close collaboration with parents/guardians and community agencies to ensure that the students' non-instructional needs are met. Through the use of daily gatherings of Our Meetings and other class structures, the School shall promote an environment that builds a community of learners who support each other in their learning and where each student feels he or she is an important member of the community. Using the approach of structure (the House), explicit character education (core values), and daily reinforcement (Our Meetings), the School will improve students' social and emotional development, leading to greater academic achievement.

The Charter School shall pursue and make reasonable progress toward the achievement of the academic and non-academic goals set forth in the Application and in the Annual Accountability Plan described in Section 5.3 of this Agreement.

- (4) The methods the School will use to enable pupils to attain the educational goals under Wis. Stat. § 118.01, including a description of how pupils with disabilities will be served:
  - (a) To ensure that the School's students receive the best possible education in all curricular areas, the Grantee has contracted with Edison Schools, Inc. Edison's fundamental principles are described in (b) below. The School agrees to follow these principles.

(b) The following are “fundamental principles” of Edison Schools, Inc.:

1. Schools organized for every student’s success;
2. A better use of time;
3. A rich and challenging curriculum;
4. Teaching methods that motivate;
5. Assessment that provides accountability;
6. Educators who are true professionals;
7. Technology for an Information Age;
8. A partnership with families;
9. Schools tailored to the community; and
10. The advantages of system and scale.

The Grantee has executed a contract with Edison Schools, Inc., which requires observing the enumerated principles, as well as the principles set forth in Edison’s Design Highlights, in order to enable its students to attain the educational goals under Wis. Stat. § 118.01.

The School will meet all of its obligations under Applicable Law with regard to students with disabilities. This includes identifying students in need of evaluation, developing individual education plans and section 504 plans for students with identified needs. Consistent with IDEA requirements, the School will ensure that each student referred for special education evaluation be assessed appropriately and that a properly configured IEP team makes determinations as to the eligibility of that student, and if eligible, what is appropriate for that student’s needs. As required by law, such teams in cooperation with parents, will ensure that a free, appropriate public education is provided in the least restrictive environment appropriate for each student’s needs. If a student qualifies for special education services, the IEP will establish the individualized program, interventions and accommodations that are appropriate for a student and the School will provide those services or arrange for them to be provided.

(5) The method by which pupil progress in attaining the educational goals under Wis. Stat. § 118.01 will be measured:

- (a) The Charter School shall administer the examinations under Wis. Stat. §§ 118.30(1r) and 121.02(1)(r) to pupils enrolled in the Charter School and shall cause the testing data for the Charter School to be transmitted to the Office in such form as the District shall customarily transmit such data.
- (b) With respect to examinations required under Wis. Stat. § 118.30(1r), the Parties hereby agree that, if the District’s Board of School Directors shall develop or adopt any of its own

examination(s) (in lieu of the Department's examination(s)) for administration to the District's pupils, the Charter School may elect to administer and transmit testing data for either the Department's or the District's examination(s). In that event, the Charter School shall provide the Office six months' notice of its plan to use such examination(s) and shall give the Chancellor a timely opportunity to comment on the intended change.

- (c) The Charter School shall administer the Measures of Academic Progress testing program ("MAP") developed by the Northwest Evaluation Association ("NWEA"), or other assessment system approved by the Office, as annually designated by the Office. These assessments are designed to measure student progress and to provide information that can be used to improve teaching and learning. The Charter School shall cause such testing data to be transmitted to the Office in a timely manner. The University will contract with NWEA, or another designated provider, to make the testing program available to the Charter School. The Charter School agrees to reimburse the University for any expenses relating to such assessment including but not limited to the following: a pro rata portion of NWEA's startup costs charged to the University; NWEA's annual per student licensing fee based on the Charter School's total number of individual students assessed; a pro rata portion of NWEA's Training Workshop(s) fee(s); and any additional individualized or customized training(s) provided to the Charter School. This reimbursement is in addition to and does not supersede any of the Charter School's other contractual obligations under Section 4.6 of this Agreement.
- (d) BEAM must meet the following achievement requirements each year of this Contract:
  - (a) All students enrolled in grades three through eight are required to take the MAP assessment in reading and mathematics three times per year (fall, winter, spring), unless another test is designated by the Office pursuant to paragraph (c) above.
  - (b) The results of the fall MAP assessment will determine an INITIAL RIT SCORE by subject and grade level for each student. Based on the INITIAL SCORE and grade level, an EXPECTED GAIN SCORE for each student will be provided by NWEA. The EXPECTED GAIN SCORE is the number of RIT points a student at a specified grade level and subject area and with a specific initial score is expected to grow by the spring test. The results of the spring MAP assessment will determine each student's FINAL SCORE. Each student's

- (c) The ACTUAL GAIN SCORE is then divided by the EXPECTED GAIN SCORE for each student and the result multiplied by 100 to determine the STUDENT GROWTH PERCENTAGE, the percentage of the expected growth that the student actually grew. For example, if a student gained exactly what was expected, the STUDENT GROWTH PERCENTAGE would be 100%.
- (d) The individual student results will be used to determine a SCHOOL GROWTH PERCENTAGE calculated to determine the average student growth for BEAM as a whole. The SCHOOL GROWTH PERCENTAGE is calculated by averaging the STUDENT GROWTH PERCENTAGES for all students, grade three through eight.
- (e) It is expected that BEAM will achieve a SCHOOL GROWTH PERCENTAGE of 100% each year of this Contract. A 95% CONFIDENCE INTERVAL for this SCHOOL GROWTH PERCENTAGE will be created to allow for error in the INITIAL SCORE and EXPECTED GAIN SCORE. This is done by finding the lower and upper bounds given by the following equation:

SCHOOL GROWTH PERCENTAGE  $\pm t_{\text{critical}}$  (Standard Error of the SCHOOL GROWTH PERCENTAGE) where  $t_{\text{critical}}$  is obtained from a t-table using the number of students tested in both the fall and the spring minus 1 as the degrees of freedom. This 95% CONFIDENCE INTERVAL can be interpreted as 95% certainty that the average student at this school grew between XX% and XX%.

A SCHOOL GROWTH PERCENTAGE of 100% or greater must be contained in the 95% CONFIDENCE INTERVAL for BEAM to make satisfactory growth. Failure to achieve the expected growth is cause for termination of this Contract by the University as set forth in section 9.1(1) below.

- (6) The governance structure of the School, including the method to be followed by the School Board to ensure parental involvement:

The School Board is the corporate body that oversees the operation of the School, will have the overall decision making authority for the School, and is responsible for the School's compliance with the law and this

Agreement. The School Board shall be comprised of at least five (5) members and currently includes representatives from business and industry, higher education, community development organizations and parents from the School. The School Board shall include at least one parent representative at all times. The BEAM School Board will have well established protocols and structures for leading the School forward and effectively meeting organizational challenges. The Board will meet every other month to develop policy, monitor School progress, review Board programs as identified in the strategic plan, conduct regular business to ensure compliance with all legal requirements, and review policy implementation.

Committees of the Board will meet more frequently and work closely with leadership from the school to move programs forward. Through the Board's parent representatives a high priority on parent involvement in strategic decision making, policy development, and parent communication is maintained.

- (7) Subject to Applicable Law, the qualifications that must be met by the individuals to be employed in the School:

All school personnel for whom licensure is required under Wis. Stat. §§ 118.19(1) and 121.02(1)(a)2 shall hold a license or permit to teach issued by the Department. Notwithstanding the foregoing, however, the Parties acknowledge and agree that the Charter School is not an instrumentality of the District, and thus that the Charter School is not subject to requirements arising in connection with Wis. Stat. §§ 118.40(7)(a) and 118.40(7)(am).

- (8) The procedures that the School will follow to ensure the health and safety of the pupils:

The School Board shall ensure that Edison Schools creates a safe and orderly environment by working with the School to create, implement, and regularly update a comprehensive Student Management Plan, which includes grade K-8 appropriate strategies to ensure the welfare of its students. The comprehensive Student Management Plan shall include the following components:

- The Code of Conduct
- Positive Behavioral Expectations
- Student Conduct Intensive Lesson Plans
- Positive Incentive System
- Discipline Code
- School Safety Plan

In addition to these documents and programmatic measures, the plan shall outline clear procedures for disciplinary interventions, designates clear

responsibilities for all school staff, and sets in place a reliable and effective student management tracking system using the School's student information system. The School will also implement the policies and enforce the rules contained in its Parent/Student Handbook, which is as attached hereto as Appendix C, to ensure the health and safety of its students.

The Charter School shall also comply with all Applicable Laws. In addition, Wis. Stat. § 118.32, which prohibits a strip search of a pupil, shall apply to the Charter School.

- (9) The means by which the School will achieve a racial and ethnic balance among its pupils that is reflective of the District population:

The Charter School will conduct a vigorous public information campaign to ensure that all eligible pupils are aware of the opportunity to participate in its program. Through a broad reaching and comprehensive public engagement strategy the School will strive to achieve a racial and ethnic balance among its pupils that is reflective of the District population.

- (10) The requirements for admission to the School:

Any student who resides in the District is eligible to attend the School per Wis. Stat. §118.40(2r)(c)1. The School will be open to students and their families through an application process that ensures equity and access for all, and the School will not require entrance exams, nor will it select students on the basis of ability. The School will utilize an open lottery process if it is over-subscribed or if space is limited.

Each year, if on the date of the School's application deadline, there are more eligible applicants for enrollment in the School than there are spaces available, successful applicants shall be selected by lottery, which shall be open to all applicants and to the public. The lottery shall be witnessed by an independent third party. The School shall submit to UWM a copy of the lottery results and any supporting documentation. Priority for enrollment may be given to siblings of pupils enrolled in the School and to pupils who were enrolled in the School the previous school year, unless expelled for cause. Using the lottery process, the School shall establish a waiting list of students who shall be offered the opportunity to enroll at the School if additional space later becomes available.

The Grantee acknowledges and agrees that, if the School receives funds under the federal Public Charter School Program, it must use a lottery to admit students if the School is oversubscribed, in which case the Grantee agrees to hold such lottery no later than 30 days prior to the start of each academic year.

- (11) The manner in which annual audits of the financial and programmatic operations of the School will be performed:

The Grantee shall submit audited financial statements of the Charter School's operation, including an audited list of the revenues and expenditures in each of the following categories and subcategories, the auditor's management letters, and any exceptions noted by the auditors, to the Office annually beginning after the first full school year. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30. The Office shall provide the School with a list of the financial account detail to assist the School and its auditors in appropriately distributing revenue and expenditures within the following categories:

(a) Total Revenue

- (1) State per pupil aid
- (2) Special Education aid
- (3) Federal aid broken down by program source/title
- (4) Grants
- (5) Donations
- (6) Other

(b) Total Expenditures

- (1) Instruction including special education
- (2) Pupil services
- (3) Instructional support including curriculum development, library/media and faculty/staff development
- (4) School Board/Administration
- (5) Facilities
- (6) Contracted Services
- (7) Debt service
- (8) Other

- (12) The procedures for disciplining students:

- (a) The School will implement the disciplinary procedure contained in its Parent/Student Handbook's Code of Conduct (page 18-28), which is as attached hereto as Appendix C.
- (b) In addition, Wis. Stat. § 118.31, which prohibits corporal punishment of pupils, shall apply to the Charter School.

- (13) The public school alternatives for pupils who reside in the District and do not wish to attend or are not admitted to the Charter School: Under Wis.

Stat. § 118.40(6), no pupil may be required to attend the Charter School. Students who reside in the District and do not wish to attend the Charter School remain eligible to attend the District's schools.

- (14) A description of the School's facilities and the types and limits of the liability insurance that the School will carry:

The Grantee has provided the Office with evidence of a lease or ownership of the School premises in accordance with the provisions of Section 7.4 of this Contract, and will provide updated documentation to the Office in a timely manner to the extent that there are any material changes to the previously submitted documentation.

The Grantee shall provide the following minimum liability insurance coverages with limits in respect to the Charter School as set forth below:

	<u>Coverage Type</u>	<u>Minimum Limit</u>
A.	Commercial General Liability (which must include coverage for athletic events and use of gymnasium equipment and must not contain endorsements CG 22 94/95; CG 21 42/43; CG 21 39; CG 24 26; CG 21 45 or CG 21 04)	
	Each Occurrence Limit	\$1,000,000
	Personal & Advertising	\$1,000,000
	Damage to Premises Rented to You	\$500,000
	General Aggregate	\$2,000,000
	Products-Completed	
	Operations Aggregate	\$2,000,000
	Medical Expense	\$5,000
B.	Auto Liability	
	Combined Single Limit	\$1,000,000 each accident
C.	Umbrella (providing excess employer's liability, general liability and auto liability coverage)	
	Each Occurrence Limit	\$5,000,000
	General Aggregate Limit	\$5,000,000
D.	Worker's Compensation	
	Worker's Compensation	Statutory
Coverage		



E. School Leader's Errors & Omissions/Educator's Legal Liability (which must include coverage for corporal punishment)

Aggregate Limit	\$2,000,000
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F. Fidelity Bond Coverage (covering Crime, and including employee theft, forgery, larceny and embezzlement for the employees, School Board members and management companies who are responsible for the financial decisions of the Charter School, including but not limited to the CEO)

Limit per Loss	\$500,000
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G. Sex Abuse Molestation

Each Occurrence Limit	\$2,000,000
General Aggregate	\$2,000,000

BEAM will ensure that Edison secures the insurance coverages identified in paragraphs B (auto liability), D (worker's compensation), E (school leader's E&O), and G (sex abuse/molestation) above. BEAM is responsible for directly providing the remaining coverages. The "Board of Regents of the University of Wisconsin System, its officers, employees, and agents" shall be named as an additional insured under the insurance policies described in sections A, B, E, F and G above. The University will be listed as a joint loss payee under the Fidelity Bond Policy, which will read "Board of Regents of the University of Wisconsin System, c/o UWM Office of Charter Schools, Enderis Hall Room 582, P.O. Box 413, Milwaukee, WI 53201." A certificate of insurance evidencing the aforementioned insurance requirements is to be provided to the Office annually, prior to the start of each academic year; specifically, the certificate holder shall be the Board of Regents of the University of Wisconsin System, c/o UWM Office of Charter Schools, Enderis Hall Room 582, P.O. Box 413, Milwaukee, WI 53201. A specimen policy for each of the aforementioned insurance requirements shall also be provided to the Office annually. The insurer may not cancel any of the aforementioned insurance requirements prior to the expiration date thereof with less than 60 days notice, and the certificate of insurance shall reflect this requirement. The certificate of insurance must specifically identify any exclusions in any of the aforementioned coverages. Should the Grantee be unable to obtain any of the aforementioned coverages, the Grantee may seek a written waiver of the above provisions from the University's Risk Manager by directing such a request to the Office.

Under no circumstances is the Board's right to recovery of damages limited to the fact that it is named as an additional insured under the insurance policies noted above.

The Grantee shall require subcontractors of the Charter School to be insured and provide a certificate of coverage providing for the following:

A. Workers Compensation	Statutory Coverage
B. Commercial General Liability	
Each Occurrence Limit	\$1,000,000
General Aggregate	\$1,000,000
Products-Completed	
Operations Aggregate	\$1,000,000
C. Automobile Liability	
Combined Single Limit	\$1,000,000

In addition, for high risk subcontractors providing the following services: air charter, asbestos abatement, building construction and remodeling, custodial, daycare, elevator maintenance, manual food service, medical services, recreational services/high risk entertainment, refuse transportation and disposal, security, and transportation of people, the Grantee shall require subcontractors to provide a certificate of additional coverage for the coverage and in the amounts described in the UW-System Risk Management Manual, the relevant portion of which is attached hereto at Appendix A. Should the Grantee be unable to obtain proof of insurance as required in this subsection from a particular subcontractor, the Grantee may seek a written waiver of the above provisions from the University's Risk Manager by directing such a request to the Office.

For the purposes of this subparagraph, "subcontractor" is defined as any third party or entity with which the Grantee contracts for the provision of goods or services related to the School, whose employees or representatives will have face-to-face contact with students, staff, or the School site, and which subcontractor is not expressly covered by the Grantee's own liability insurance coverage as described above.

- (15) The effect of the establishment of the Charter School on the liability of the University:
- (a) The University shall not be liable to any person not a Party to this Contract on account of the establishment or operation of the Charter School. Further, the University assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or independent contractor of the Grantee or the Charter School, or any other persons receiving services from or doing business with the Grantee.

- (b) The Parties agree that nothing contained in this Contract will create any association, partnership, or joint venture between the Parties, or any employer-employee relationship between the University and the Grantee or the Charter School.

Section 3.2 Nonsectarian Practices. The Charter School shall be nonsectarian in all its programs, admissions policies, employment practices and all other operations.

Section 3.3 Tuition. To the extent provided in Wis. Stat. § 118.40 *et seq.*, the Charter School shall not charge tuition.

Section 3.4 Anti-discrimination. The Charter School may not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

## ARTICLE FOUR

### ADDITIONAL OBLIGATIONS OF THE GRANTEE

The Grantee hereby covenants to undertake the following:

Section 4.1 Compliance with Applicable Law. The Charter School shall comply with all Applicable Law, which may change from time to time and which may include, but is not limited to, the following laws:

- (1) Title VI of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7;
- (2) Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*;
- (3) Age Discrimination Act of 1985, 42 U.S.C. § 6101 *et seq.*;
- (4) Section 504 of the Rehabilitation Act of 1974, 29 U.S.C. § 794, and the Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213.
- (5) Individuals with Disabilities Education Act, 20 U.S.C. § 1400-1485 *et seq.*
- (6) Family Education and Privacy Rights Act, 20 U.S.C. § 1232(g);(7) Drug-Free Workplace Act, 41 U.S.C. § 701 *et seq.*;
- (8) Asbestos Hazard Emergency Response Act, 15 U.S.C. §§ 2641-2655; and
- (9) No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301-6578, and its implementing regulations, 34 C.F.R. § 200 *et seq.*

If the Applicable Law requires the Office to take certain actions or establish requirements with respect to the Grantee, the Grantee shall cooperate with those actions and comply with those requirements. In particular, the Grantee agrees to comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the No Child Left Behind Act of 2001 (the "NCLB") and its implementing regulations established by the U.S. Department of Education, which currently include participating in statewide assessments,

meeting the state adequate yearly progress definition, meeting public and parent reporting requirements, implementing school sanctions if the Grantee is identified for school improvement, and meeting the highly-qualified teachers and paraprofessional requirements.

- Section 4.2 Non-profit Status. The Charter School shall be created, maintained, and operated by the Grantee, a nonstock corporation created under chapter 181, Wisconsin Statutes. The Grantee shall provide to the Office documentary evidence that it is a nonstock organization in good standing under the laws of the State of Wisconsin, including a copy of its By Laws, by the date this Contract is executed. The Grantee shall remain a nonstock corporation under the laws of Wisconsin for the duration of this Contract and shall from time to time (but not more often than annually) after the date this Contract is executed, as the Chancellor requests, provide the Office documentary evidence that confirms its good standing and its nonstock status. The Grantee has applied for, obtained and will maintain tax-exempt status under section 501(c)(3) of the Internal Revenue Code of 1986.
- Section 4.3 Background Screening. The Grantee shall, at its own expense, perform or cause to be performed background screening through the State of Wisconsin Department of Justice of all full- and part-time employees and volunteers engaged at the Charter School as teachers or otherwise having access to pupils, and shall not assign any employee or volunteers to teach or otherwise to have access to pupils until the Grantee or its designee investigates and determines that there is nothing in the disclosed background of the employee or volunteer which would render the employee or volunteer unfit to teach or otherwise have access to pupils of the Charter School including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee or agent, including volunteers. For purposes of this Section, “volunteer” shall mean a non-paid person who serves at the Charter School and who provides services on a regular and ongoing basis for more than 5 hours per calendar week, but shall not under any circumstances include any parent of a student enrolled in the Charter School, unless the parent is employed by the Charter School.
- Section 4.4 Employment of Personnel. The Grantee or its agents or designees shall contract with personnel in accordance with all state law requirements regarding certification and qualifications of employees of public schools, including but not limited to, Wis. Stat. § 118.19 and Wis. Stat. § 121.02. The Grantee shall provide to the Office a copy of all faculty and staff certification reports filed with the Department, including but not limited to the Fall Staff Report (Report No. PI-1202), showing that such personnel are licensed as required by this section or have applied for licensure from the Department. The Grantee or its designee shall make available to the

Office, upon request, all licenses, certifications, and employment contracts for personnel engaged at the Charter School.

Section 4.5 [Omitted.]

Section 4.6 Administrative Fee.

- (1) The Grantee shall pay to the University annually an administrative fee to reimburse the University for the actual direct and indirect costs of administering this Contract during each period of July 1 to June 30 during the term of this Contract, which actual costs shall include but not be limited to execution of the University's oversight responsibilities. Actual costs shall not include research fees. The administrative fee shall be determined by the University but shall not exceed 3% of the amount paid to the Grantee each year by the Department under Article Five, Section 5.2 of this Contract.
- (2) Not later than June 1 of each year during the term of this Contract, the University shall provide the Grantee with an itemized budget showing the University's best estimate of its proposed total expenditures for administering the Contract during the upcoming period of July 1 to June 30. The Grantee shall thereafter pay to the University the amount of such proposed total expenditures, doing so in four (4) equal payments, each due within ten (10) days after the Grantee shall have received from the Department a quarterly payment payable under Wis. Stat. § 118.40(2r)(e).
- (3) In addition, not later than October 1 of each year during the term of this Contract, the University shall provide the Grantee with an end of year financial statement showing the University's actual total expenditures for administering the Contract, as provided in this Section 4.6, during the period of July 1 to June 30 then just completed. Within ninety (90) days after the Grantee receives such end of year financial statement, the University shall pay to the Grantee, or the Grantee to the University, as the case may be, the difference between (i) the amount of the University's actual total expenditures during the period of July 1 to June 30 summarized in such end of year fiscal statement and (ii) the amount paid by the Grantee with respect to such period. Any reconciling payments made by Grantee pursuant to this Section 4.6(3) shall, however, remain subject to the 3% cap on aggregate administrative fees imposed by Section 4.6(1).

Section 4.7 Student Activities and Rental Fees.

- (1) The Charter School may assess reasonable pupil fees for activities such as field trips and extracurricular activities, which fees shall not exceed the actual cost to provide such activities. The Charter School may also assess reasonable rental fees for the use of such items as towels, gym clothing,

and uniforms, which fees shall not exceed the actual cost to provide such items. The Charter School may not, however, prohibit an enrolled pupil from attending the Charter School, or expel or otherwise discipline such a pupil, or withhold or reduce the pupil's grades because the pupil has not paid fees permissibly charged under this Section.

- (2) The Charter School may require its pupils to purchase and wear uniforms, but no Party shall profit from the sale of uniforms to pupils.

Section 4.8 Transportation Contracts. The Grantee may enter into contracts with other school districts or persons, including municipal and county governments, for the transportation of Charter School students to and from school and for field trips.

Section 4.9 Inspection of Charter School Facilities. The Grantee shall permit any designee(s) of the Chancellor to inspect Charter School facilities at any time during the term of this Contract, provided that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School.

Section 4.10 Access to Charter School Records. Subject to Applicable Law, the Grantee shall grant any designee(s) of the Chancellor upon reasonable notice the right to reasonably inspect and copy at cost any and all Charter School records and documents, including but not limited to pupil records and reports submitted by the Grantee to the Department, at any time within normal business hours during the term of this Contract; provided, however, that such inspection shall not materially interfere with the orderly and efficient operation of the Charter School or otherwise unduly burden the staff of said school. The Grantee shall provide the Office with a copy of any report submitted to the Department at the time of filing, including the reports identified in Appendix B. The Grantee also agrees to provide the Office with a copy of any and all Charter School records and documents within two (2) weeks of any reasonable request. To the extent that the Charter School provides any Charter School records to the University that are protected by privacy or confidentiality laws, the University agrees to abide by such laws as are applicable to the Charter School and not to disclose such records to any third party, except as required by law.

Section 4.11 Financial Reports. As required under Section 3.1(11) of this Contract, the Grantee shall submit audited financial statements of the Charter School's operation, including an audited report of the Charter School's revenues and expenditures in each of the categories and subcategories listed in Section 3.1(11), the auditor's management letters and any exceptions noted by the auditors, to the Office annually. The audit reports shall be prepared by a certified public accountant and submitted to the Office within 120 days after the end of the Grantee's fiscal year on June 30.

Audits shall be conducted in accordance with generally accepted auditing standards and with the prevailing Government Auditing Standards issued by the Comptroller General of the United States. Audited statements shall be prepared in accordance with “Generally Accepted Accounting Principles” [GAAP]. In the case that the Grantee contracts with one or more management companies for the operation or administration of the Charter School, the report shall include the management companies’ expenditures on behalf of the Charter School.

Section 4.12 School Year Calendar. The calendar for each school year shall be submitted to the Office no later than the prior July 1 and shall be subject to the approval of the Chancellor or Chancellor's designee. The calendar must consist of no less than 180 days of instruction. If the Chancellor or Chancellor's designee does not notify the Grantee otherwise, the calendar shall be deemed approved 30 days after submission to the Office.

Section 4.13 Grant Applications. The Grantee shall submit to the Office copies of any applications for grants made on behalf of the Charter School at the time the application is submitted to the funding authority.

Section 4.14 Authorization for Release of Department Reports. The Grantee hereby authorizes the Department to disclose and/or transmit to the Office upon the Office’s request any information, data, or reports filed by the Grantee with the Department. Reports submitted by the Grantee to the Department include but are not limited to the Pupil Membership Audit, the Special Education Plan (Report No. PI-3200), the Third Friday in September Pupil Count Report (Report No. PI-1567-A), the School Performance Report, the Fall Staff Report (Report No. PI-1202), the Fall Enrollment Report (Report No. PI-1290), the Federal Collection: Special Education Child Count (Report No. PI-2197-A), the Second Friday January Pupil Count Report (Report No. PI-1567-B), the Course Offerings (Report No. PI-1215), the End of the Year AODA/Tobacco Report, and the ESEA Consolidated Application: Title I, Title II, Title III, Title IV, Title V Federal Funds.

## ARTICLE FIVE

### JOINT RESPONSIBILITIES OF THE PARTIES

The Parties agree to take the following actions:

Section 5.1 Operation or Management Contracts and Other Sub-contracts.

- (1) The Chancellor reserves the right to review and approve beforehand any Operation or Management Contract for operation or management of the Charter School that the Grantee wishes to itself enter into with any third party not treated by the Grantee as an employee of the Grantee; provided, however, that such approval shall not be unreasonably withheld,

conditioned, or delayed. An “Operation or Management Contract” is a contract (i) that relates to the creation, implementation, or operation of the academic program, instruction, supervision, administration, or business services at the Charter School and (ii) that contemplates an aggregate liability of more than \$50,000 per fiscal year.

- (2) The Grantee shall submit to the Office a copy of any proposed Operation or Management Contract and shall not enter into any such contract until the Chancellor or the Chancellor’s designee shall have approved (or be deemed to have approved) the same. The Chancellor or the Chancellor’s designee shall have 30 Days after receiving the proposed Operation or Management Contract to review the document and to deliver to the Grantee a written statement approving or rejecting such contract. If the Chancellor or the Chancellor’s designee does not within such 30 Days object in writing to the proposed contract, the contract shall be deemed approved. If the Chancellor or the Chancellor’s designee rejects the proposed contract, however, the Chancellor or the Chancellor’s designee shall also within the 30 Day review period hereunder advise the Grantee in writing of its specific objections to the proposed contract. The Grantee may thereafter modify (and remodify) the proposed contract and continue submitting the modified contract for the approval of the Chancellor or the Chancellor’s designee, which approval shall not be unreasonably withheld, conditioned, or delayed.
- (3) Every Operation or Management Contract shall: (i) be written and executed by both the Grantee and the third party; (ii) contain the third party’s covenant to submit to the Office any documentation material to the Office’s efforts to assist the Chancellor in carrying out its oversight responsibilities; and (iii) provide that the third party shall, subject to Applicable Law, grant the Chancellor or the Chancellor’s designee and the Grantee the right to inspect and copy at cost any and all records and documents directly related to the terms and conditions of this Contract, including pupil records. In addition, every Operation or Management Contract with a third-party provider of educational management services shall specify the nature and methods of compensation for such third-party provider of educational management services, and shall specify the methods and standards the Grantee shall use to evaluate the performance of the third party. The Parties acknowledge that the Grantee has entered into an Operation or Management Contract with Edison and that such contract has been approved by the Chancellor.

Section 5.2 Payments to Charter School. Upon execution of this Contract, the Chancellor shall notify the Department in a timely fashion of the Grantee’s eligibility for funds under Wis. Stat. § 118.40(2r)(e). During the term of this Contract, the Grantee shall be paid by the Department the amount during each school year as specified by Wis. Stat. § 118.40(2r)(e) and applicable rules and policies of the Department.



### Section 5.3 Performance Evaluation.

- (1) The University shall evaluate the performance of the Charter School in the areas of leadership, strategic planning, student, stakeholder, and market focus, information and analysis, process management, and organizational performance results as set forth in the Educational Criteria for Performance Excellence of the Baldrige National Quality Program. A description of the specific measures that shall be used to evaluate such areas shall be provided to the Grantee annually, no later than 60 days prior to the start of each academic year.
- (2) The Grantee shall provide to the University the following required reports, at the times described below:
  - (a) Strategic Plan. The Grantee must provide a strategic plan to the University by August 1 prior to the first year of the operation of the Charter School. The strategic plan should specify the mission and vision of the school, identify the target population of students, and establish strategic goals for the development of the school. The Grantee shall resubmit the strategic plan to the Office upon each revision. In addition, a revised strategic plan must be submitted to the Office by August 1 immediately following any renewal of the initial term of the Contract.
  - (b) School and Organization Profile. No later than August 1 of each school year, the Grantee shall submit to the Office a school profile which provides general information about the school and its operations.
  - (c) Annual School Accountability Plan. By the later of September 1 of each school year or ten (10) days following the date on which the Grantee receives written Wisconsin Knowledge Concepts Exam (“WKCE”) results for the most recently completed school year, the Grantee shall submit to the Office for approval a school accountability plan which sets forth, in measurable terms, goals for school improvement in the following school year. If the Charter School has not made Adequate Yearly Progress (“AYP”) under the NCLB, as determined by the State of Wisconsin, this plan shall include a detailed description of the Grantee’s plans to implement any of the responsive and/or corrective requirements of the NCLB in the following school year. The Grantee may amend its accountability plan, as appropriate, if the NCLB results are not available when it submits the plan.
  - (d) Annual School Accountability Progress Report. By the later of August 1 of each school year or ten (10) days following the date on which the Grantee receives written WKCE results for the most

recently completed school year, the Grantee shall submit a school performance report to the Office which states how the school has made progress on the goals identified in the school accountability plan established the prior year. This report shall include a description of how the Charter School is or is not meeting the State of Wisconsin's definition of AYP under the NCLB and, if the Charter School has not made AYP in the past, a detailed description of the Charter School's compliance with the responsive and/or corrective requirements of the NCLB in the prior year. The Grantee may amend its progress report, as appropriate, if the NCLB results are not available when it submits the report.

## ARTICLE SIX

### NOTICES, REPORTS AND INSPECTIONS

- Section 6.1 Notice of Annual Budget. The Grantee shall provide the Office with a copy of the proposed annual Charter School budget for the upcoming academic year no later than the June 1 immediately preceding the beginning of each such academic year.
- Section 6.2 Other Notices.
- (1) Agendas and Meetings. If the Charter School shall itself be constituted as a corporation, it shall provide to the Office agendas and notice in advance of all meetings of the Charter School's School Board.
  - (2) Governmental Agencies. The Grantee shall immediately notify the Office when either the Grantee or the Charter School receives any correspondence from the Department or the United States Department of Education that requires a formal response, except that no notice shall be required of any routine or regular, periodic mailings.
  - (3) Legal Actions. The Charter School shall immediately report to the Office any litigation or formal legal proceedings in which the Charter School is a party or alleging violation of any Applicable Law with respect to the Charter School.
- Section 6.3 Certain Reports. The Grantee shall at its expense provide such information and nonperiodic reports as the Office shall reasonably deem necessary to confirm compliance by the Grantee and the Charter School with the terms and conditions of this Contract.
- Section 6.4 [Omitted.]

## ARTICLE SEVEN

### MISCELLANEOUS PROVISIONS

Section 7.1 Athletic and Other Associations. The Charter School may, but shall not be required to, join any organization, association, or league as is customary for public schools in the State of Wisconsin which has as its objective the promotion and regulation of sport and athletic, oratorical, musical, dramatic, creative arts, or other contests by or between pupils.

Section 7.2 Code of Ethics. A member of the School Board and any of the officers of the Grantee directly involved in the implementation of the terms and conditions of this Contract (together “the board members”) shall be subject to the following code of ethics:

“Anything of value” means any money or property, favor, service, payment, advance, forbearance, loan, or promise of future employment, but does not include compensation paid by the Grantee for the services of a board member, or expenses paid for services as a board member, or hospitality extended for a purpose unrelated to Charter School business.

“Immediate family” means a board member’s spouse and any person who receives, directly or indirectly, more than one half of his or her support from a board member or from whom a board member received, directly or indirectly, more than one half of his or her support.

- (1) No board member may, in a manner contrary to the interests of the Charter School, use or attempt to use his or her position or Charter School property, including property leased by the Charter School, to gain or attempt to gain anything of substantial value for the private benefit of the board member, his or her immediate family, or any organization with which the board member is associated.
- (2) No board member may solicit or accept from any person or organization anything of value pursuant to an express or implied understanding that his or her conduct of Charter School business would be influenced thereby.
- (3) No board member may intentionally use or disclose confidential information concerning the Charter School in any way that could result in the receipt of anything of value for himself or herself, for his or her immediate family, or for any other person or organization with which the board member is associated.
- (4) (a) If a board member, a member of a board member’s immediate family, or any organization with which a board member is associated proposes to enter into any contract (including a contract of employment) or lease with the Grantee that may within any 12-month period involve payments of \$3,000 or more derived in

whole or in part from payments made pursuant to Wis. Stat. § 118.40(2r)(e), such board member shall be excused from, and shall not participate in, any dealing, discussion, or other position of approval or influence with respect to the Grantee's entering into such contract or lease; provided, however, that such board member may be part of a discussion concerning such proposed contract or lease for the limited purpose of responding to board inquiries concerning such contract or lease.

- (b) Provided that the board member is not in a position to approve or influence the Grantee's decision to enter into such contract or lease and that the procedures set forth in Section 7.2 are observed, a board member may enter into a contract or lease described in Section 7.2(4)(a) if the board member shall have made written disclosure of the nature and extent of any relationship described in Section 7.2(4)(a) to the Office prior to entering into such contract or lease.

Section 7.3 Use of University Marks. Neither the Grantee nor the Charter School nor any of their sub-contractors may use the name, logo, or other mark designating the University without the expressed prior written consent of the Chancellor, nor may the name, logo, or other mark designating the Board of Regents of the University of Wisconsin System without the expressed prior written consent of the Board of Regents.

Section 7.4 Copies of Certain Documents. The Grantee shall provide to the Office at least 90 days before the start of a school year (1) copies of its lease or deed for the premises in which the Charter School shall operate and (2) copies of certificates of occupancy and safety which are required by law for the operation of a public school in the State of Wisconsin. The Chancellor reserves the right to review and approve the sufficiency of such documents.

Section 7.5 Public Records. The Grantee agrees to manage and oversee the Charter School in accordance with all applicable federal and state public records laws. For purposes of this Contract, the Grantee shall be deemed an "authority" as defined in Wis. Stat. § 19.32(1) and shall be subject to the public records law provisions of Wis. Stat. Ch. 19, subchapter II.

Section 7.6 Open Meetings. The Grantee specifically agrees that the following meetings shall be open to the general public:

- (1) Submission of annual report to the School Board.
- (2) Approval of the annual budget of Charter School by the School Board.
- (3) All school admission lotteries.

- (4) Approval of the annual audit of Charter School by the School Board.
- (5) Annual open house.

The Grantee shall use its good faith efforts to provide reasonable notice of the above listed meetings to the parent/guardian of each student attending the Charter School and shall notify the public according to Wis. Stat. § 120.08(2)(b).

## ARTICLE EIGHT

### PROVISIONS FACILITATING UNIVERSITY RESEARCH

Section 8.1. Research. The Parties agree that the University may seek information from the Grantee and the Charter School for purposes of research. Prior to conducting such research, the University shall seek the Grantee's prior written approval, which will not be unreasonably withheld. Information relevant to such research shall include, but not be limited to, the following:

- (1) Surveys. The University may survey individuals and groups (including but not limited to, parents, students, teachers, board members, others involved in the governance of the Charter School, and the public) concerning the performance of the Charter School, provided that such surveying (i) shall be done at the University's sole expense and (ii) shall not materially interfere with the orderly and efficient operation of the Charter School. The Grantee agrees to cooperate with the University's efforts to conduct such surveys. Employment contracts with teachers employed at the Charter School shall specify that they shall cooperate with such surveys.
- (2) Pupil Testing. The University may seek to administer to each pupil of the Charter School (other than kindergarten pupils), in connection with the pupil's first enrolling in the Charter School, a one-time examination designated by the University. Such examination shall be administered at the University's sole expense and shall not materially interfere with the orderly and efficient operation of the Charter School. The results of any such examination shall be promptly shared with the Grantee.
- (3) Parent/Guardian Evaluation Participation. The University may ask the parent and/or legal guardian of a pupil enrolled in the Charter School to participate in an evaluation or research, which may include their participation in an interview or responding to a questionnaire, about the performance of the Charter School. The Grantee shall use its good offices to urge that the parent and/or legal guardian to participate in such evaluation or research process, subject to their consent.

- (4) Research Observers. The Grantee agrees to accept on the Charter School's premises research observers designated by the University to serve as observers of the activities of the Charter School, provided that the activities of such research observers shall not interfere with the orderly and efficient conduct of education and business at the Charter School. Costs and expenses incurred for the evaluation activities of such observers shall be reimbursed to the University as part of the reimbursement owing under Section 4.6 of this Contract.

## ARTICLE NINE

### REVOCATION OF CONTRACT BY THE UNIVERSITY

Section 9.1 Events of Default by Grantee. This Contract may be terminated by the University under procedures in Section 9.2 if the University finds that any of the following Events of Default have occurred:

- (1) The pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01, or have failed to achieve AYP, as determined by the State of Wisconsin, pursuant to the federal NCLB, for 3 consecutive years, or have failed to meet the required SCHOOL GROWTH PERCENTAGES set forth in paragraph 3.1(5)(c) above for two (2) consecutive years;
- (2) The Grantee has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- (3) The Grantee is insolvent or has been adjudged bankrupt;
- (4) The Grantee's directors, officers, employees, or agents provided the University false or intentionally misleading information or documentation in the performance of this Contract;
- (5) The Charter School has failed materially to comply with Applicable Law;
- (6) The Charter School has violated Wis. Stat. § 118.40 *et seq.*;
- (7) The Grantee defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract; or
- (8) The Charter School, in the Chancellor's sole but reasonable discretion, has insufficient enrollment to successfully operate;
- (9) The Grantee fails to submit the documentation required in section 7.4 of this Contract and is, therefore, unable to commence operations, or the Grantee fails to commence operation of its Charter School by September 15 following initial grant of its Charter.

Section 9.2 Procedures for the University's Revocation.

- (1) Emergency Termination or Suspension Pending Investigation. If the Chancellor determines that any of the Events of Default set forth in Section 9.1 has occurred and that thereby the health or safety of the Charter School's students is immediately put at risk, the University shall provide the Grantee written notice of such Event(s) of Default and, upon delivering such notice, may either (i) terminate this Contract immediately or (ii) exercise superintending control of the Charter School pending investigation of the pertinent charge.
  - (a) If the University shall elect to exercise superintending control pending investigation of the pertinent charge, the University shall give the Grantee written notice of the investigation, shall commence such investigation immediately, shall permit the Grantee fairly to address the pertinent charge, and shall thereafter complete its investigation as quickly as reasonably practicable.
  - (b) Upon completing its investigation, the University shall promptly deliver to the Grantee in writing either (i) a notice of immediate termination on the bases set forth in this Section 9.2, (ii) a notice of an Event of Default and an opportunity to cure pursuant to Section 9.2(2), or (iii) a notice rejecting the pertinent charge and reinstating control of the Charter School to the Grantee.
- (2) Non-Emergency Revocation and Opportunity to Cure. If the Chancellor determines that any of the Events of Default has occurred but that such occurrence does not thereby immediately put at risk the health or safety of the Charter School's students, the University shall advise the Grantee in writing of the pertinent occurrence and shall specify for the Grantee a reasonable period of time (though in no instance less than 30 days) within which the Grantee shall cure or otherwise remedy the specified Event(s) of Default to the reasonable satisfaction of the Chancellor.
  - (a) If the Grantee shall not so cure or otherwise remedy the specified Event(s) of Default, the University may terminate this Contract by written notice delivered within 10 days after expiration of the specified period.
  - (b) If the University shall so terminate this Contract, termination shall become effective at the end of the current academic year. If the written notice of termination under (a) above is delivered after the close of a school year but before the commencement of the next school year (i.e. during summer break), termination shall become effective immediately (i.e. prior to the start of the next academic semester scheduled for the Charter School).

Section 9.3 General Termination or Nonrenewal Procedures.

- (1) Final Accounting. Upon termination or nonrenewal of this Contract, the Grantee shall assist the Chancellor in conducting a final accounting of the Charter School by making available to the Chancellor all books and records that have been reviewed in preparing the Grantee's annual audits and statements under Section 3.1(11) of this Contract. The Grantee shall also submit a final audited financial statement of the Charter School's operation, including auditor's management letters and any exceptions noted by the auditors, which must be received by the Office within 120 days after the end of the Grantee's final school year.
- (2) Records Retention. Upon termination or nonrenewal of this Contract, the Grantee shall designate a records custodian who will be responsible for maintaining its records in accordance with the law and this Contract. Following the expiration of any statutory retention period and the contractual retention requirements as described below, whichever is longer, the records custodian will arrange for the destruction of records in a manner that ensures their confidentiality.
  - (a) Administrative and Personnel Records. Upon termination or nonrenewal of this Contract, the records custodian will maintain a copy of the School's administrative records, including personnel records, and will provide copies of such records to third parties as required by law or otherwise appropriately requested for a period of not less than six (6) years.
  - (b) Student Records. Upon termination or nonrenewal of this Contract, the Grantee shall provide the Office and the Department with a list of pupil names and their contact information, along with the name of the school to which each pupil is transferring, if known. The records custodian shall transfer a copy of the pupil records, as defined in Wis. Stat. § 118.125, to the school to which each pupil is transferring. The records custodian shall also maintain a copy of pupil records in accordance with Wis. Stat. § 118.125(3).
- (3) Financial Obligations/Asset Distribution. Upon notification of termination or nonrenewal of this Contract and dissolution of the Charter School, the Grantee shall designate an independent trustee who will be responsible for satisfying all outstanding financial liabilities of the Charter School and properly distributing the School's assets in compliance with the law and this Contract. The trustee shall implement a procedure for limiting all expenditures to those that are reasonable and necessary for the ongoing day-to-day operations of the Charter School, such as preauthorized payroll expenses, utilities, rent and insurance. The trustee shall return any unspent federal or state grant money or funds to the Department. The trustee shall



provide the Office and the Department with an inventory of any property or equipment purchased, in whole or in part, with state or federal funds. Following any disposition required by state or federal law, and following the satisfaction of the creditors, the trustee shall distribute any remaining property and equipment purchased with state or federal funds to other University-chartered Charter Schools.

## ARTICLE TEN

### TERMINATION BY THE GRANTEE

Section 10.1 Grounds for Termination by the Grantee. This Contract may be terminated by the Grantee under procedures in Section 10.2 if Grantee finds that any of the following Events of Termination have occurred:

- (1) The Charter School has insufficient enrollment to successfully operate;
- (2) The Grantee's Operation or Management Contract with a third-party provider of educational management services has been terminated;
- (3) The Charter School has lost its right to occupy all or a substantial part of its physical plant and cannot occupy another suitable facility, at a cost deemed reasonable by the Grantee, before the expiration or termination of its right to occupy its existing physical plant;
- (4) The Grantee has not timely received any one of the payments contemplated under Wis. Stat. § 118.40(2r)(e);
- (5) The Grantee has become insolvent or been adjudged bankrupt; or
- (6) The University defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.

Section 10.2 Procedures for Grantee Termination of Contract. The Grantee may terminate this Contract according to the following procedures:

- (1) Notice. If the Grantee determines that any of the Events of Termination set forth in Section 10.1 has occurred, the Grantee shall notify the Chancellor of the pertinent Event(s) of Termination. The notice shall be in writing, shall set forth in sufficient detail the grounds for termination, and shall specify the proposed effective date of termination (which date shall, to the extent reasonably practicable, be the end of the next academic semester scheduled for the Charter School).
- (2) Discretionary Termination.
  - (a) As to the Event(s) of Termination set forth in Sections 10.1(1)-(2) and (6), the Chancellor may conduct a preliminary review of the

alleged bases for termination to ensure that such bases are bona fide. Such review shall be completed promptly and, within 30 days after the Chancellor receives the Grantee's notice, the Chancellor shall deliver to the Grantee a notice (i) approving the Grantee's requested termination or (ii) denying the same on the grounds that the asserted bases for termination are not in fact bona fide.

(b) If such results of the review and the Chancellor's determination are not delivered to the Grantee in writing within 30 days after the Chancellor receives the Grantee's notice, the Grantee's notice shall be deemed an approved basis for termination.

(3) Automatic Termination. As to the Event(s) of Termination set forth in Sections 10.1(3)-(5), termination shall be effective on the date set forth in the Grantee's notice under Section 10.2(1).

Section 10.3. [Omitted.]

Section 10.4. General Termination and Nonrenewal Procedures. The requirements set forth in Section 9.3 above shall be applicable to a termination of contract under this Article Ten.

## ARTICLE ELEVEN

### TECHNICAL PROVISIONS

Section 11.1 Term of Contract. The term of this Contract shall commence on July 1 following its execution and shall continue for a period of three years. During the second full year of this Contract the University shall conduct a review of the Charter School's performance to date. The University shall specify in writing for the Grantee the subjects of the review at least 3 months prior to initiating the review. The University shall complete the review and shall issue a written report by April 1. Results of the review shall serve as the basis for the University to determine whether it will negotiate another Contract with the Grantee.

Section 11.2 Non-agency. It is understood that neither the Grantee nor the Charter School is an agent of the University.

Section 11.3 Appendices. The following documents, appended hereto, are made a part of this Contract and the Grantee and the Charter School agree to abide by all the terms and conditions included herein:

Appendix A: Part 4.D of the UW System Risk Management Manual,  
Vendor Certificates of Interest

Appendix B: Contract Compliance Documentation

Appendix C: Parent/Student Handbook

- Section 11.4 Applications of Statutes. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends the responsibilities or obligations of any of the Parties with respect to this Contract, this Contract shall be altered or amended to conform to the change in existing law as of the effective date of such change.
- Section 11.5 Hold Harmless and Indemnification. To the extent allowed by law, the Grantee shall hold harmless and indemnify the University against any and all liability, claims, demands, and causes of action (including reasonable attorneys fees) which arise out of, occur in connection with or are in any way incident to the Grantee, its contractors, subcontractors or agents' performance of obligations under this Contract.
- Section 11.6 Amendments. This Contract may be amended only upon the written agreement of the Parties.
- Section 11.7 Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.
- Section 11.8 Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the Parties and their respective successors and permitted assigns.
- Section 11.9 Entire Agreement. This Contract sets forth the entire agreement among the Parties with respect to the subject matter of this Contract. All prior application materials, agreements or contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.
- Section 11.10 Assignment. This Contract is not assignable by either Party without the prior written consent of the other Party.
- Section 11.11 Non-waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.
- Section 11.12 Force Majeure. If any circumstances occur which are beyond the control of a Party, which delay or render impossible the obligations of such Party,

the Party's obligation to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 11.13 No Third Party Rights. This Contract is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Contract shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 11.14 Governing Law. This Contract shall be governed and controlled by the laws of the State of Wisconsin.

Section 11.15 Notices. Whenever this Contract provides that notice must or may be given to another Party, or whenever information must or may be provided to another Party, the Party who may or must give notice or provide information shall fulfill any such responsibility under this Contract if notice is given or information is provided to:

To Grantee: Business and Economics Academy of Milwaukee, Inc.

Attn: Mr. Mark Schug  
3814 West North Avenue  
Milwaukee, WI 53208

with a copy to: Stephen L. Chernof  
Godfrey & Kahn, S.C.  
780 North Water Street  
Milwaukee, WI 53202

and a copy to: Mary Stafford  
Regional General Manager  
Edison Schools, Inc.  
8 South Michigan Avenue, Suite 1210  
Chicago, IL 60603

To Office: Director  
UWM Office of Charter Schools  
Enderis Hall 582  
P.O. Box 413  
Milwaukee, WI 53201

with a copy to:           Director  
                                  UWM Office of Legal Affairs  
                                  Chapman Hall 380  
                                  P.O. Box 413  
                                  Milwaukee, WI 53201

Notice hereunder shall be effective if made by hand delivery to the pertinent Party or by United States mail, postage prepaid, certified with return receipt requested. Notices shall be effective (i) when actually received by the addressee, if made by hand delivery, or (ii) 2 days after delivering the pertinent notice to the control of the United States Postal Service, if made by certified mail with return receipt requested.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract.

FOR GRANTEE:

FOR THE UNIVERSITY:

BUSINESS AND ECONOMICS  
ACADEMY OF MILWAUKEE, INC.

By: \_\_\_\_\_  
Name

\_\_\_\_\_  
Name

President \_\_\_\_\_  
Title

Chancellor \_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **PROGRAM REVIEW AND PROGRAM PLANNING IN THE UNIVERSITY OF WISCONSIN SYSTEM**

August 2008

### **I. Introduction**

The University of Wisconsin System Office of Academic and Student Services (ACSS) prepares an annual report on program planning and review to provide an overview of academic program activity across the UW System.

Chapter 36 of the Wisconsin State Statutes places authority to “determine the educational programs offered in the system...” with the Board of Regents. Chapter 36 further provides that UW System Administration (UWSA) has the responsibility to recommend educational programs to the Board. Academic Information Series 1 (ACIS-1) sets forth the Board-approved process for various academic program actions. All new academic programs emerge as a result of a collaborative planning process between UWSA and the proposing campus(es). UWSA recommends new programs to the Board, which has final decision-making authority over program approval.

This year’s report outlines new program planning and approval over the past five years. It also includes information on institutional activity directed at maintaining high-quality academic programs and provides summary information on the following specific academic program activities:

- New program planning and approval;
- Institutional reviews of on-going programs;
- Accreditation reviews in 2007-2008;
- Programs that have been entitled for planning.

### **II. New Program Planning and Approval Process**

With few exceptions, all new academic programs are supported through the reallocation of resources of existing programs in an effort to respond to the changing needs of students and the state. There are four major steps in the collaborative program planning process: request from the institution for entitlement to plan a new academic program; authorization by the Board of Regents to implement the new program; implementation of the program following Board approval; and a comprehensive review of the academic program five years after its implementation. It is only after this review that a program is formally approved.

## **A. Entitlement to Plan**

The first step in the new program planning process is for an institution to request from the UWSA Office of Academic and Student Services (ACSS) an entitlement to plan a new academic program leading to a degree. The request contains a brief statement identifying the program and explaining how the program relates to planning issues, including:

- The need for the program;
- The description of the curriculum or student learning outcomes;
- The relation to institutional mission and strategic plan;
- The relation to other programs in the UW System and in the region; and
- The projected source of resources.

ACSS reviews the proposal and unless the program is the upgrading of a sub-major to a major, circulates the request to the UW System's other institutional Provosts for comment. These comments may lead to further consultation with the requesting institution and other institutions to explore more deeply how the program fits into the systemwide program array and possible collaborative efforts. The request for entitlement to plan is then either granted, deferred for further development, or denied.

Since July 1, 2003, the Office of Academic and Student Services has granted 64 entitlements and returned two to the institution for further development. Eight entitlement requests either expired or were withdrawn. Two entitlement request were extended. Currently, there are no entitlement requests pending. Of the entitled programs, 23 have been implemented.

## **B. Authorization to Implement**

Once an institution has been granted an entitlement to plan, the next step is for it to develop a proposal for authorization to implement. The request for authorization to implement must address the following:

- Context, including history of the program, relationship to existing programs, relationship to campus mission and strategic plan, and campus program array history;
- State, regional, and national need, including comparable programs within and outside the state, student and market demand for graduates of the program, and possible collaboration or alternative program delivery possibilities;
- Program description and evaluation, including objectives, curriculum, diversity infusion, relationship to other curricula, method of assessment, and use of information technology/distance education;
- Personnel, including what steps will be taken to recruit and retain students, faculty, and staff from diverse populations and perspectives;
- Academic support services including library and advising;
- Facilities and equipment; and
- Budget and finance.

The program proposal undergoes several levels of review, including review by: external consultants; appropriate governance bodies; and a Program Review Committee that consists of a representative of UW System Administration and representatives of the proposing institution(s). If the program proposal receives positive reviews from the governance groups and the Program Review Committee, the committee recommends that the Provost of the institution seek authorization to implement the program. The Provost submits the authorization proposal and related materials to ACSS where a decision is made as to whether the program warrants submission to the Board of Regents. Following a positive decision, the program is presented to the Education Committee and the Board of Regents for approval. During the past five years, 50 programs were authorized by the Board for implementation.

### **C. Implementation by the Institution**

Once authorized to implement the program, the institution sets an implementation date. Campuses sometimes choose to delay implementation, and on occasion, a campus makes a decision not to go forward with an authorized program because of changed circumstances. Of the 50 programs that were authorized by the Board for implementation during the last five years, 42 have been implemented.

### **D. Joint Program Review**

The final step in the approval of new academic programs is a joint program review conducted approximately five years after the program is implemented. The review is designed to determine how well the program has met its goals and objectives, and whether it has achieved these goals with the resources anticipated.

When the joint program review is completed, the report is submitted to ACSS for formal action on whether to continue the program. If the program is approved for continuation, it is then placed into the institution's normal program review cycle.

### **E. Summary**

The following table shows summary data on the number of entitlements to plan granted by ACSS, authorizations to implement approved by the Board of Regents, and the number of programs implemented from 2003-04 through 2007-08. For purposes of this tally, the academic year begins on July 1 and ends on June 30.

	2003-04	2004-05	2005-06	2006-07	2007-08	Total
Entitlements	6	12	14	9	23	64
Authorizations	7	9	10	15	9	50
Implementations	3	13	7	10	9	42

From July 1, 2003, to date, 64 programs received entitlement to plan, including 39 programs at the baccalaureate level, 15 at the master's level and 10 at the doctoral level.



### **III. Institutional Program Review**

Each UW institution reviews all of its academic programs on a regular cycle, usually every seven to ten years. These reviews are one of the principal means by which UW System institutions ensure continued quality of their programs.

The specific protocols and procedures involved in these reviews vary from institution to institution, reflecting differences in organizational structure and form of faculty governance. However, the process generally involves a thorough self-study by the department or program and a rigorous review by a college or institutional committee. External evaluation is often a part of the review. The results of the review, along with the recommendations, are reported to the appropriate Dean, Provost, and/or designated committee. The institutions also report the results of these reviews to ACSS on an annual basis, along with a brief description of the outcome of each review.

During 2007-08, 93 program reviews were completed, resulting in 16 conditional continuations with annual or interim reports responding to such issues as enrollments, assessment, and curriculum and a suspension of enrollment in one program. Of the program reviews that began in or before 2007-2008, 111 are currently in progress or deferred.

Among the key substantive areas addressed in the campus program reviews undertaken were:

#### **Student learning:**

- Collaborative research with students;
- Making course delivery more flexible for non-traditional students;
- Expand study abroad opportunities for students;
- Improving time-to-degree issues;
- Assessment;
- Internship program;
- Quality of advising;

#### **Resources (human, physical, financial):**

- Faculty research;
- Financial support for the development of curriculum/program development; hiring program directors, adding faculty lines;
- Faculty retirements;
- Need for classroom modernization;
- Funding of graduate students;
- Laboratory safety;

#### **Outreach/Collaboration:**

- Explore partnerships with other colleges, schools to maximize course offerings and delivery;
- Greater departmental/faculty service to General Education;
- Community outreach opportunities for students;

- Partnerships with areas schools

#### Diversity

- Race/Ethnic diversity in the program;
- Gender diversity among majors;
- Meeting needs of non-traditional students.

### **IV. Program Accreditation**

UW System institutions undergo both institutional accreditation and specialized accreditation. Institutional accreditation includes all areas, and focuses on the whole institution as it defines itself. All UW System institutions are accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Historically, the Education Committee has received a report from each institution that has gone through institutional accreditation, as part of its report on general education. Specialized accreditation addresses specific programs within an institution. This form of accreditation is discipline-specific, often related to professional programs, and in particular professional programs that require graduates to seek licensure to practice.

Specialized accreditation activity at the UW System institutions is consistent with national patterns. Currently, about 290 UW System programs are eligible for accreditation by recognized specialized accrediting organizations, and all doctoral and comprehensive UW System institutions hold multiple specialized accreditations.

In 2007-2008, UW System institutions reported the completion of 46 specialized accreditations. In the past three years, 119 accreditation reviews have been completed, including institutional accreditations. There are 48 accreditation reviews scheduled to begin in 2008-2009.

### **V Programs in the Pipeline**

At the last presentation of this report, the Committee requested that future reports include information on the pipeline of new academic programs in the planning stage. Attached as an appendix is a list of the programs entitled for planning, along with the date the entitlement to plan was granted. Institutions have five years following the granting of the entitlement to plan the program for submission to the Board for approval.

### **VII. Conclusion**

An important component of the UW System's Growth Agenda's goal of increasing the percentage of Wisconsin's adults with baccalaureate degrees is to ensure access to an appropriate array of degree programs. UW System institutions continue to adjust their program array in order to provide the citizens of Wisconsin academic programs that meet individual and state needs. They continue to accomplish this primarily through reallocation of existing budgets.

As is always the case, the creation of new academic programs represents only a small part of institutional program activity. New minors, concentrations, and certificate programs are added and deleted as the needs of the institution, the students, and the state change. In order to serve working adults or place-bound individuals, courses and programs are offered in formats that meet their needs, including distance delivery and through new sites.

The academic program array of the UW System will continue to undergo change as institutions remain flexible and nimble in their response to the changing environment. Each new program subtly changes the institution and the System. The collaboration among the faculty and administration of the institutions, the UWSA staff, and the Board of Regents will be essential to ensure that academic programs continue to be of high quality, well aligned with institutional and system missions, and make efficient and effective use of scarce resources.

## Appendix - Academic Program Pipeline

Microbial Biotechnology	MIL	Entitled	1/1/2005	MS
Professional Studies	STO	Entitled	7/25/2005	BS
Microsystems and Nanotechnology	PLT	Entitlement Extended	11/3/2005	B
Performing Arts	EAU	Entitlement Extended	12/15/2005	B
Applied Social Science	STO	Entitled	1/11/2006	BS
Public and Community Health	MIL	Entitled	3/9/2007	PhD
Electrical/Computer Engineering	STO	Entitled	3/23/2007	BS
Scientific and Technical Communication	STO	Entitled	5/16/2007	MS
Informatics	STP	Entitled	5/29/2007	MS
Clinical Investigation	MSN	Entitled	6/27/2007	MS/PhD
Master of Physician Assistant Studies	MSN	Entitled	8/17/2007	Master
Liberal Studies	EAU	Entitled	8/17/2007	B
Women's Studies	OSH	Entitled	8/17/2007	Major
Materials Science	EAU	Entitled	9/11/2007	BS/BA
Science Education	STO	Entitled	9/11/2007	BS
Technology & Science Education	STO	Entitled	9/11/2007	BS
Forensic Investigations	PLT	Entitled	10/3/2007	BA/BS
Geoscience	STP	Entitled	10/3/2007	B
Fine Arts	STO	Entitled	11/30/2007	MFA
Doctor of Nursing Practice	MIL	Entitled	11/19/2007	DNP
Doctor of Nursing Practice	MSN	Entitled	11/19/2007	DNP
Women's Studies, Gender, and Sexuality	LAX	Major to Minor Entitled	12/4/2007	B
Japanese Studies	JNT	Entitled	1/11/2008	BA
Latin American, Caribbean and US Latino Studies	MIL	Entitled	3/18/2008	BA
Teaching the Arts	MIL	Entitled	3/19/2008	MA
Collaborative Doctor of Nursing Practice	Eau/Osh	Entitled	3/31/2008	DNP
Fine Arts	LAX	Entitled	4/24/2008	BFA
Community and Non-Profit Leadership	MSN	Minor to Major Entitled	6/3/2008	BS
Early Childhood	RVF	Minor to Major Entitled	6/3/2008	Major
Personal Finance	MSN	Minor to Major Entitled	6/3/2008	BS
Entrepreneurship	WTW	Minor to Major Entitled	6/18/2008	BBA
Property Management	STO	Minor to Major Entitled	7/8/2008	BS
Leadership	STP	Entitled	8/8/2008	M
Cognitive Science	STO	Entitled	8/8/2008	BS
Game Design and Development	STO	Entitled	8/8/2008	BS

The Wisconsin Partnership Program  
UW School of Medicine and Public Health  
Oversight and Advisory Committee Appointment

EDUCATION COMMITTEE

Resolution I.1.f.(2):

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin-Madison, the Board of Regents approves the appointment of Dr. Valerie J. Gilchrist to the UW School of Medicine and Public Health Oversight and Advisory Committee to fill an unexpired term ending October, 2010, as one of the UW School of Medicine and Public Health's representatives on the committee.

**APPOINTMENT TO THE  
UW SCHOOL OF MEDICINE AND PUBLIC HEALTH  
OVERSIGHT AND ADVISORY COMMITTEE  
Of  
THE WISCONSIN PARTNERSHIP PROGRAM  
  
EXECUTIVE SUMMARY**

**BACKGROUND:**

The Wisconsin Insurance Commissioner's Order of March 2000 approved the conversion of Blue Cross & Blue Shield United of Wisconsin to a for-profit stock corporation, and the distribution of the proceeds from the sale of stock to the UW School of Medicine and Public Health (SMPH) and the Medical College of Wisconsin. The Order required the respective governing body of each school to create a public and community health oversight and advisory committee consisting of nine members. The Board of Regents appointed the SMPH Oversight and Advisory Committee (OAC) in August 2002. The OAC consists of four public members (health advocates) and four SMPH representatives appointed by the UW System Board of Regents, and one member appointed by the Insurance Commissioner. In accordance with the Order, the OAC is responsible for directing and approving the use of funds for public health. The committee also reviews, monitors, and reports to the Board of Regents on funds committed for medical education and research.

The SMPH, in collaboration with the OAC, developed the Five-Year Plan entitled, *The Wisconsin Partnership Fund for a Healthy Future*, describing the uses of the funds. Following approval of the Five-Year Plan by the Board of Regents in April 2003, the plan was reviewed and subsequently approved by the Wisconsin United for Health Foundation, Inc., (WUHF) in March 2004. Immediately thereafter, WUHF transferred the funds to the UW Foundation for management and investment based on the Agreement between the UW Foundation, the Board of Regents, and WUHF. Since March 2004, the OAC has been actively engaged in seeking proposals and making awards in accordance with the Five-Year Plan and the Agreement. Information on the awards and related programmatic processes are presented to the Board of Regents annually.

**REQUESTED ACTION:**

Approval of Resolution I.1.f.(2), appointing Dr. Valerie J. Gilchrist to the UW School of Medicine and Public Health Oversight and Advisory Committee, to fill an unexpired term ending October, 2010.

## **DISCUSSION:**

In accordance with the Insurance Commissioner's Order and the Bylaws of the Oversight and Advisory Committee (OAC) approved by the Board of Regents in February 2001, the Regents are being asked to appoint Dr. Valerie Gilchrist to the OAC as one of the four UW School of Medicine and Public Health representatives to fill an unexpired term ending October 2010.

Dr. Gilchrist is Professor and Chair of the Department of Family Medicine at the University of Wisconsin School of Medicine and Public Health (SMPH). As chair of one of the largest departments of Family Medicine in the country, Dr. Gilchrist provides leadership to more than 700 faculty, residents and staff working at training sites across Wisconsin. Dr. Gilchrist's extensive experience in academic medicine leadership includes serving as chair of the departments of Family Medicine at the Brody School of Medicine at East Carolina University and at Northern Ohio Universities College of Medicine.

Dr. Gilchrist has received a number of significant awards including the Presidential Service Award, "Model Primary Care Medical School and Residency," from the North Carolina Academy of Family Physicians. She is an accomplished family physician who was selected as one of "America's Top Family Doctors" by the Consumer Research Council of America. Dr. Gilchrist is also a successful researcher who has co-authored four books and published numerous peer reviewed papers. She has also served on the editorial board of five publications and has served as a peer reviewer for many medical journals. In addition, Dr. Gilchrist has served on high-profile committees including the National Board of Examiners, the North American Primary Care Research Group, and the Society of Teachers of Family Medicine.

Dr. Gilchrist is uniquely qualified to serve on the OAC based on her extensive experience as a family physician with over a decade of experience as a leader in academic medicine.

In accordance with the nomination process followed by the SMPH, Dean Robert Golden interviewed Dr. Gilchrist following an interview by Dr. Susan Goelzer, Chair of the OAC, and Eileen Smith, Director of the Wisconsin Partnership Program. Dean Golden strongly endorses the nomination of Dr. Gilchrist and recommends her to the Board of Regents for membership on the OAC.

Dr. Gilchrist's resume follows.

## **RECOMMENDED ACTION:**

UW System recommends approval of Resolution I.1.f.(2), authorizing the appointment of Dr. Valerie J. Gilchrist to the UW School of Medicine and Public Health Oversight and Advisory Committee.

## **RELATED POLICIES**

None.

## **CURRICULUM VITA**

### **Valerie J. Gilchrist, M.D.**

#### Business Address

Department of Family Medicine  
University of Wisconsin  
School of Medicine and Public Health  
777 S. Mills Street  
Madison, WI 53715  
[valerie.gilchrist@fammed.wisc.edu](mailto:valerie.gilchrist@fammed.wisc.edu)

#### Home Address

4900 Winners Circle  
Middleton, WI 53562  
(608)630-5749

#### Medical License

51462-020 Wisconsin  
2005-01258 North Carolina  
35-04-5001-G Ohio  
NPI # 1538143912  
UPIN # A84652  
Medicare # G17147121  
Medicaid # 0721839

#### **EDUCATION**

1982-3 - Fellowship in Faculty Development in Family Medicine, University of North Carolina, Chapel Hill

09/73-06/77 - M.D. (Honors), University of Toronto, Toronto, Canada

09/69-06/73 - B.Sc. Physical Therapy (Honors), McGill University, Montreal, Canada

Other Training: Hedwig van Ameringen Executive Leadership in Academic  
Medicine (ELAM) Program for Women 1999  
ALSO 1997, ALSO Instructor 1998  
AAFP Training Program in Clinical Policies 1993  
Physicians in Management I, American College of Physicians Executives, 1990

#### **CERTIFICATION**

1980 - Board Certified, American Board of Family Practice, Recertified: 1986, 1992, 1998, 2004

1979 - Certification, Canadian College of Family Physicians, Recertified, 1987, 1992

#### **PROFESSIONAL EXPERIENCE**

Professor and Chair, Department of Family Medicine, University of Wisconsin, School of Medicine and Public Health, 1/1/08 - present

Professor and Chair, Department of Family Medicine, Brody School of Medicine, East Carolina University 9/1/05-07

Research Professor, Family Medicine, Northeastern Ohio Universities College of Medicine 5/12/06-2008

Chair, Department of Family Medicine, Northeastern Ohio Universities College of Medicine, 10/01/97-08/12/05.

Director, Office of Women and Medicine, Northeastern Ohio Universities College of Medicine 01/96-10/97

Research Director, Department of Family Medicine, Northeastern Ohio Universities College of Medicine 10/93-05.

Interim Program Director, Aultman Hospital Family Practice Residency Program, 06/93-10/93

Medical Director, Hartville Family Practice Center, Aultman Hospital, Hartville, Ohio, 06/88-09/92

Associate Program Director, Family Practice Residency Program of Aultman Hospital, Canton, Ohio, 10/86-08/05.

Associate Director, Family Practice Center, Western Reserve Care System, Youngstown, Ohio, 09/80-09/86

Staff Physician, Mahoning County Planned Parenthood, (part-time), 09/79-06/80

#### **SCHOLARSHIPS & AWARDS**

- Leadership Award, East Carolina University Brody School of Medicine 11/28/07
- Selected one of "America's Top Family Doctors", Consumers Research Council of America, 2006.
- Presidential Service Award "Model Primary Care Medical School and Residency" North Carolina Academy of Family Physicians, 2005
- Named "2004 Excellence in Education: Memorable Educators," *Ohio Magazine*, December 2004
- "Honoris Causa" Doctoral Degree, Council of Faculty of Medicine, Senate of the University Pécs, Hungary, November 7, 2002
- Permanent Master Teacher, Northeastern Ohio Universities College of Medicine, 2002
- Master Teacher Award, Northeastern Ohio Universities College of Medicine, 1996, 1999
- Keynote Speaker, White Coat Ceremony Class 2002, Northeastern Ohio Universities College of Medicine, 1999
- Gender Equity Clinical Award Winner, Class Day 1999, Northeastern Ohio Universities College of Medicine, Rootstown, OH, 1999.
- Research Paper Award Winner. Illuminating the 'Black Box.' 32<sup>nd</sup> Society of Teachers of Family Medicine Annual Spring Conference, Seattle, WA, 1999.
- Liebelt/Wheeler Award for Faculty Excellence, Northeastern Ohio Universities College of Medicine, 1992
- Aultman Hospital Family Practice Residency Program, Teacher of the Year, June 1989
- Certificate of Appreciation - Graduating Class, Northeastern Ohio Universities College of Medicine, 1988, 1989, 1990, 1995



**PUBLICATIONS****Books**

- Bowman MA, Apgar BS, Dexter WW, Gilchrist VJ, Neill RA, Scherger JE (eds.). *Yearbook of Family Practice 2003*. Philadelphia, PA: Mosby, 2003.
- Bowman MA, Dexter WW, Gilchrist VJ, Morrison EH, Neill RA, Scherger JE (eds.). *Yearbook of Family Practice 2002*. St. Louis, MO: Mosby, 2002.
- Bowman MA, Dexter WW, Gilchrist VJ, Morrison EH, Neill RA, Scherger JE (eds.). *Yearbook of Family Practice 2001*. St. Louis, MO: Mosby, 2001.
- Crabtree BF, Miller WL, Addison RB, Gilchrist VJ, et al (eds). *Exploring Collaborative Research in Primary Care*. Thousand Oaks, CA: Sage Publications, Inc., 1994.

**Electronic Text**

- Silling M, Whiting EG, Currie R, Gilchrist VJ. Preceptor Training: Enhancing Your Teaching Skills in the Clinical Setting (6 Teaching Modules on CD-ROM), consultation and production by CE Verifier. NEOUCOM, June 2003.
- Summary of the WONCA Working Party on Women and Family Medicine (WWPWF) at the 17<sup>th</sup> World Organization of National Colleges, Academies and Academic Associations of General Practitioners/Family Physicians (WONCA). *Medscape from WebMD*. October 2004. <http://www.medscape.com>.
- Gilchrist VJ. Editor. *PEPID Primary Care Plus*. Skokie, IL: PEPID. April 2005  
<http://www.pepidonline.com/Main.aspx>.

**Monograph**

- Gilchrist VJ, Wear DL. *Literature in Medicine*. Kansas City, MO: Society of Teachers of Family Medicine, 1995.

**Book chapters since 2000**

- Gilchrist VJ. Domestic Violence. IN: *Fundamentals of Family Medicine: The Family Medicine Clerkship Textbook, Third Edition*. Taylor RB (ed.). New York: Springer-Verlag, 2003:133-147.
- Gilchrist VJ. Domestic Violence. IN: *Family Medicine: Principles and Practice: 6<sup>th</sup> Ed*. Taylor RB (ed.). New York: Springer-Verlag, 2003:260-266.
- Gilchrist VJ. Primary Care. IN: *Encyclopedia of Public Health, Volume 3*. Breslow L (ed.). New York: Macmillan Reference, 2001:978-979.
- Gilchrist VJ. Abuse of Women. IN: *Twenty Common Problems in Women's Health Care*. Smith MA, Shimp LA (eds.). New York, NY: McGraw Hill, 2000:197-224.
- Gilchrist VJ, Johnson BE. Special Medical Problems of Women: Hirsutism. IN: *Women's Health Care Handbook, Second Edition*. Johnson BE, Johnson CA, et al (eds.). Philadelphia, PA: Hanley & Belfus, Inc., 2000:427-432.

**Papers - Peer Reviewed since 2000**

- Dickenson P, Nye AM, Gilchrist VJ. What is the role of steroids in the treatment of infectious mononucleosis? Family Practice Inquires Network submission for Clinical Inquires. *Journal of Family Practice*. (under review)
- Wagner E, McCord G, Stockton L, Gilchrist VJ, Fedyna D, Schroeder L, Sheth S. A sexual history-taking curriculum for second year medical students. *Medical Teacher*. 2006;28(2):184-186.
- Labuda Schrop S, Pendleton BF, McCord G, Gilchrist VJ, Stockton L, Gil K, McNatt J. The medically underserved: Who is likely to exercise and why. *Journal of Healthcare for the Poor and Underserved* 2006;17:276-289.
- Gilchrist VJ, McCord G, Labuda Schrop S, King BD, McCormick KF, Oprandi AM, Selius BA, Coher M, Maheshwary R, Patel F, Shah A, Tsai B, Zaharna M. Physician activities during time out of the examination room. *Annals of Family Medicine* 2005;3:494-499.
- Flocke SA, Gilchrist VJ. Physician and patient gender concordance and the delivery of comprehensive clinical preventive services. *Medical Care* 2005;43(5):486-492.
- Sutton J, Stockton L, McCord G, Gilchrist VJ, Fedyna D. Handheld computer use in a family medicine clerkship. *Academic Medicine* 2004;79:1114-1119.
- Kuzel AJ, Woolf SH, Gilchrist VJ, Engel JD, LaVeist TA, Vincent C, Frankel RM. Patient reports of preventable problems and harms in primary health care. *Annals of Family Medicine* 2004;2:333-340.
- McCord G, Gilchrist VJ, Grossman S, Schrop SL, King B, McCormick K, Oprandi A, Selius B, Smucker W, Weldy D, Amorn M, Carter M, Deak A, Hefzy H, Srivastava M. Discussing spirituality with patients: A rational and ethical approach. *Annals of Family Medicine* 2004;2:356-361.
- Cohen D, Crabtree B, Stange K, Gilchrist VJ, Ruhe M, Goodwin M, Nuttong P, McDaniels R, Weyer S, Miller W. A practice change model for quality improvement in primary care practice. *Journal of Healthcare Management* 2004;49(3):155-170.
- Gilchrist VJ, Stange KC, Flocke SA, McCord G, Bourguet CC. A comparison of the National Ambulatory Medical Care Survey (NAMCS) measurement approach with direct observation of outpatient visits. *Medical Care* 2004;42:276-280.

Kuzel AJ, Woolf SH, Engel JD, Gilchrist VJ, Frankel RM, LaVeist TA, Vincent C. Making the case for a qualitative study of medical errors in primary care. *Qualitative Health Research* July 2003;13(6):743-80.

Gil KM, Labuda Schrop S, Kline SC, Kimble EA, McCord G, Gilchrist V. Stages of change analysis of smokers attending clinics for the medically underserved. *Journal of Family Practice Online*. December 2002.

Gilchrist VJ. Family medicine postgraduate training and Residency Review Criteria. *Medicus Universalis* April 2001;34:80-82.

#### International Invited Addresses since 2000

*Gilchrist VJ*, Hungary, May 2006: Preparing for the End of Life: Part of Patient Centered Care

*Gilchrist VJ*. University of Pécs (POTE), Hungary, November 2002: ●Challenges for Family Medicine Mentors (Preceptors) in the US, ●Family Medicine Residency Training in Ohio, ●Value of Family Medicine.

*Gilchrist VJ*. First Conference of Research Organization of Hungarian Family Physicians. University of Pécs (POTE), Hungary, March 2002: ●Doctor-Patient Communication: American Experience in Education and Care, ●Domains of Family Practice Research: The Basic Science of Generalist Practice, ●Qualitative Methodology in Family Medicine, ●Resident Research.

*Gilchrist VJ*. Centro de Extensão Universitária. Sao Paulo, Brazil, September 2001: ●The Practice of Family Medicine and Its History, ●Ethics: The Moral Fabric of Medicine.

*Gilchrist VJ*. Sociedade Brasileira De Patologia Clínica Medicina Laboratorial, Salvador, Brazil, September 2001: ●Laboratory Family Medicine: Care and Prevention, September 2001

*Gilchrist VJ*. International Education Program in Family Medicine. University of Pécs (POTE), Faculty of Family Medicine, Pécs, Hungary, October 2000.

*Medical Student Lecture*: ● Family Medicine and the American Health Care System, October 12, 2000.

*Faculty Development Programs*: ●Evaluating Teaching, ●Overview of Clinical Teaching,

*Community Preceptor Workshops*: ●Introduction and Overview, ●Interviewing Techniques: Symptom Pursuit and Problem Solving, ●One Minute Preceptor, ●The Teaching Encounter.

*Gilchrist VJ*, Engel J. Narrative Based Medicine. The Sixth Annual International Qualitative Health Research Conference. Banff, Alberta, Canada, April 2000.

#### State/National Invited Presentations since 2000 - 11

#### Peer Reviewed Presentations/Abstracts since 2000 - 20

#### GRANTS

Gilchrist, V. Primary Investigator. Eastern Carolina Family Medicine Center. 11/19/07 Golden Leaf Inc.

\$1,000,000

Primary Investigator, Gilchrist VJ; Co-Primary Investigator, Labuda Schrop S

Providing Optimal Health Care for Medically Underserved Populations in Northeast Ohio

- Hayes Investment Fund Competition, (ID #9937S), 09/01/00-8/31/03, \$150,000
- Tuscora Park Health and Wellness Foundation, 07/01/02-06/30/03, \$8,323
- NEOUCOM Foundational Internal Grant Program, 03/01/00-06/30/01, \$20,258
- NEOUCOM Research Challenge Grant, 11/10/99-04/15/01, \$20,000
- NEOUCOM Summer Student Research Fellowship Program, 06/00-08/00, \$3,000
- Sisters of Charity Foundation of Canton, 09/01/00-08/31/03, \$50,000
- The Youngstown Foundation, 12/01/00-11/30/01, \$2,500
- NEOUCOM Summer Student Research Fellowship Program, 06/01-08/01, \$1,500
- The Youngstown Foundation, 12/01/01-11/30/02, \$2,500
- NEOUCOM MENTOR Grant, 10/01/02-02/28/04, \$183,070

#### Project Director/Primary Investigator

●Gilchrist VJ, Project Director 9/1/07-8/31/2010 US Department of Health and Human Services, Health Resources and Services Administration (HRSA) Academic Administrative Units in Primary Care (PHS Ref # D54HP03396-04-00) \$787,202;

●Gilchrist VJ, Project Director 9/1/04-8/31/07 US Department of Health and Human Services, Health Resources and Services Administration (HRSA) Academic Administrative Units in Primary Care (PHS Ref # D54HP03396) \$282,014;

●Gilchrist VJ, Project Director, 9/1/04-8/31/07 US Department of Health & Human Services, Health Resources and Services Administration (HRSA), Academic Administrative Units in Primary Care (PHS Ref #1 D54HP03397), \$256,067;

●Gilchrist VJ, Project Director, 2002 American Academy of Family Physicians Foundation, Understanding Cardiovascular Risk Factors and Hypertension, \$5,000;

- Gilchrist VJ, Project Director, 2002 Ohio Academy of Family Physicians Foundation, The Role of Spirituality in the Family Practice Physician-Patient Relationship, \$2,500;
- Gilchrist VJ, Project Director, 2002 Ohio Academy of Family Physicians Foundation, Summer Research Externship Program, \$2,500;
- Gilchrist VJ, Project Director, 9/1/98-8/30/01 US Department of Health & Human Services, Grant for Establishment of Departments of Family Medicine (PHS Ref# 1 D32 PE10213), \$237,600.

**Grant Reviewer**

Member: Health Care Research Training Study Section, AHRQ, 2007-2011

Member: Joint AAFP/F-AAFP Grant Awards Council, 1990-93, 2002- 2007

**ASSOCIATED PROFESSIONAL ACTIVITIES**

Peer reviewer for ~ 20 journals

**Committee Appointments and Elected Offices since 2000**

National Board of Medical Examiners, 2000 -

Member of the Board of Directors:

- North American Primary Care Research Group (NAPCRG) 1999-2007, 2008 –
- North Carolina Academy of Family Physicians 2005-2007
- Society of Teachers of Family Medicine 1995-97, 2002-2007

Program Authorization (Implementation)  
Bachelor of Liberal Studies  
University of Wisconsin-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.f(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Liberal Studies.

**NEW PROGRAM AUTHORIZATION**  
**Bachelor of Liberal Studies Degree and Liberal Studies Comprehensive Major**  
**University of Wisconsin-Eau Claire**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a Bachelor of Liberal Studies (B.L.S.) Degree and Liberal Studies Comprehensive Major (LSCM) at the University of Wisconsin-Eau Claire (UW-Eau Claire) is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. UW-Eau Claire and System Administration will conduct that review jointly, and the results will be reported to the Board.

The liberal studies focus of the proposed degree and major supports the select mission of UW-Eau Claire and of the College of Arts and Sciences (CAS). This degree program is unique in its design and academic goals compared to traditional majors and to liberal studies programs at other UW System institutions. The development of the B.L.S. degree and the LSCM was prompted by the Committee on Baccalaureate Degree Expansion or COBE initiative. Because of its greater breadth and flexibility, the B.L.S. degree may be attractive to those seeking to complete a bachelor's degree, and to transfer students wishing to integrate transfer and resident credits into a coherent degree program. The program also may appeal to "traditional" age undergraduates interested in exploring greater breadth of disciplines. Some students remain "undeclared" for a long time as they search for a major; this program may enable these students to complete the degree with fewer credits than they now accumulate as they search for a suitable standard major.

**REQUESTED ACTION**

Approval of Resolution I.1.f.(3), authorizing the implementation of a Bachelor of Liberal Studies Degree and Liberal Studies Comprehensive Major at UW-Eau Claire.

**DISCUSSION**

**Program Description**

The Bachelor of Liberal Studies (B.L.S.) degree provides a liberal education that develops knowledge and skills essential in many careers and future endeavors, including graduate school. Along with broad knowledge in key areas, it emphasizes transferable skills such as written and verbal communication, analysis and problem solving, teamwork, computer skills, and the ability to adapt to a changing workplace. The proposed B.L.S. degree and LSCM

provide an alternative to the traditional, discipline-specific majors by offering greater breadth of study and examination of cross-disciplinary connections.

This cornerstone program for liberal education incorporates the basic structure of all bachelor's degree programs at UW-Eau Claire: 120 credits, English and mathematics competencies, foreign language/foreign culture, cultural diversity, general education, and a comprehensive (60 credit) major. It is unique in that the student and the adviser design the major to fit each student's interests and aspirations; the major includes three theme- or discipline-based concentrations (at least 17 credits each) and three required liberal studies seminars (9 credits total). The three concentrations are constructed using existing course work; the introductory, research and capstone liberal studies seminars represent new curricula for the B.L.S. degree. See Appendix A for additional information on the concentrations and themes.

The program mandates a coherent intellectual framework for each student's academic work, and formalizes active work by the student to integrate and transfer knowledge across subject matter and skills areas. This is a real strength of the proposed program that distinguishes it from some other liberal studies/general studies programs. This framework will foster learning and intellectual growth for: 1) non-traditional and transfer students, for whom the required seminars will provide a way to build meaning retrospectively out of earlier courses and educational experiences; and 2) traditional-age students, who choose the program early and intentionally select an array of courses that serve goals identified in advance.

### **Program Goals and Objectives**

The broad academic objectives of the Bachelor of Liberal Studies degree are the same as those of all baccalaureate degrees at UW-Eau Claire:

1. Knowledge of human culture and the natural world;
2. Creative and critical thinking;
3. Effective communication;
4. Individual and social responsibility;
5. Respect for diversity among people.

Objectives specific to the B.L.S. degree include:

1. Exploration of greater breadth and integration of study;
2. For non-traditional students, providing a new pathway to complete previously started degrees;
3. For transfer students, providing a way to develop a degree program that facilitates bachelor's degree completion.

Learning outcomes have been established for students completing the B.L.S. degree and LSCM. They include:

1. Understanding of the methodologies that characterize different disciplines;
2. Inquiry within and across disciplines;
3. Application of multiple disciplinary and theoretical bases to answer questions and solve problems;
4. Integration and understanding of interconnections among disciplines as they relate to issues and theoretical concepts.

## **Relation to Institutional Mission**

The proposed B.L.S. degree and the LSCM align fully with, and strongly support the select mission of UW-Eau Claire, the newly adopted strategic plan of the University, and the 2006 strategic plan of the College of Arts and Sciences. The University strategic plan reaffirms the centrality of liberal education in UW-Eau Claire's academic mission. The plan includes renewed focus on "purposeful learning" in which students must consciously and actively join, and in "connected learning" that integrates learning and knowledge across disciplinary divides. All of these are explicit, core features of the B.L.S./LSCM program. The proposed degree is designed to help students develop the breadth of knowledge and skills that represent the core of liberal education, noted in the above paragraph. The development of such knowledge, skills, and abilities is a key component of UW-Eau Claire's institutional mission, its five core learning goals, and the goals of the College strategic plan. This program supports the university mission by broadening the array of educational opportunities for citizens of western Wisconsin, thus supporting the educational and economic development of the region.

## **Program Assessment**

Several direct (i.e., course-based assessment, student self-assessment, capstone project assessment) and indirect measures (i.e., exit surveys/interviews, alumni survey) will be used to assess student learning outcomes; this information will be applied to continually improve courses and the overall B.L.S. degree program. The program's assessment approaches will rely heavily on the "course-embedded" assessments outlined by Dr. Barbara Walvoord and already being adapted by multiple departments at UW-Eau Claire. The Liberal Studies Committee will develop specific assessment measures and rubrics, analyze the assessment data (along with other faculty and advisors), and establish other assessment procedures. We will link assessment of the B.L.S./LSCM program with processes being developed by the University to assess the five learning goals to be attained by all students.

## **Need**

About 70% of regional employers surveyed (72 respondents) indicated they would be very interested or interested in hiring graduates with the skills acquired through the B.L.S. degree. A number of employers commented positively about the abilities and skills provided by the B.L.S. degree, along with their desire to hire "well-rounded" individuals. National data from the Bureau of Labor Statistics indicate a positive employment outlook for graduates with the qualifications produced by such a degree. Surveys of employers and business leaders conducted by the Association of American Colleges and Universities also provide strong support for the employment value of the type of education provided by such a program (see: <http://www.aacu.org/leap/documents/Re8097abcombined.pdf>).

Interest in the proposed program is strong among surveyed student groups: 76% of Chippewa Valley Technical College students, 90% of UW-Barron County students, and 63% of UW-Eau Claire students who responded said they were very interested or interested in the B.L.S. degree program. A survey of community members found 90 of 261 respondents (35%) interested in the program, most of whom have earned college credits or degrees. About 40% of

UW-Eau Claire Classified Staff who responded to the survey indicated that they were very interested or interested in the B.L.S. degree.

The table below indicates projected enrollment in the Liberal Studies courses, the number of majors in the program, and the number of degrees granted for each of the first five years of the program offering, beginning in 2009-2010, the first year of instruction in the program. The projections assume section enrollments of 20 in the Introduction to Liberal Studies Seminar, 15 in the Research Seminar, and 12-13 in the Capstone Seminar. An attrition rate of 15 out of a total of 95 students per year is expected. Calculations are based on the assumption that students will take the Introduction to Liberal Studies Seminar no earlier than the sophomore year, the Research Seminar later in the sophomore or in the junior year, and the Capstone Seminar in the senior year. It is expected that nearly all students who enroll in the Capstone Seminar will graduate with the B.L.S. degree; this assumption is reflected in the estimates for the number of graduates.

***Projections for LS Course Enrollments, Majors in B.L.S. Program and B.L.S. Degrees Granted For Each of First Five Years of Program Offering***

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>Intro to Liberal Studies Sem</b>	40	40	40	40	40
<b>Research Seminar</b>	15	30	30	30	30
<b>Capstone Seminar</b>		20	20	25	25
<b>Total LS enrollments per year</b>	55	90	90	95	95
<b># Majors in program</b>	30	50	70	80	80
<b># Graduates</b>	0	10	15	20	20

**Comparable Programs**

Five UW System institutions (UW-Oshkosh, UW-Whitewater, UW-Stevens Point, UW-Green Bay, and UW-Parkside), none in western Wisconsin, offer liberal studies-based degree programs; those programs differ in goals and design from the proposed program. UW-Madison offers a certificate program in Integrated Liberal Studies. In the past five years, these programs have enrolled an average of about 530 students and graduated an average of about 111 students per year. Several universities in Minnesota offer broadly similar programs, and a number of universities outside of Wisconsin and Minnesota also offer liberal studies degree programs.

**Collaboration**

The development of the proposed degree and major has been stimulated not only by the specific mission of UW-Eau Claire and the College of Arts and Sciences, but also by needs of the region. Chippewa Valley Technical College and the UW College at Barron County, two nearby institutions whose students are most likely to transfer to UW-Eau Claire, have been consulted in the development of the proposed degree and major.

*UWin.Wisconsin.edu* is a state-wide resource that facilitates collaboration among higher education institutions in Wisconsin to assist adult learners in particular. For example, it provides



a database of distance learning courses offered by UW System institutions. Such courses will be available to students who choose the B.L.S. degree and LSCM. In particular, the courses may help students in designing concentrations within the LSCM. *Uwin.Wisconsin.edu* also includes the Transfer Information System that provides students with information on how courses offered by institutions in the UW System and Wisconsin Technical College System transfer between and among institutions. Of particular interest to non-traditional students may be the transfer agreement section of the Transfer Information System that shows possible transfer of occupational coursework. To increase access to this degree program for non-traditional, off-campus students, plans are underway to develop and offer the three Liberal Studies seminars in a variety of flexible formats: on campus, on-line, with interactive video, and other distance education formats. These program offerings will be undertaken in collaboration with UW-Eau Claire Continuing Education and Extension.

## **Diversity**

Students who pursue the B.L.S. degree will be required to complete the same Cultural Diversity requirement that applies to all baccalaureate degrees at UW-Eau Claire. Based on research cited by Milem et al.<sup>1</sup>, such course work may play a meaningful role in reducing racial prejudices and enhancing race relations among college students. In addition, the interdisciplinary nature of the LSCM encourages diverse perspectives and inclusion of contributions of diverse practitioners. Aspects of diversity may be selected as themes for the LSCM. The fact that the major is self-defined provides opportunities for examination of numerous diversity issues.

Racial/ethnic diversity in the region served by UW-Eau Claire is growing. Efforts will be made to attract students from diverse populations, particularly Hmong and American Indians but also Hispanics, Somalis, and others. We will collaborate with University offices that already have contacts in the community and assist these students to assure that information about the B.L.S. degree is broadly available. The explicitly holistic and less-fragmented approaches to knowledge and learning in the B.L.S. program may be especially attractive to diverse populations. The B.L.S. degree provides a unique means for members of these populations to serve their communities in the future by developing skills in cross-cultural understanding and communication, understanding of social and other agencies, and skills and knowledge that can open access to new career opportunities. By providing more flexible course scheduling (e.g. on-line, community-based, varied format), the B.L.S. curriculum should be more accessible than traditional university course scheduling. This should be helpful for non-traditional students who are often women, older than traditional college age, or of lower socioeconomic status. In the Eau Claire area these students may also represent Hmong and American Indian populations. Offering a program of study that will develop knowledge and skills that are transferable to a number of different careers should prove useful for these students. Concurrently, engagement with diverse populations will lead to development of new courses focusing on the study of particular populations or cross-cultural comparisons, both of which will enrich the University's curriculum and may attract more students from diverse backgrounds.

<sup>1</sup>Milem, J.F., M.J. Chang, and A. Lising Antonio. 2005. "Making Diversity Work on Campus: A Research-Based Perspective." Paper commissioned for the *Making Excellence Inclusive* initiative, American Association of Colleges and Universities.

## **Evaluation from External Reviewers**

The proposal was received positively by the outside reviewers. One commended it as “a comprehensive, well-conceived plan for offering a Bachelor of Liberal Studies degree.” The other stated that the degree “promises to go beyond the typical liberal studies/degree major to attempt to help students actually engage in the integrative and transferable learning that the degree/major is presented to achieve, but in practice often does not.” That reviewer pointed out the frequent “faulty assumption” of most liberal studies programs that “students will be able to integrate and transfer knowledge and skill acquisition simply by taking a variety of courses,” and praised this proposal for taking explicit steps to prepare students for integration and transference. The reviewers provided helpful suggestions about strengthening and making more apparent the unique intellectual grounding of this proposal; focusing all three of the required seminar courses on developing those integration and transference capabilities, rather than on relying too heavily on the capstone (third) seminar for that purpose; giving explicit attention to how transfer students will be integrated into the program; being explicit about opportunities for performance and artistic capstone projects and products, not solely written ones. The final version of the proposal was strengthened by the integration of their suggestions and comments.

### **Resource Needs**

A budget page delineating resource needs is attached. No new faculty or staff will be hired to offer courses in the program. Apart from the three Liberal Studies seminars (9 credits total), LSCM majors will enroll in existing courses. The faculty effort to teach the remaining credits (111 credits in a nominal 120-credit degree program) is reflected in “Current Costs” and the salary component of “Current Resources” on the following budget page. Because the current courses in which B.L.S. students will enroll are distributed throughout the College, current faculty FTE and salary will serve the enrollment of a few students in each of many different courses, such that the enrollment impact in any particular course would be very slight.

Current faculty will be reassigned to teach the three Liberal Studies seminars. Each Liberal Studies Seminar represents 0.20 of an FTE faculty position in a given semester (or 0.10 FTE on an annual basis). Faculty teaching the seminars will receive the equivalent of a three credit course reassignment and their departments will be provided funding to hire replacement instructional academic staff to cover the reassignment. Replacement funding by year three of the program, when a total of six sections of the LS seminars will be taught, equals 0.60 of an FTE position equivalent to \$24,189 in replacement instruction. Modest funding is needed for professional development of participating faculty, and for reassigned time for faculty to develop each of the new courses in 2008-09. The Chair of the Liberal Studies Committee will receive a small stipend on an ongoing basis in recognition of time and energy that will be required to oversee the program. Other members of the Committee and the consultants will each receive a \$1,000 stipend during 2009-10, in recognition of the considerable initial effort of establishing policies/procedures/materials needed to implement the program, along with advising the initial group of students.

These costs will be covered by reallocated funds within the College of Arts and Sciences budget, along with small amounts of private funding as needed.

### **RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution I.1.f.(3), authorizing the implementation of the Bachelor of Liberal Studies Degree and Liberal Studies Comprehensive Major at UW-Eau Claire.

#### **RELATED REGENT POLICIES**

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised June 2006)

**Budget Format for Authorization to Implement  
(Attachment #3, Guidelines for Academic Program Review)**

**Estimated Total Costs and Resources**

	1 <sup>st</sup> YEAR (08-09) <sup>1</sup>		2 <sup>nd</sup> YEAR (09-10)		3 <sup>rd</sup> YEAR (10-11)	
CURRENT COSTS <sup>2</sup>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff			0.77	\$42,396	1.27	\$71,946
Graduate Assistants						
Non-instructional Academic/Classified Staff						
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library				\$1,500		\$1,500
Computing						
Other (Define)						
Subtotal				\$43,896		\$73,446
ADDITIONAL COSTS <sup>3</sup>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel	0.30	\$11,400	0.30	\$11,742	0.60	\$24,189
Non-personnel						
Other – prof. development Stipends		\$6,890		\$11,890		\$3,947
Subtotal		\$18,290		\$23,632		\$28,136
TOTAL COSTS		\$18,290		\$67,528		\$101,582
CURRENT RESOURCES						
General Purpose Revenue (GPR) – salaries				\$42,396		\$71,946
Gifts and Grants						
Fees						
Other – library GPR				\$ 1,500		\$ 1,500
Subtotal				\$43,896		\$73,446
ADDITIONAL RESOURCES						
GPR Reallocation (Specify source) <sup>4</sup>		\$18,290		\$20,632		\$23,000
Gifts and Grants				\$ 3,000		\$ 5,136
Fees						
Other (Define)						
Subtotal		\$18,290		\$23,632		\$28,136
TOTAL RESOURCES		\$18,290		\$67,528		\$101,582

<sup>1</sup>First year = program development year; no courses will be taught during this year.

<sup>2</sup>See page 27 of the Proposal for Authorization to Implement the B.L.S. Degree and LSCM for current costs information.

<sup>3</sup>See page 25-26 of the Proposal for Authorization to Implement the B.L.S. Degree and LSCM for additional costs information.

<sup>4</sup>GPR Reallocation within the CAS budget.

## **Appendix A: Sample Liberal Studies Comprehensive Majors UW-Eau Claire**

For purposes of illustration, the following examples of what Liberal Studies Comprehensive Majors may look like are provided. Each example shows the three concentrations and a brief description of the theme of the major. All majors also would include the three Liberal Studies seminars. Each student who declares the BLS degree will develop his or her own theme and concentrations; the examples below are illustrative of the possibilities and may or may not represent the kinds of majors students will develop for themselves.

### **Cognition, Logic, and Critical Inquiry**

*How we learn to create knowledge and understand the world: how we shape the questions we ask and how we go about answering them.*

Cognitive/Learning Concentration

Mathematics and Logic Concentration

Critical Inquiry Concentration

### **Writing About Crime**

*An exploration of crime, the criminal justice system, and the tools available to writers (nonfiction or fiction) who want to write about them.*

Criminal Justice Concentration

Creative Writing Concentration

Journalistic Writing Concentration

### **Literature, Religion, and the Universe: Exploring the Big Questions**

*People have historically found meaning and answers about human existence through literature, religion, and science. How do their modes of inquiry overlap? What can they collectively teach us about ourselves and our world?*

Literature Concentration

Astronomy Concentration

Religion Concentration

### **Culture, History, and Human Endeavor**

*A concerted humanistic exploration across disciplines, with emphasis on our place in the world and on the various ways in which we create and shape that world, all within the contexts of culture and history.*

Humanistic Science

Culture as Product of Race and Gender

The Role of Art in Society

### **Perspectives on Human Services**

*Societies have established agencies to help individuals with exceptional needs. The services provided exist in a social and political context and demand special skills to be effective.*

Who is Served

The Social Context

Service Related Knowledge and Skills

**Theme: Global Cultures, Languages, and Economies**

*Globalization affects not only economic interests, but cultural, political, and intellectual interests as well. More and more college graduates will be working overseas or in a profession in the U.S. which might emphasize overseas collaborations and partnerships. This particular configuration of a major would address that direction. (There are, of course, multiple versions of such a major, emphasizing different continents. For the purposes of this example, we've chosen Asia and Latin/South America.)*

Political, Economic Contexts

Asian Language and Culture

Latin American Language and Culture

**Theme: Perspectives on Japan and Asia**

*Understanding a country and region of the world requires a knowledge of its history, economic and political conditions, culture, and language.*

Japanese Language

Cultural Issues

Economic/Political Issues

## **Appendix A: Sample Liberal Studies Comprehensive Majors UW-Eau Claire**

For purposes of illustration, the following examples of what Liberal Studies Comprehensive Majors may look like are provided. Each example shows the three concentrations and a brief description of the theme of the major. All majors also would include the three Liberal Studies seminars. Each student who declares the BLS degree will develop his or her own theme and concentrations; the examples below are illustrative of the possibilities and may or may not represent the kinds of majors students will develop for themselves.

### **Cognition, Logic, and Critical Inquiry**

*How we learn to create knowledge and understand the world: how we shape the questions we ask and how we go about answering them.*

Cognitive/Learning Concentration:

Mathematics and Logic Concentration:

Critical Inquiry Concentration:

### **Writing About Crime**

*An exploration of crime, the criminal justice system, and the tools available to writers (nonfiction or fiction) who want to write about them.*

Criminal Justice Concentration:

Creative Writing Concentration:

Journalistic Writing Concentration:

### **Literature, Religion, and the Universe: Exploring the Big Questions**

*People have historically found meaning and answers about human existence through literature, religion, and science. How do their modes of inquiry overlap? What can they collectively teach us about ourselves and our world?*

Literature Concentration:

Astronomy Concentration:

Religion Concentration:

### **Culture, History, and Human Endeavor**

*A concerted humanistic exploration across disciplines, with emphasis on our place in the world and on the various ways in which we create and shape that world, all within the contexts of culture and history.*

Humanistic Science

Culture as Product of Race and Gender

The Role of Art in Society

## **Perspectives on Human Services**

*Societies have established agencies to help individuals with exceptional needs. The services provided exist in a social and political context and demand special skills to be effective.*

Who is Served

The Social Context

Service Related Knowledge and Skills

## **Theme: Global Cultures, Languages, and Economies**

*Globalization affects not only economic interests, but cultural, political, and intellectual interests as well. More and more college graduates will be working overseas or in a profession in the U.S. which might emphasize overseas collaborations and partnerships. This particular configuration of a major would address that direction. (There are, of course, multiple versions of such a major, emphasizing different continents. For the purposes of this example, we've chosen Asia and Latin/South America.)*

Political, Economic Contexts

Asian Language and Culture

Latin American Language and Culture

## **Theme: Perspectives on Japan and Asia**

*Understanding a country and region of the world requires a knowledge of its history, economic and political conditions, culture, and language.*

Japanese Language

Cultural Issues

Economic/Political Issues



Program Authorization (Implementation)  
Bachelor's Degree in Early Childhood Education  
University of Wisconsin-River Falls

EDUCATION COMMITTEE

Resolution I.1.f.(4):

That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor's Degree in Early Childhood Education.

**NEW PROGRAM AUTHORIZATION  
Bachelor of Science in Early Childhood Education  
University of Wisconsin – River Falls**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a Bachelor of Science in Early Childhood Education at the University of Wisconsin-River Falls is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-River Falls and System Administration will conduct that review jointly, and the results will be reported to the Board.

**REQUESTED ACTION**

Approval of Resolution I.1.f.(4) authorizing the implementation of a Bachelor of Science in Early Childhood Education at the University of Wisconsin-River Falls.

**DISCUSSION**

**Program Description**

The Bachelor of Science in Early Childhood Education will allow child care professionals who have earned an Applied Associate Degree (AAD) in Early Childhood from a Wisconsin Technical College System (WTCS) institution, to earn a Bachelor's Degree and certification for licensure in Early Childhood Education (Birth-Age 8). Courses will be delivered through the UW-River Falls Office of Outreach in a hybrid distance education format, with the predominance of course work delivered on-line or via video. A limited portion of the curriculum will be delivered face-to-face and in a workshop setting.

The major will support students in learning and applying teaching strategies that are developmentally appropriate to this age range. The program focus will be to offer young children an integrated curriculum around the broad theme and purpose of connecting children to nature. This emphasis is based on a significant body of research demonstrating that children who are given ample opportunity for nature exploration and outdoor play benefit cognitively, physically, socially, and emotionally. In addition, numerous research studies have shown that the problem solving that occurs in an outdoor classroom promotes resiliency and reduces stress. A second unique feature of the program is that, whenever possible, methods and techniques, as well as subject areas, will be taught in an integrated format. Integrated subject areas include: math techniques and methods, language arts and reading, health and physical education, music

and art, and science and social studies. Pre-service teachers who are taught in an integrated way that invites connection-making will be more likely to create learning environments for young children that are meaningful and inquiry based.

The major consists of fifteen key courses, several of which have field experiences, two student teaching courses, and general education courses, as required to meet UW-River Falls' distribution requirements. For admission, students will need a 3.0 GPA overall from all institutions attended and to have received satisfactory scores on a pre-professional skills or academic skills assessment test. Once admitted, students must maintain a minimum GPA and pass a Wisconsin Praxis II test prior to completing student teaching. Upon completing the Bachelors degree from this program, students will be eligible for licensure in Early Childhood Education in Wisconsin.

The program is based upon an articulation agreement with the Wisconsin Technical College System Early Childhood Education AAD. Students who have received the WTCS AAD in Early Childhood will be granted 30-35 credits towards the major and 9-12 general education credits. Once enrolled in the major, students will take an additional 58 credits, including approximately 29-32 credits of UW-River Falls general education requirements. Students will complete a total of 87 credits in the major and 41 general education credits for a program credit total of 128. Students who wish to do so will be able to fulfill some of the general education requirements through UW Colleges online courses. The curricular offerings include ten new courses and six existing courses that were already in a distance format or have now been modified for distance education.

This major was developed to meet the needs of a student population not served by the residential UW-River Falls Elementary Major/Early Childhood Minor Program. This proposed program is only for students who have obtained an AAD in Early Childhood from a technical college and wish to attain a Bachelor's Degree and Early Childhood (birth through grade 3) teacher licensure. These students are expected to be predominantly from the twin cities region of Minnesota, and the west central and rural areas of Wisconsin. It is designed for adults already employed in child-care, who are place bound and can benefit from this hybrid delivery model that allows them to pursue this degree while they continue to work.

When the program was in the design phase, a survey was sent to AAD early childhood students in the Wisconsin Indianhead and Chippewa Valley Technical College programs inquiring about their interest in earning a bachelor's degree. Seventy-nine percent expressed an interest in undertaking further education in this field in five years or less. These students also indicated that they would be most interested in a program delivered through hybrid distance delivery. Many of the courses for the program are already being offered, so if it is approved, the program can begin enrolling students in Fall 2008.

### **Program Goals and Objectives**

This program is designed to meet the learning goals for early childhood education and the goals and objectives related to the Wisconsin Department of Public Instruction (DPI) licensure requirements. In addition, the program is aligned with the Wisconsin Model Early Learning

Standards which outline learning goals for children in Early Childhood (Birth through Grade 3) programs and classes. These model standards include the core areas of Language Arts, Math, Science, and Social Studies, as well as art, music, physical education, environmental education, world languages, and information and technology literacy. The learning outcomes for the major build upon these two sets of Wisconsin standards. In short, these standards and the major's learning outcomes require that the students be able to demonstrate that they:

- 1) Know the subject they are teaching
- 2) Know how children grow
- 3) Understand that children learn differently
- 4) Know how to teach using varied teaching strategies and for varied purposes
- 5) Know how to manage a classroom
- 6) Know how to communicate effectively
- 7) Are able to plan different kinds of lessons based on content knowledge, standards, and knowledge of students and the community
- 8) Know how to test for student progress
- 9) Are able to evaluate themselves
- 10) Are connected with other teachers and the community, and
- 11) Know how to use varied teaching strategies to connect children to nature and how to create an outdoor classroom

Students in the program will be prepared to achieve these outcomes through every course and field experience. In addition, as part of the major, students will be required to pass a DPI exam designed to assess content knowledge in early and middle childhood.

### **Relation to Institutional Mission**

The proposed program is consistent with the UW-River Falls mission to help students learn so that they are successful as productive, creative, ethical, engaged citizens and leaders with an informed global perspective. In addition, the proposed program aligns with specific UW-River Falls strategic plan goals:

- Goal 1: Create a culture of learning: This program provides a best-practice model for teaching young children within an integrated curriculum for learning. The program will support both student learning and faculty learning through research, scholarly, and creative activity.
- Goal 2: Model Sustainability Principles: This program has a theme of the natural world introduced in a place-based science environmental course.
- Goal 4: Develop Engaged Leaders: The program as a whole as well as the specific course: *Leadership and Advocacy for Young Children* is intended to focus on developing leadership skills and the application of these skills to advocate for the well being and education of young children.
- Goal 8: Enhance the Use of Technology: This major will be delivered through distance education thus using technology to enable early childhood workers in rural areas to have access to a bachelor's degree program.

## **Program Assessment**

The major will use three concurrent assessment systems: the UW-River Falls Assessment process, which requires identification of learning outcomes and annual studies and reports on how students are meeting these goals; the DPI system, which requires that the program can show evidence that students are meeting the Ten Wisconsin Teacher Standards and the Wisconsin Early Learning Standards; and the National Council for Accreditation of Teacher Education (NCATE) accreditation standards, which has requirements similar to those of DPI. Assessment will be based on student portfolios. These portfolios will be composed of the student's work in courses at UW-River Falls, as well as in work while in the technical college program. The work in the portfolio will include examples of essays, project descriptions, and learning plans that demonstrate that the student has met the Ten Standards and the institutional learning outcomes, and reflections by the student on how his or her own work meets the required standards. These portfolios will be reviewed annually by the program coordinator to determine the quality of student work and generate needed improvements in curriculum.

## **Need**

The major was developed in collaboration with the Wisconsin Technical College System, as represented by faculty at Wisconsin Indianhead Technical College (WITC). It responds to needs identified by the University of Wisconsin PK-16 Teacher Quality Initiative, the Waisman Center State Improvement organization, and the T.E.A.C.H. Early Childhood organization to increase the number of baccalaureate educated early childhood teachers. The demand for these teachers was compounded by the Head Start for School Readiness Act, passed in 2007, which sets a goal of having 50% of all Head Start teachers having baccalaureate level education by 2013.

The recognition of an increasing need for additional early childhood education is a national phenomenon. There are currently only 10 states that offer no public Pre-Kindergarten program. Public Pre-kindergarten programs for four-year olds are developing rapidly in Wisconsin. According to DPI, in 2006, 257 of 416 Wisconsin school districts had adopted 4yr old kindergarten (62%). Thirty-two more were added in 2007, for a total of 289 districts, including Prescott and New Richmond near the UW-River Falls campus (DPI, 2007). Wisconsin now has 27,759 students enrolled in 4K compared to 14,483 in 2001-2002 (DPI, 2008). Nationally, the Bureau of Labor Statistics predicts that from 2006-2016, there will be a need for 243,000 new preschool and kindergarten teachers. At the state level, DPI currently reports 4,155 Pre-K students, requiring about 400 teachers.

Programs like the one proposed will be necessary if Wisconsin is to have teachers to teach in these new pre-K programs. People already working in the field with an AAD are an obvious population to look toward when seeking to quickly increase the number of baccalaureate level early childhood teachers. Providing these students a pathway to the bachelor's degree will both address the need for teachers and meet the state interest in increasing the number of bachelor degree holders in the state. The distance education model of the proposed major is ideal because it can reach into rural areas of the state where students might not otherwise have

access to further education, and because it can be flexible in terms of time to fit around work and family obligations of adult students.

### **Projected Enrollment (5 years)**

It is anticipated that the program will grow in enrollment to about 120 students and stabilize at that level. The program is designed as a self-supporting program and 120 students will be at a manageable and self-sustaining level with a reasonable number of graduates per year. These estimates correspond to the UW-River Falls second year retention rate, and are fairly typical in distance education programs.

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	25	30	35	40	45
Continuing students		20	40	60	75
Total enrollment	25	50	75	100	120
Graduating students	0	5	15	25	30

### **Comparable Programs**

Eight UW System institutions offer teacher education programs that lead to certification and licensure for Early Childhood (birth to age 8) and three institutions have programs leading to certification and licensure for Early Childhood-Middle Childhood (birth to grade 6). However, the proposed program fits a special niche in the state because it is designed as a pathway to a bachelor's degree and early childhood licensure for adult, place-bound students who have an AAD in early childhood from a technical college. Most of the UW System programs are designed for residential students who enter the program as freshmen.

To meet the needs of technical college transfers, several other programs were developed concurrently with the proposed major and supported by the same grants. However, as described below, they differ from the proposed program in terms of having a more urban focus or having a face-to-face cohort delivery model. Of five programs similarly funded in the state, three were also designed to provide a pathway for AAD students to earn a bachelor's degree in Early Childhood Education:

1. Cardinal Stitch University with Milwaukee Area Technical College and Next Door Foundation (Headstart) (a face to face program in a more urban area than ours);
2. UW-Oshkosh Accelerated Licensure Program for Early Childhood Professionals in collaboration with Fox Valley Technical College (a face to face cohort model);
3. UW-Whitewater Developing Partnerships in Early Childhood Education and Care in collaboration with Waukesha County Technical College and Blackhawk Technical College (a face to face program in a more urban area).

Currently, the program most similar in design to the proposed major is offered through Southwest Minnesota State University to students in the Twin Cities area. However, that program is a cohort model, which makes it less appealing to students who are already working in early childhood. In addition, the program is offered in the Twin Cities "West Metro" area,

while UW-River Falls is closest to the Twin Cities “East Metro” region. The program plans to investigate including Minnesota Technical Colleges in articulation agreements in the near future.

## **Collaboration**

UW-River Falls worked closely with WITC to design the articulation agreement with the existing Elementary Ed/Early Childhood minor and to draft an articulation agreement for this proposed major. Planning this new program resulted in joint curriculum planning and continual education opportunities between UW-River Falls and WITC. WITC and UW-River Falls worked together on curriculum alignment led to the identification of common textbooks and assessment artifacts for the two programs.

UW-River Falls has been collaborating with UW-Eau Claire for five years in a dual certification program whereby UW-Eau Claire Early Childhood Special Education candidates take UW-River Falls early childhood courses through distance education to obtain an add-on licensure in early childhood. At the same time, UW-River Falls Elementary Education/Early Childhood candidates have the opportunity to take courses from UW-Eau Claire to earn Early Childhood Special Education add-on licensure. Students in the proposed major will be able to benefit from this collaboration.

## **Diversity**

Several technical colleges in the Minnesota State Colleges and Universities System (MNSCU) have expressed an interest in articulating with this proposed program. Because Twin Cities Technical Colleges have relatively high percentages of students of color, we are hopeful that the students coming from these institutions will help to increase diversity in the student population. We are also recruiting students who have worked in Head Start programs and the Head Start teacher population is generally diverse. The University of Wisconsin-River Falls has recently hired a faculty member whose job will be to recruit and retain a diverse student population to our education programs.

Currently, the teaching faculty for this program is 80% female and 90% white. When advertising for faculty in this area, we endeavor to inform diverse populations through a careful choice of publications and through letters sent to institutions whose graduates represent diverse populations. Due to the strong competition for diverse candidates, it remains challenging to diversify our faculty in terms of race and gender.

Diversity in the Program: Every course in the Associate Degree Program has a diversity goal and an assignment to help students reach the stated outcome. For example: in *Family and Community Relationships*, students prepare resource files with a focus on supporting different types of families, as well as diverse cultures and ethnic groups. In *Math, Science and Social Studies*, students prepare an anti-bias picture file as a classroom teaching resource. The goal of understanding diversity is an essential outcome of many of the courses that require students to develop adaptations to lessons so as to include students of different abilities, different cultures, and different learning styles.

Two courses specifically address diversity in early childhood settings. In one, students examine the major themes within multicultural education, reflect upon their own beliefs and values and consider ways in which schools and educators can promote the development of equitable education in the US. Students will also examine the history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin, as well as gain familiarity with Hmong and African American culture and traditions. Another course provides participants with strategies for immersing English Language Learners in English through literature and integrated classroom activities. It prepares teachers by familiarizing them with a range of language teaching practices and principles for promoting oral language, reading, and writing development in English for early elementary English language learners.

### **Evaluation from External Reviewers**

The outside evaluations were supportive of this program as a way to address the need for more teachers with baccalaureate education in Early Childhood Education and greater educational opportunities for those with an AAD. The reviewers pointed to the need for this program to be continually assessed to ensure the advising is well developed and coordinated so that students are able to easily transition from the AAD programs to this major. The reviewers also pointed out that online students frequently require more mentoring and advising than residential students. To address the challenge of advising in a program such as this, the program has multiple ways to keep students informed and connected, including on campus orientation; a CD describing all campus offerings; a website with links for registering queries and interests; personal contact from a Learning Services Coordinator to assist with enrollment process and course offerings; and a planning meeting with the Program Coordinator to plan a student's course of study. The reviewers also noted the importance of high quality and well coordinated practicum placements with a consistent faculty connection. The program has addressed this issue by having the Program coordinator work under the umbrella of the existing practicum office to ensure consistency across programs in practicum expectations and evaluations. An important focus during the initial year will be to identify potential cooperating teachers and supervisors in relevant areas who have a working relationship with our university.

### **Resource Needs**

This program will be self-supporting with funding through the UW-River Falls Office of Outreach Programs using the Outreach-Extension model. Student tuition and fees along with the College of Education and Professional Studies (COEPS) credit residual from its other Outreach programs will be used to support the Early Childhood program initially. Once the program begins to grow, it will be supported completely by student tuition and fees.

Funding from a number of grants was used for program and course development. The College of Education and Professional Studies will use residual generated through its Outreach programs to support the faculty member coordinating the program at 0.25 FTE. A 0.50 limited term employee will support the program. In year three of the program, students will begin student teaching and practicum experiences so an additional 0.50 FTE of academic staff time will be dedicated to student supervision.



S & E includes course materials, guest speakers and support costs for distance education offerings (online and interactive television/video over IP). S & E also includes travel expenses related to student teaching supervision in year three. Marketing expenses include brochures, postcards and other mailings, as well as travel to WTC campuses and education fairs to give presentations and provide in-person information regarding the program.

If program enrollment is not reached as anticipated, UW-River Falls may adjust the number of course offerings per year. Expenses related to S & E and marketing will be examined and reduced if the number of enrollments does not meet the goals stated in this document.

## BUDGET

	First Year		Second Year		Third Year	
<b>CURRENT COSTS</b>	FTE	Dollars	FTE	Dollars	FTE	Dollars
<b>Personnel</b>						
Faculty/Instructional Staff						
Academic/Classified Staff						
<b>Non-personnel</b>						
Supplies & Expenses						
Subtotal		\$0		\$0		\$0
<b>ADDITIONAL COSTS</b>						
<b>Personnel</b>						
Faculty/Instructional Staff (Salary & Fringe for instructors(1.88), program coordination (.25))	2.13	\$81,902	2.13	\$92,218	2.13	\$87,839
Academic/Classified Staff	0.80	\$40,770	0.80	\$63,729	1.30	\$82,768
<b>Non-personnel</b>						
Supplies & Expenses		\$9,297		\$10,490		\$16,251
Library		\$860				
Marketing		\$10,000		\$10,000		\$10,000
Other (Required overhead to UWRF; 2.5% of tuition)		\$3,321		\$4,183		\$4,996
Subtotal	2.93	\$146,150	2.93	\$180,620	3.43	\$201,854
<b>TOTAL COSTS</b>		<b>\$146,150</b>		<b>\$180,620</b>		<b>\$201,854</b>
<b>CURRENT RESOURCES</b>						
Subtotal		\$0		\$0		\$0
<b>ADDITIONAL RESOURCES</b>						
Fees (UG tuition; 18 students per class; assumes 3% tuition increase each year)		\$132,840		\$167,310		\$199,854
Other (College Outreach Residual - for program coordination and LTE)		\$13,310		\$13,310		\$2,000
Subtotal		\$146,150		\$180,620		\$201,854
<b>TOTAL RESOURCES</b>		<b>\$146,150</b>		<b>\$180,620</b>		<b>\$201,854</b>

## RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution [x] authorizing the implementation of Bachelor of Science in Early Childhood Education at the University of Wisconsin – River Falls.

## RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995),  
Academic Informational Series #1 (ACIS-1.0 revised June 2006)

Program Authorization (Implementation)  
M.S. in Clinical Investigations  
University of Wisconsin-Madison

EDUCATION COMMITTEE

Resolution I.1.f.(5):

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Clinical Investigations.

**NEW PROGRAM AUTHORIZATION  
Master of Science in Clinical Investigation  
University of Wisconsin-Madison**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a Master of Science Degree in Clinical Investigation at the University of Wisconsin-Madison is presented to the Board of Regents for consideration. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. The University of Wisconsin-Madison and System Administration will conduct that review jointly, and the results will be reported to the Board.

With this proposal, the School of Medicine and Public Health is contributing to the national effort to increase the number of clinician-scientists conducting patient-oriented research to accelerate the rate at which scientific discoveries are translated into medical applications that will benefit the health of people and communities. This national need has been articulated by the National Institutes of Health (NIH). A major NIH funding initiative, known as the NCRR U54 Clinical and Translational Science Awards (CTSA), consolidates funding programs that have supported prior educational initiatives at UW-Madison for more than 20 years. UW-Madison is a recipient of a CTSA award which is used to help fund the new Institute for Clinical and Translation Research (ICTR), the administrative home for this degree program. Generally, there are two types of translational research, bench to bedside (type 1) and bedside to community (type 2). The focus of the MS in Clinical Investigation is on the bench to bedside (type 1) translational research. We envision the proposed MS degree program as a missing component in a pyramid and spectrum of educational programs that will allow comprehensive graduate study in Type 1 and Type 2 translational research at the UW-Madison and accelerate the career development of patient-oriented researchers. It is designed for individuals interested in a research career in academia, industry, research institutes, health agencies, or regulatory agencies.

The goal of the Master of Science in Clinical Investigation is to prepare a clinician researcher with the same standards, expectations, and rigor as a researcher in a non-clinical field, i.e. conduct an independent research project, publish results, and defend a thesis. Furthermore, the program goals, learning objectives, and learning activities will succeed in preparing researchers to conduct patient-oriented research as defined by the NIH under the umbrella of clinical research. Such patient-oriented research will include therapeutic interventions, clinical trials, development of new technologies, and/or research in disease mechanisms.

This proposal is advanced under an entitlement to plan an MS and PhD in Clinical Investigation. At this time we are requesting permission to implement the MS program; the PhD program is still being planned and we anticipate advancing that proposal in the near future.

## **REQUESTED ACTION**

Approval of Resolution I.1.f.(5) authorizing the implementation of the Master of Science Degree in Clinical Investigation at the University of Wisconsin-Madison.

## **DISCUSSION**

### **Program Description**

This 34-credit MS in Clinical Investigation will build on existing UW certificate programs in clinical research and provide formal training in knowledge and skills needed to do bench-to-bedside (Type 1) translational research in a clinical discipline. It will provide a continuum of learning opportunities for graduates who have developed their scientific expertise in a clinical discipline (i.e., medicine, pharmacy, nursing, veterinary medicine, biomedical engineering), but lack research skills. Admission requirements for this degree assume that the student has scientific or clinical expertise but lacks the knowledge and skills necessary to conduct patient-oriented research, e.g. designing and conducting multidisciplinary therapeutic intervention studies. Applicants must have a health professional degree such as a, B.S.N., M.D., D.O., D.D.S, Pharm.D., D.V.M., Ph.D., B.S. in an Engineering field, or any other post-baccalaureate degree in a clinical or biomedical field. It is anticipated that 20-25 students will be actively enrolled in this program. Both full- and part-time students are welcome in this graduate degree program.

### **Program Goals and Objectives**

The overall goal of the proposed program is to prepare successful and productive clinical investigators who will sustain research careers in their disciplinary areas. The aim is to award a degree that will enable students from multiple disciplines to:

- Collaborate in, manage, design, execute, interpret and report multidisciplinary therapeutic intervention studies (e.g. those involving drugs, devices, behavioral modifications, surgery, nerve stimulation, diet, or similar mechanisms) in an ethically sound and responsible manner;
- Assume leadership roles in higher education or industry; and
- Establish a national reputation as a leader in a given discipline or area of expertise.

In order to achieve these goals, students will achieve the major objectives listed below. These objectives and their corresponding sub-objectives are consistent with the set of competencies outlined by a recent NIH consensus conference.

1. Determine when it is and is not appropriate to use a multidisciplinary patient-oriented research design to investigate a therapeutic problem.
2. Conceptualize and design multidisciplinary patient-oriented research protocols.
3. Execute multidisciplinary therapeutic intervention studies.
4. Interpret and report research findings using the expertise of collaborators in multiple disciplines.

5. Contribute to the leadership of programs that integrate clinical and translational science across multiple departments, schools and colleges, clinical and research institutes, and healthcare delivery organizations.
6. Translate research from the laboratory to the clinic through technological innovations, such as drug therapies, medical devices or biological materials (“bench to bedside”), as an active participant in a multidisciplinary clinical research team.

### **Relation to Institutional Mission**

The proposed MS in Clinical Investigation is appropriately located at UW-Madison, within the existing complex of health sciences programs. The program addresses a number of aspects of the current UW-Madison mission by generating new knowledge through interdisciplinary and transdisciplinary research and scholarly activities with the goal of pioneering a new field that will advance scientific discoveries and benefit society through advancements in healthcare. It reaches beyond the boundaries of our university through its partnership with Marshfield Clinic in order to expand and extend knowledge and resources of all institutions involved. Finally, it embraces cultural diversity through its openness to multiple perspectives, commitment to inclusionary practices, and incorporation of interdisciplinary views and value systems.

### **Program Assessment (Student Review)**

Each student is expected to meet the minimum degree requirements of the Graduate School. Briefly, students are to maintain a 3.0 GPA, complete the specific course and credit requirements defined by the ICTR graduate program, be advised by one or more faculty members, and meet regularly with their faculty advisor(s). Specific requirements of the ICTR’s MS in Clinical Investigation include:

1. Course Completion and grades – Students must adhere to the minimum requirements of the graduate school and the ICTR graduate program, and complete the curriculum as outlined above.
2. Masters Thesis – An oral defense and draft of a manuscript that is ready for or in submission to a peer-reviewed professional journal will serve as evidence of the student’s ability to master the learning objectives for their graduate study. This manuscript must be reviewed by a 3-member thesis committee who must agree that the manuscript is ready for submission before the student is awarded his or her degree.

### **Program Outputs**

Data collected for student tracking (e.g. number of admissions and graduations) will be compared to institutional and national trends to assure that the program is maintaining a competitive edge in the marketplace. Furthermore, since the primary purpose of this degree program is to provide investigators the appropriate knowledge and skills to perform patient-oriented research, student data will be reviewed to determine the extent to which the program’s alumni achieve this broad goal. Variables include a review of publication records, grant awards, national and local presentation records, innovations, policies, procedures, job title, position, and industry.

## Need

In 2005, NIH identified as a major national health need the effort to enhance career development opportunities for patient-oriented researchers. In 2007, UW-Madison was one of twelve institutions nationally that successfully competed for a grant to advance this initiative. The funding (\$41M over five years) will support a range of initiatives including the Institute for Clinical and Translational Research (ICTR) and the graduate program in Clinical Investigation, which is a foundational element of the grant plan. Currently, at least seven students who have completed the UW-Madison Capstone Certificate in Clinical Investigation have signaled their intention to enroll in the MS program. Another eight students are interested in the anticipated doctoral program.

## Projected Enrollment (5 years)

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	5	5	5	5	5
Continuing students	0	5	10	15	20
Total enrollment	5	10	15	20	25
Graduating students	0	4	4	3	3

## Comparable Programs In Wisconsin

The multidisciplinary focus of the MS in Clinical Investigation is distinctive and there are no comparable programs in Wisconsin. However, the MS in Clinical Investigation is often compared with UW-Madison's MS in Population Health Sciences. The MS in Clinical Investigation emphasizes a multidisciplinary pedagogy, requires fewer courses in epidemiology and outcomes research, and emphasizes bench-to-bedside (Type 1) patient-oriented research. The MS in Clinical Investigation will complement the graduate program in Population Health Sciences, which emphasizes type 2 patient-oriented research and focuses on human populations more broadly, instead of those targeted to individual treatments and diagnoses. The Medical College of Wisconsin offers an MS in Epidemiology that provides an opportunity for junior faculty to receive clinical research training, although the program is not designed specifically to develop the research capabilities of the next generation of clinical scientists.

## Comparable Programs Outside Wisconsin

Similar programs have been or are being developed at other universities that have received CTSA funding by NIH. For example, in neighboring states, the University of Minnesota, University of Chicago, University of Illinois, University of Michigan, and Mayo Medical Center offer such graduate programs. Nationally, 20% of clinical research training programs offer a doctoral degree; 78% offer a Master of Science degree; and 26% offer a graduate degree (MS or PhD) in conjunction with a medical (MD) degree. Twenty-four programs offer a MS in Clinical Investigation or Clinical Science. Most existing programs require at least 18 months of training that include courses in statistics and/or biostatistics, clinical trials, study design (not clinical trials), data management and analysis, epidemiology, and the

responsible conduct of research. Many of them also include scientific writing, leadership, and/or teaching in their curricula.

## **Collaboration**

A Degree Task Force was created in order to develop the MS in Clinical Investigation. The Task Force was composed of faculty from Medicine, Pharmacy, Nursing, Population Health Sciences, Biomedical Engineering, and Veterinary Medicine in order to ensure that the program remains multidisciplinary in its development and requirements. The Task Force met monthly to design the overall structure of the degree program including core learning objectives, faculty governance, curriculum, admissions, and student evaluation. This same model was used to identify key faculty who will serve as the Faculty Governance Committee for this program.

The program is designed to accommodate students who are also continuing to work as health care clinicians at sites around the state. For example, the program faculty and staff will partner with students located at the Marshfield Clinic and at clinical sites in Milwaukee.

## **Diversity**

Diversity will permeate this graduate program's faculty, curriculum, and student body by involving students and instructors of all ages with various racial and ethnic origins, incorporating literature and other information from diverse populations into course content, facilitating and encouraging research collaborations across diverse populations and with investigators from multiple racial and ethnic groups, and incorporating such topics as health disparities into course content and examples. Recruitment methods used to attract students from diverse backgrounds will include: 1) attending and marketing the degree program at regional and national conferences that focus on minority groups; 2) encouraging face-to-face recruitment visits; 3) aligning students' interests with the appropriate mentoring faculty; 4) developing an extramurally funded minority recruitment program; and 5) inviting Deans in charge of diversity within their respective Schools and Colleges to serve as advisors on the Faculty Governance Committee.

## **Evaluation from External Reviewers**

"All members of the [internal review] committee and the outside reviewers were complimentary of the degree program. The committee unanimously supports approval of the graduate degree program," (Internal review committee chair, Lisa Forrest). Program strengths identified by the reviewers include the multidisciplinary nature of the program and the use of instructional technology and distance education to deliver some elements of the curriculum to students who are bound by time and, in some cases, place. The major weakness of the program identified was its didactic course load, but there appears to be flexibility for recognizing students' prior coursework and their desires to elect courses that are applicable to their professional areas. Both outside reviewers highly praised the program and emphasized its need to "move basic discovery into clinical trials" with the goal of improving "the health of the public".



## **Resource Needs**

The graduate program in Clinical Investigation will be supported by the NIH-funded CTSA grant through 2012. Based on a 20-year history of NIH funding for related programming, the School of Medicine and Public Health anticipates that NIH support will be renewed in 2012. If not, the School of Medicine and Public Health will fund the program past 2012 by reallocating resources. In addition, existing resources will be provided by the five UW-Madison schools/colleges that are partnering to support this degree program: faculty mentors, laboratory space, library facilities and resources, computer support, and access to instructional technology for students. ICTR, as the administrative home for the program, will provide a student services coordinator, instructional technology specialist, biostatisticians, writing assistance, and assistance with compliance with regulations related to research on human subjects.

A large number of faculty will contribute to this program across five schools/colleges. We have estimated current cost of the faculty contribution as 2 FTE and those FTE will be contributed from reallocation from existing programs (\$206,000). Approximately \$189,000 is budgeted for a program administrator, student services coordinator, instructional technologist, and student hourly assistant. The program administrator will oversee the day-to-day operations of the Program's staff and serve as a liaison between the graduate program in Clinical Investigation and other functions within the Research Education and Career Development (REC) and other ICTR Divisions. The graduate program's students and faculty will be supported by a student services coordinator who will serve as the main contact for the program and an instructional technologist who will provide technical support for all courses and student needs. Approximately \$18,000 is budgeted for office supplies and \$12,000 is budgeted for recruiting, including print and web materials, travel for candidates, and travel for recruiting trips. Approximately \$22,500 is budgeted for costs associated with hosting conferences, workshops, or seminars for students.

## **RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution I.1f.(5.) authorizing the implementation of Master of Science Degree in Clinical Investigation at the University of Wisconsin-Madison.

## **RELATED REGENT POLICIES**

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.0 revised June 2006)

**University of Wisconsin-Madison, MS-Clinical Investigations**  
**BUDGET FORMAT: AUTHORIZATION TO IMPLEMENT**

	First Year		Second Year		Third Year	
<b>CURRENT COSTS</b>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
<b>Personnel</b>						
Faculty/Instructional Staff	2	\$206,000	2	\$212,180	2	\$218,545
<b>Non-personnel</b>						
Supplies & Expenses						
Equipment						
Library						
Computing/IT support						
Other (Define)						
Subtotal		\$206,000		\$212,180		\$218,545
<b>ADDITIONAL COSTS</b>	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
<b>Personnel</b>						
Faculty/Instructional Staff						
Graduate Assistants						
Administrative program specialist	1	\$55,000	1	\$56,650	1	\$58,350
Administrative program specialist-Fringe		\$21,000		\$21,630		\$22,279
Student Services Coordinator	1	\$42,500	1	\$43,775	1	\$45,088
Student Services Coordinator-Fringe		\$16,000		\$16,480		\$16,974
Instructional Technologist	1	\$50,000	1	\$51,500	1	\$53,045
Student Hourly	0.31	\$5,000	0.31	\$5,150	0.31	\$5,305
<b>Non-personnel</b>						
Supplies & Expenses		\$13,000		\$13,390		\$13,792
Equipment		\$5,000		\$5,150		\$5,305
Library						
Recruiting		\$12,000		\$12,360		\$12,731
Workshops, Seminars, Conferences						
Scientific Writing		\$4,000		\$4,120		\$4,244
Journal Club		\$500		\$515		\$530
Annual Meeting		\$2,000		\$2,060		\$2,122
Speakers		\$3,000		\$3,090		\$3,183
IT, Video conferencing		\$13,000		\$13,390		\$13,792
Subtotal		\$242,000		\$249,260		\$256,738
<b>TOTAL COSTS</b>		<b>\$448,000</b>		<b>\$461,440</b>		<b>\$475,283</b>

<b>CURRENT RESOURCES</b>					
General Purpose Revenue (GPR )		\$206,000		\$212,180	\$218,545
Gifts and Grants					
Fees					
Other (Define)					
Subtotal		\$206,000		\$212,180	\$218,545
<b>ADDITIONAL RESOURCES</b>					
GPR Reallocation (list sources)					
Gifts and Grants: NIH CTSA grant		\$242,000		\$249,260	\$256,738
Fees					
Other (Define)					
Subtotal		\$242,000		\$249,260	\$256,738
<b>TOTAL RESOURCES</b>		<b>\$448,000</b>		<b>\$461,440</b>	<b>\$475,283</b>

Faculty salaries are based on an average full professor salary of \$103,000.

Increases are calculated at 3% annually for all costs.

Revised 08/15/08

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

August 22, 2008  
9:00 a.m.

1820 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin

II.

1. Calling of the roll
2. Approval of the minutes of the June 5 and 6, 2008, meetings
3. Report of the President of the Board
  - a. Resolution of appreciation: Chancellor John Keating
  - b. Resolution of appreciation: Chancellor John Wiley
  - c. Wisconsin Technical College System Board report
  - d. Additional items that the President of the Board may report or present to the Board
4. Report of the President of the System
  - a. Presentation of 2008 Regents' Academic Staff Excellence Awards
  - b. Discussion of UW System Administration Mission Statement
  - c. Update on Growth Agenda Action Steps
  - d. Additional items that the President of the System may report or present to the Board
5. 2009-11 Biennial Operating and Capital Budget Requests  
[Resolutions II.5.a. and II.5.b.]
6. Report of the Capital Planning and Budget Committee
7. Report of the Education Committee
8. Report of the Business, Finance, and Audit Committee
9. Additional resolutions
  - a. Adoption of 2009 meeting schedule  
[Resolution II.9.a.]
10. Communication, petitions and memorials
11. Unfinished or additional business

12. Move into closed session to confer with legal counsel regarding pending and potential litigation, as permitted by s.19.85(1)(g), *Wis. Stats.*; to consider appointment of an Interim Chancellor for UW-Parkside, as permitted by s.19.85(1)(c), *Wis. Stats.*; and for purposes of considering personal histories, as permitted by s.19.85(1)(f), *Wis. Stats.*, related to the naming of a facility at UW-Madison.

The closed session may be moved up for consideration during any recess in the regular meeting agenda. The regular meeting will reconvene in open session following completion of the closed session.



Office of the President

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1220 Linden Drive  
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July 16, 2008

Dear Regents:

As you may recall, we distributed the attached draft mission statement for the University of Wisconsin System Administration (Attachment A) during our “Advantage Wisconsin” discussion in September 2007. I provided a bit of background then, during our full Board meeting, about the work that had gone into this draft, indicating that we would wait until the conclusion of our strategic planning process before finalizing this mission statement.

As we are now implementing the Growth Agenda Action Steps that grew out of that planning process, it seems like a good time to revisit this mission statement and finalize it. Over the past year or two, we have put a great deal of thought into codifying the core mission of our central UW System office. In the process, we have consulted with a number of key constituencies:

- All UW System Administration staff
- The President’s Cabinet
- Chancellors and Provosts from all 15 institutions
- Faculty Representatives and Academic Staff Representatives from all 15 institutions
- Regent Leadership.

With each consultation, the document has been refined and further focused. One of the most important steps in this effort was the realization that this System Administration mission should be distinct from the broader UW System mission, which is written into the state statutes. Focusing more tightly on ways that our central office adds value to that broader educational mission, we wanted the UW System Administration mission to complement the broader System mission and the role of the Regents, which are also defined by law (see Attachment B).

Ideally, we wanted this mission statement to contain a “core” statement that would be simple enough to memorize, while capturing the most salient roles and responsibilities of our organization. We believe that the following sentence can serve as that basic expression of the UW System Administration mission:

***“With the Board of Regents, the UW System Administration leads and serves the UW System institutions, as a champion of higher education and a responsible steward of resources.”***

At the risk of engaging in a literary critique, I invite you to pay close attention to a few carefully chosen words here. Two verbs – “lead” and “serve” – are intended to illustrate how UW System Administration not only provides vision and management oversight, but also supports and invigorates our statewide educational network.

Two nouns – “champion” and “steward” – reflect how we embrace roles of advocacy and accountability in representing the public and our public institutions. Whereas the select mission statements of our 15 institutions focus on the direct delivery of education, research, and public service programs, this mission for the central office clarifies the broad ways in which System Administration adds value to those programmatic endeavors and looks after the interests of our stakeholders, including state taxpayers.

Beyond that core statement, the proposed UW System Administration mission goes on to illustrate how our central office works in support of the Board of Regents to analyze and address policy issues and strategic programmatic directions, and implement Board decisions. The full mission statement outlines broad areas of activity that fulfill this mission, including strategic planning, external relations, inter-institutional coordination, compliance, and other key functions.

As a companion to the UW System Administration mission, the vision for the entire UW System, which I first offered when appointed as President in 2004, serves as an aspirational statement of long-range goals (see Attachment B). As you have seen, this vision informs both our strategic planning process and near-term objectives. Whereas the mission describes where we are today, the vision defines our destination. The mission is the means, and the vision is the end:

***“The University of Wisconsin System will be Wisconsin’s premier developer of advanced human potential, of the jobs that employ that potential, and of the communities that sustain it.”***

This vision informs our *Growth Agenda for Wisconsin*, and long-range efforts to increase the number of Wisconsin residents with four-year degrees, create thriving communities that attract college graduates from other states, and cultivate successful businesses and new industries to employ both.

Taken together, the UW System Administration mission, the UW System mission, and the UW System vision, along with the statutory statement on the role of the Regents, offer a clear framework for internal and external audiences alike. Faculty and staff at our 15 UW System institutions have always benefitted from the adoption of official mission statements, and I know that our System Administration staff members will appreciate having a similarly clear expression of purpose and direction. This will be the first time that the UW System Administration has had a formal mission statement in the history of the UW System.

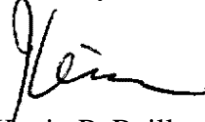
UW System Board of Regents  
July 16, 200  
Page Three

The UW System Administration is the chief instrument by which the Board of Regents carries out its vital governance responsibilities. Therefore, I believe we very much need a clear, concise articulation of how we function as staff to the Board, and how we work in that regard with our colleagues on all the campuses and in UW-Extension to make the impact of the university more than the sum of its parts in service to our students, our state, our nation, and the world.

With the support of President Bradley and Vice President Pruitt, I will be placing the attached System Administration mission statement on the agenda of our August meeting for discussion only with the full Board. After hearing the Regents' reactions and advice in August, I intend to make any necessary changes in the statement, and then bring it back to you for approval at our subsequent meeting in October.

Meanwhile, I would be more than happy to talk with you about any initial thoughts you might have about it.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin', with a stylized flourish at the end.

Kevin P. Reilly  
President

Copy: Chancellors w/attachment  
Cabinet w/attachment





# Attachment A

## Proposed UW System Administration Mission

---

**DRAFT – revised July 15, 2008 – DRAFT**

**With the Board of Regents, the UW System Administration leads and serves the UW System institutions, as a champion of higher education and a responsible steward of resources.**

Under the direction of the UW System President, the UW System Administration helps to develop, and then implements, monitors, and evaluates policies enacted by the Board of Regents, aligning university programs with the current and future needs of the state and the nation.

In fulfilling this mission, the UW System Administration:

- Develops strategic plans, analyzing advances in teaching and learning, new technologies, and demographic trends.
- Acquires and manages the human, physical, and financial resources needed to advance public higher education in Wisconsin, advocating for UW System institutions, students, employees, and stakeholders.
- Ensures the effective and efficient use of resources, building trust with students, taxpayers, donors, and other funders.
- Measures, evaluates, and reports the UW System's progress toward strategic goals and operational objectives, demonstrating accountability and leadership.
- Cultivates the talent needed to fulfill the UW System mission, helping the institutions attract, reward, and retain faculty, academic staff, classified staff, and academic leaders,
- Models and leads organizational learning and transformation through inclusive excellence, equity, and diversity, by engaging with students, faculty, staff, and a wide variety of external stakeholders, whose diverse viewpoints and experiences enrich the university's impact.
- Facilitates close coordination and cooperation among the UW System institutions, building on existing capabilities and sharing expertise.
- Coordinates UW System activities and operations with appropriate local, state, and federal governmental agencies.
- Facilitates effective partnerships with other public and private educational institutions and systems, university governance groups, businesses, students, and others, to create shared solutions to emerging challenges.
- Interprets and applies laws, regulations, and business practices that govern the UW System, providing reliable guidance and oversight for the institutions.

###



## Attachment B

# Existing Mission and Vision Statements

---

### **Mission of the University of Wisconsin System**

*From Wisconsin State Statutes 36.01(2)*

The mission of the University of Wisconsin System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the UW System is the search for truth.

### **Role of the UW System Board of Regents**

*Adapted from Wisconsin State Statutes 36.09(1)*

The Board of Regents governs Wisconsin's public university system, with authority to enact policies, promulgate rules, and plan for the future higher-education needs of the state. Promoting institutional autonomy within the limits of system-wide policies and priorities, the Board of Regents is responsible for preserving the diversity and high quality of undergraduate programs, as well as the strength of graduate education, research, and public service.

### **Vision for the University of Wisconsin System**

*UW System President Kevin P. Reilly, 2004*

<b>The University of Wisconsin System will be Wisconsin's premier developer of advanced human potential, of the jobs that employ that potential, and of the communities that sustain it.</b>
--

In pursuit of this vision, the UW System seeks to:

- Add value to the entire state by ensuring that the public good is the first consideration in all the university's activities;
- Prepare a broader segment of Wisconsin's diverse population for success in the global economy of the 21st century; and
- Serve as a model of academic excellence, demonstrating strong commitments to progressive and innovative organizational practices, ethical behavior, diversity, inclusive excellence, integrity, transparency, and accountability.

August 13, 2008

To: Board of Regents

From: Judith Temby

Attached is a draft meeting schedule for 2009, prepared in accordance with the plan implemented in 2008, which provides for a total of eight meetings, including six two-day and two one-day meetings. Four of the meetings would be hosted by UW institutions.

Also attached is a resolution that provides for approval of the meeting schedule.

Meeting Schedule Memo

## 2009 Meeting Schedule

### BOARD OF REGENTS

#### Resolution:

That the attached Board of Regents meeting schedule for 2009 be approved.

08/22/08

II.9.a.

D R A F T

## 2009 BOARD OF REGENTS MEETING SCHEDULE

February 5 and 6, 2009, in Madison

March 5, 2009, one-day meeting in Madison

May 7 and 8, 2009, hosted by UW-Milwaukee

June 4 and 5, 2009, in Madison

July 9, 2009, one-day meeting in Madison

September 10 and 11, 2009, hosted by UW-Whitewater

October 15 and 16, 2009, hosted by UW-Eau Claire

December 10 and 11, 2009, hosted by UW-Madison

# BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

President - Mark J. Bradley  
Vice President - Charles Pruitt

## **STANDING COMMITTEES**

### **Executive Committee**

Mark J. Bradley (Chair)  
Charles Pruitt (Vice Chair)  
Jeffrey B. Bartell  
Elizabeth Burmaster  
Eileen Connolly-Keesler  
Danae D. Davis  
Brent Smith  
Michael J. Spector  
David G. Walsh

### **Business, Finance, and Audit Committee**

Brent Smith (Chair)  
Eileen Connolly-Keesler (Vice Chair) (Audit Liaison)  
Elizabeth Burmaster  
Michael J. Falbo  
Betty Womack

### **Education Committee**

Danae D. Davis (Chair)  
Michael J. Spector (Vice Chair)  
Judith V. Crain  
Mary Quinnette Cuene  
Thomas A. Loftus  
Colleene P. Thomas

### **Capital Planning and Budget Committee**

Jeffrey B. Bartell (Chair)  
José F. Vásquez (Vice Chair)  
John Drew  
Kevin Opgenorth  
David G. Walsh

### **Personnel Matters Review Committee**

Michael J. Spector (Chair)  
Judith V. Crain  
Danae D. Davis  
John Drew

### **Committee on Student Discipline and**

#### **Other Student Appeals**

Brent Smith (Chair)  
Kevin Opgenorth  
Michael J. Spector  
Betty Womack

## **OTHER COMMITTEES**

### **Liaison to Association of Governing Boards**

Eileen Connolly-Keesler

### **Hospital Authority Board - Regent Members**

Judith Crain  
Michael J. Spector  
David G. Walsh

### **Wisconsin Technical College System Board**

José F. Vásquez, Regent Member

### **Wisconsin Educational Communications Board**

Judith V. Crain, Regent Member

### **Higher Educational Aids Board**

(Governor's appointment pending)

### **Research Park Board**

David G. Walsh, Regent Member

### **Teaching Excellence Awards**

Danae D. Davis (Chair)  
Jeffrey B. Bartell  
John Drew  
Colleene P. Thomas  
José F. Vásquez  
Betty Womack

### **Academic Staff Excellence Awards Committee**

Eileen Connolly-Keesler (Chair)  
John Drew  
Kevin Opgenorth  
Brent Smith  
José F. Vásquez  
Betty Womack

### **Wisconsin Partnership Program**

Roger E. Axtell, Regent Liaison

### **Special Regent Committee for UW-Green Bay**

Judith V. Crain, (Chair)  
Eileen Connolly-Keesler  
Mary Quinnette Cuene  
Michael Falbo  
Betty Womack

### **Special Regent Committee for UW-River Falls**

Brent Smith, (Chair)  
Eileen Connolly-Keesler  
Charles Pruitt  
José F. Vásquez

*The Regents President and Vice President serve as ex-officio voting members of all Committees.*

**Board of Regents of  
The University of Wisconsin System**

**Meeting Schedule 2008**

February 7<sup>th</sup> and 8<sup>th</sup>, in Madison

March 6<sup>th</sup>, in Madison

April 10<sup>th</sup> and 11<sup>th</sup>, at the Pyle Center, Madison  
(Hosted by UW Colleges and UW-Extension)

June 5<sup>th</sup> and 6<sup>th</sup>, at UW-Milwaukee

August 21<sup>st</sup> and 22<sup>nd</sup>, in Madison

October 2<sup>nd</sup> and 3<sup>rd</sup>, at UW-Stevens Point

November 6<sup>th</sup>, in Madison

December 4<sup>th</sup> and 5<sup>th</sup>, at UW-La Crosse