



# The University of Wisconsin System

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*cdw*

April 12, 1999

TO: Tommy G. Thompson, Governor  
Donald J. Schneider, Senate Chief Clerk  
Charles Sanders, Assembly Chief Clerk

FROM: Katharine C. Lyall, President *K Lyall*

RE: Report pursuant to s. 36.25(14m)(d), Wis. Stats.

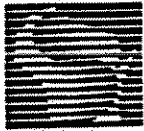
At its meeting April 9, 1999, the Board of Regents accepted the attached report for submission to the chief clerk of each house of the Legislature for distribution to the appropriate standing committees under s. 13.172(3).

Section 36.25(14m)(c), Wis. Stats., requires the Board of Regents to submit a report to the governor and to the chief clerk of each house of the Legislature annually by April 15 on its precollege, recruitment, and retention plan for minority and disadvantaged students. The report must also include information on financial aid programs serving those students. The report for 1996-97 is attached.

If you need additional information regarding this report, please contact Andrea-Teresa Arenas at 262-8636.

Attachment

cc: David J. Ward, Senior Vice President  
Andrea-Teresa Arenas, Special Assistant to the President  
Margaret Lewis, Acting Vice President  
Daniel Clancy, Legislative Fiscal Bureau  
Robert Hanle, Department of Administration



The University of Wisconsin System

Minority and Disadvantaged Student Annual Report

April 9, 1999

(Presented pursuant to Section 36.25 (14m)(c) of the Wisconsin State Statutes.)

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## MINORITY AND DISADVANTAGED STUDENT ANNUAL REPORT

### EXECUTIVE SUMMARY

#### BACKGROUND

The 1997-98 Minority and Disadvantaged Student Annual Report fulfills the requirement in Section 36.25 (14m)(c) of the Wisconsin State Statutes that the Board of Regents report annually on its precollege, recruitment, and retention plan for students of color and economically disadvantaged students. Targeted racial/ethnic groups include African-Americans, American Indians, Hispanic/Latino Americans, and statutorily defined Southeast Asians.<sup>1</sup> The report must also present information on financial aid programs serving those students. This report includes the following information on the UW System:

- Precollege initiatives and activities
- Enrollment of new undergraduate students of color
- Retention rates and degrees conferred for targeted race/ethnic groups
- Expenditures for student of color and disadvantaged student programs
- Student financial assistance

This is the ninth, and last, minority and disadvantaged student annual report under the Board of Regents approved *Design for Diversity* of May 1988. The information contained in this report responds to the statutory requirement described above, and reflects some, but not all of the initiatives and activities in the *Design for Diversity* plan. Commencing in June 1999, *Design for Diversity* will continue under *Plan 2008: Educational Quality Through Racial and Ethnic Diversity*, adopted by the Board of Regents in May 1998.

#### REQUESTED ACTION

Approval of resolution I.1.c (2) accepting the Minority and Disadvantaged Student Annual Report and authorizing its submission to the Governor and the chief of clerk of each house of the Legislature for distribution to the appropriate standing committees under s. 13.172(3).

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<sup>1</sup> By statute, Southeast Asians are defined as persons who were admitted to the United States after December 31, 1975, and who either are former citizens of Laos, Vietnam, or Cambodia or whose ancestors were or are citizens of Laos, Vietnam, or Cambodia.

## **SUMMARY AND HIGHLIGHTS**

### **Precollege Initiatives and Activities**

UW institutions support a large and diverse array of precollege programs to enlarge the pool of students of color and disadvantaged students to prepare them for college. Historically, about 88 of the 375 UW System precollege programs served race/ethnic groups and disadvantaged students.<sup>2</sup> UW institutions provided academic skills and enrichment, college life, and career exploration opportunities. In addition to the UW System and federal TRIO funding, the Department of Public Instruction (DPI) Minority Precollege Scholarship Program provided significant funding for many of the targeted programs.

- In 1997-98, about 3,808 students participated in approximately 4,347 programs in UW System institutions' and Multicultural Information Center precollege programs.<sup>3</sup>
- Sixty-three percent (2,416) were students of color.

### **Enrollment of New Undergraduate Students of Color**

Targeted race/ethnic populations include African American, Hispanic/Latino Americans, American Indian, and statutorily defined Southeast Asians who enter the UW System as new freshmen, new undergraduate specials, or new undergraduate transfer students.<sup>4</sup> Southeast Asian students were not specifically identified in UW System databases until Fall 1990.

- In Fall 1998, 2,253 new targeted undergraduates of color enrolled in the UW System, an increase of 6.3% percent from the previous fall.
- In Fall 1998, new targeted undergraduates of color were comprised of 71 percent new freshmen, 9 percent new specials, and 20 percent new transfers.
- Seven of the 14 UW institutions increased their new targeted undergraduate of color enrollment (UW-Colleges, UW-Green Bay, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Parkside, and UW-Platteville).
- Overall, in Fall 1998 there were 9,945 students of color in the UW System or 7.5 percent of total undergraduate enrollment.

<sup>2</sup> Based on preliminary data. Final data will be available in Spring, 1999.

<sup>3</sup> Students may participate in more than one program. Based on preliminary data. Final data will be available in Spring, 1999.

<sup>4</sup> New freshman are degree-seeking students entering for the first time, new specials are non-degree seeking students entering for the first time, and new transfers include transfers from outside the UW System. Intra-system transfers are excluded.

### **Retention and Degrees of Undergraduates of Color**

- During *Design for Diversity*, Fall 1987 through 1997, **second-year** retention rates increased for targeted African Americans, Hispanic/Latino and American Indians, but fell for all Asians, including Southeast Asians.
- The Fall 1997 cohort **second-year** retention rates for African Americans, Hispanic/Latino and American Indians increased over the Fall 1996 cohort. Southeast Asian second-year rates declined.
- **Third-year** retention rates during *Design for Diversity* increased for African Americans and American Indians, but fell for Hispanic/Latino and Asian Americans.

### **Degrees Conferred**

- During the ten-year period of *Design for Diversity*, total degrees earned by students of color increased 108 percent from 864 in 1988 to 1,797 in 1998.
- Between 1996-97 and 1997-98;
  - Bachelor degrees earned by students of color grew 7.4 percent from 1,170 to 1,256.
  - Masters degrees earned by students of color remained fairly flat and only changed from 342 to 343.
  - Doctoral degrees earned by students of color decreased 6.8 percent from 59 to 55.
  - Advanced professional degrees earned by students of color increased 32.6 percent from 86 to 114.<sup>5</sup>

### **Program Funding**

The state and federal governments through general program revenue, gifts, and grants provide program funding for students of color and disadvantaged students. The 1987-89 Wisconsin biennial budget act created an appropriation under (s.20.285) (4)(a) to provide funding for these programs (referred to as Fund 402). All UW institutions obtain extramural funding to supplement government funding for these programs.

- In 1997-98, UW System institutions expended \$21 million from all funding sources for students of color and disadvantaged student programs. Half of these funds (\$10 million) were raised by the institutions from non-government sources.

<sup>5</sup> Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.

- During 1997-98, \$5.8 million was expended from Fund 402. Based on institutional estimates, Fund 402 dollars were distributed thus: 64 percent for retention activities, 18 percent for precollege programs, and 18 percent for recruitment.

### **Student Financial Aid**

Financial assistance is fundamental to the recruitment, retention, and graduation of students of color and disadvantaged students. In addition to the general financial programs offered to students, two other financial aid sources are available to students of color and economically disadvantaged students; the Lawton Undergraduate Minority Retention Grant (LUMRG) for undergraduate students and the Advanced Opportunity Grant (AOP) for graduate students.

- In 1997-98, a total of 8,568 students of color in the UW System received financial assistance.
- In 1997-98;
  - 1,712 students of color received LUMRG grants. The average LUMRG award was \$1,278.
  - 502 students of color received AOP grants. The average AOP award was \$6,969.

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## SECTION I: UW SYSTEM M/D PRECOLLEGE ACTIVITIES

UW System institutions vary in the extent to which they provide precollege, recruitment, and retention programs for students of color. Effective precollege programs expand the pool of high school graduates who apply to the UW System. Participation in precollege programs increases the probability of students of color graduating from high school.

Data from the 1994, *Design for Diversity: Increasing Participation and Graduation, A Midpoint Review*, and the data collected during the 1998 *Plan 2008* planning process stressed the importance of precollege activities for all targeted groups, African American, Hispanic/Latino, American Indian and Asian American, with an emphasis on Southeast Asian. College remains a seemingly unattainable goal for many youth of color in Wisconsin and nationally. A lower high school completion rate, inadequate financial aid, and a lack of precollege opportunities contribute to low college enrollment and graduation rates for students of color. UW System institutions and the Multicultural Information Center (MIC) have been working vigorously to provide youth of color with the necessary prerequisites, information and academic skills for higher education through precollege programs.

Historically, about 88 of the 375 UW System programs served students of color and economically disadvantaged students.<sup>1</sup> While students of color comprise about half of all precollege students served by the UW System, precollege students of color represent about fewer than two percent of all youth of color in the K-12 system (Table 1). In 1997-98, the Department of Public Instruction awarded 2,416 students statewide a total of 2,903 DPI scholarships.<sup>2</sup>

In 1997-98, UW institutions served about 3,808 precollege students who participated in approximately 4,347 program experiences. Of the 3,808 total UW System precollege participants, 2,416 or 63.4 percent were youth of color (Table 1).<sup>3</sup>

Funds provide summer and academic year precollege activities. In 1997-98, UW institutions expended \$5.8 million in state Fund 402 dollars. About 13.4 percent of Fund 402 was expended on precollege activities.

<sup>1</sup> Based on preliminary data. Final data will be available in the Spring, 1999.

<sup>2</sup> DPI funded precollege students may receive up to three scholarships per year.

<sup>3</sup> Based on preliminary data. Final data will be available in the Spring, 1999.



**Table 1**  
**Number of UW System Precollege Program Students**  
**1997-98**

	<b>1997-98 (a)</b>
Total Wisconsin K-12 Student of Color Population	156,689
Total Precollege Students Served by UWS Precollege Programs (b)	3,808
Total Precollege <i>Students of Color</i> Served by UWS Precollege Programs Through DPI Scholarships	2,416
Total Precollege <i>Students of Color</i> as a Percent of Total Precollege Students	63.4%
Total UWS Precollege <i>Students of Color</i> as a Percent of Total K-12 Population	1.5%
Number of Precollege Program Experiences	4,347

(a) 1997-98 Precollege data are preliminary. Final data will be available in Spring 1999.

(b) Includes students served by UW institutions and Multicultural Information Center.

### **Multicultural Information Center and the Institute on Race and Ethnicity**

The UW System has a long-standing history of cultivating the college enrollment pipeline. Two units within UW System, the Multicultural Information Center (MIC) and the Institute on Race and Ethnicity (IRE) play a system-wide role in the advancement of diversity in the UW System.

MIC serves as a precollege informational resource and referral center, and works in collaboration with the UW System's 26 colleges and universities and the Wisconsin Department of Public Instruction. MIC maintains a statewide database of precollege participants and hosts a cadre of approximately 35 outreach consultants who conduct motivational and information workshops for students, parents, and school personnel throughout the state.

IRE serves as a catalyst for the development of race/ethnic studies across the UW System. The primary purpose of IRE is to support and encourage scholarly research and curricular innovation in race/ethnic studies. Wisconsin Senate Bill 31 (Act 31) signed into law in 1989, directs school districts to include instruction in the history, culture, and tribal sovereignty of federally recognized American Indian tribes and bands. In April 1999, IRE will host a statewide 'Symposium on American Indian Studies and Act 31' at UW Fond du Lac. The symposium will serve as a platform to examine how Act 31 is being implemented, both in the K-12 schools and UW System.

## **SECTION II: UNIVERSITY OF WISCONSIN SYSTEM OVERVIEW**

### **UW System New Targeted Undergraduates of Color Enrollment**

Targeted race/ethnic groups include U.S. citizen or permanent resident African Americans, Hispanics/Latinos, American Indians, and statutorily defined Southeast Asians who enroll in the UW System as new freshman, new specials or new transfers.

Intra-UW System transfers are excluded from enrollment figures because intra-system transfers are not new to UW System.

Over the ten-year period of *Design for Diversity*, 1988 to 1998, the number of targeted new undergraduates of color, excluding Southeast Asians, increased 32.7 percent, from 1,476 to 1,959 (2,253 including Southeast Asian). The largest increase occurred among Hispanics/Latinos at 54.1 percent, from 455 to 701. The smallest changes occurred among American Indians at 24.2 percent, 194 to 241; and African Americans at 23 percent, from 827 to 1,017 (Table 2). Southeast Asians increased 147.1 percent from 119 to 294 between 1990 and 1998. Southeast Asian enrollment data was unavailable until 1990.

Between Fall 1997 and Fall 1998, new targeted undergraduates of color increased from 2,119 to 2,253 in the UW System; a 6.3 percent increase over the previous Fall (Table 2). Southeast Asians jumped 24.1 percent from 237 to 294. Hispanics/Latinos increased 5.3 percent, from 666 to 701, followed by a 3.5 percent increase among African Americans from 983 to 1,017, and American Indians increased 3.4 percent from 233 to 241.

**Table 2**  
**UW System New Targeted Undergraduates of Color Enrollment**  
**Fall 1988 to Fall 1998**

	Fall Semester											Percent Change 1997-98	Percent Change 1988-98
	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998		
UWS Total			1,495	1,624	1,752	1,872	1,861	1,850	1,895	2,119	2,253	6.3%	NA
UWS Total *	1,476	1,315	1,376	1,447	1,533	1,630	1,640	1,636	1,647	1,882	1,959	4.1%	32.7%
African Amer.	827	731	754	755	805	872	823	844	855	983	1,017	3.5%	23.0%
Hisp/Latino Amer.	455	371	419	468	526	544	588	871	551	666	701	5.3%	54.1%
American Indian	194	213	203	224	202	214	229	221	241	233	241	3.4%	24.2%
Southeast Asian	NA	NA	119	177	219	242	221	214	248	237	294	24.1%	NA

\*Total excludes Southeast Asian. Southeast Asian data were unavailable on a Systemwide basis until 1990. Southeast Asians increased 147.1 percent from 119 to 294 between 1990 and 1998.

Table 3 shows the source of Fall 1998 new targeted undergraduates of color; 71 percent entered the UW System as new freshmen, another 9 percent enrolled as new specials, and the remaining 20 percent were new transfers.<sup>4</sup>

<sup>4</sup> New transfers exclude intra-system transfers.

**Table 3**  
**UW System New Undergraduates of Color by Student Type**  
**Fall 1998**

	New Freshmen		New Special		New Transfers		Grand Total
	Number	% Total	Number	% Total	Number	% Total	Number
African American	701	68.9%	102	10.0%	214	21.0%	1,017
Hisp./Latino American	492	70.2%	70	10.0%	139	19.8%	701
American Indian	160	66.4%	20	8.3%	61	25.3%	241
Subtotal	1,353	69.1%	192	9.8%	414	21.1%	1,959
Southeast Asian	247	84.0%	14	4.8%	33	11.2%	294
Targeted Subtotal	1,600	71.0%	206	9.1%	447	19.8%	2,253
Other Asian American	453	76.3%	62	10.4%	79	13.3%	594
Asian Subtotal	700	78.8%	76	8.6%	112	12.6%	888
Grand Total	2,053	72.1%	268	9.4%	526	18.5%	2,847

**UW System New Targeted Freshmen of Color, 1988 to 1998**

Table 4 provides a comparison of new targeted undergraduates of color (new freshmen, new specials, and new transfers), and all undergraduates of color during Design for Diversity, from Fall 1988 through Fall 1998. During this period, new freshmen of color increased from 1,612 to 2,053, or 5.7 percent to 7.6 percent of all new freshmen of color.

Among new freshmen of color:

- African Americans increased from 612 to 701, or 2.2 percent to 2.6 percent of total new freshmen.
- Hispanics/Latinos increased from 339 to 492, or 1.2 percent to 1.8 percent of all total freshmen.
- American Indians remained nearly flat at 163 to 160, or 0.6 percent of all total freshmen.
- Asian Americans increased from 498 to 700, from 1.8 percent to 2.6 percent of total new freshmen.

During Design for Diversity, 1988 to 1998, all new undergraduates of color, including Asians, increased from 2,114 to 2,847, or 6 percent to 7.8 percent of all new undergraduates. All undergraduates of color increased from 7,067 to 9,945, or 5.1 percent to 7.5 percent of all undergraduates (Table 4).

**Table 4**  
**UW System**  
**Number and Proportion of New Targeted and All Undergraduates of Color**  
**by Race/Ethnic Status**  
**Fall 1988 and Fall 1998**

	Fall 1988	% Total	Fall 1998	% Total
<b>NEW FRESHMAN</b>				
African American	612	2.2%	701	2.6%
Hispanic/Latino American	339	1.2%	492	1.8%
American Indian	163	0.6%	160	0.6%
Subtotal	1,114	4.0%	1,353	5.0%
Southeast Asian	na	0.0%	247	0.9%
Targeted Subtotal	NA	NA	1,600	5.9%
Other Asian American	498	1.8%	453	1.7%
Subtotal Asian	498	1.8%	700	2.6%
Multicultural Subtotal	1,612	5.7%	2,053	7.6%
White/Other	26,258	93.4%	24,706	91.3%
International	234	0.8%	298	1.1%
<b>Total New Freshmen</b>	<b>28,104</b>	<b>100.0%</b>	<b>27,057</b>	<b>100.0%</b>
<b>ALL NEW UNDERGRADUATES*</b>				
African American	831	2.3%	1,017	2.8%
Hispanic/Latino American	458	1.3%	701	1.9%
American Indian	197	0.6%	241	0.7%
Subtotal	1,486	4.2%	1,959	5.4%
Southeast Asian	NA	NA	294	0.8%
Targeted Subtotal	NA	NA	2,253	6.2%
Other Asian American	628	1.8%	594	1.6%
Subtotal Asian	628	1.8%	888	2.4%
Multicultural Subtotal	2,114	6.0%	2,847	7.8%
White/Other	32,742	92.4%	32,565	89.6%
International	587	1.7%	945	2.6%
<b>Total New Undergraduates</b>	<b>35,443</b>	<b>100.0%</b>	<b>36,357</b>	<b>100.0%</b>
<b>ALL UNDERGRADUATES</b>				
African American	2,897	2.1%	3,495	2.6%
Hispanic/Latino American	1,467	1.0%	2,385	1.8%
American Indian	715	0.5%	862	0.7%
Subtotal	5,079	3.6%	6,742	5.1%
Southeast Asian	NA	NA	1,054	0.8%
Targeted Subtotal	NA	NA	7,808	5.9%
Other Asian American	1,988	1.4%	2,149	1.6%
Subtotal Asian	1,988	1.4%	3,203	2.4%
Multicultural Subtotal	7,067	5.1%	9,945	7.5%
White/Other	130,906	93.6%	119,394	90.5%
International	1,829	1.4%	2,640	2.0%
<b>Total All Undergraduates</b>	<b>139,902</b>	<b>100.0%</b>	<b>131,979</b>	<b>100.0%</b>

\*Includes new freshmen, new specials and new transfers to the UW System.

\*\*Southeast Asian students were not separately identified in institutional databases until 1990. Both the Other Asian and Total Asian student counts for 1988 include Southeast Asian students.

**UW System New Targeted Undergraduates of Color by Institution**

In Fall 1998, seven of the fourteen UW institutions increased their new targeted undergraduate enrollment of students of color (African American, Hispanics/Latinos, and American Indian), UW Colleges, UW-La Crosse, UW-Green Bay, UW-Madison, UW-Milwaukee, UW-Parkside, and UW-Platteville (Table 5).

**Table 5**  
**UW System Targeted New Undergraduates of Color by UW Institution**  
**Fall 1988 to Fall 1998**

African American, Hispanic/Latino American, American Indian and Southeast Asian.	1988*	1989*	1990	1991	1992	1993	1994	1995	1996	1997	1998
	Excludes SE Asian	Excludes SE Asian									
<b>UW System Total</b>	<b>1,476</b>	<b>1,315</b>	<b>1,495</b>	<b>1,624</b>	<b>1,752</b>	<b>1,872</b>	<b>1,861</b>	<b>1,850</b>	<b>1,895</b>	<b>2,119</b>	<b>2,253</b>
Eau Claire	44	40	45	44	55	81	93	89	75	114	97
Green Bay	38	49	27	53	56	54	68	47	63	51	77
La Crosse	39	32	55	65	86	81	74	66	64	63	77
Madison	283	236	287	241	285	326	314	337	368	390	443
Milwaukee	465	432	443	513	453	528	544	585	653	659	754
Oshkosh	86	58	93	82	96	87	63	58	77	82	76
Parkside	97	88	92	113	145	160	176	163	137	207	210
Platteville	29	20	29	46	33	42	41	38	26	37	45
River Falls	34	36	50	37	47	53	44	45	39	44	44
Stevens Point	42	44	56	58	81	62	56	70	59	53	44
Stout	50	53	50	67	71	70	64	54	44	54	43
Superior	39	27	13	25	20	14	20	22	33	35	14
Whitewater	115	124	134	155	160	147	156	135	116	148	146
Colleges	115	76	121	125	164	167	148	141	141	182	183

\* Southeast Asian data was unavailable on a Systemwide basis until 1990.

**UW System New Freshmen Retention Rates by Race/Ethnicity**

Between Fall 1987 and 1997, second-year retention rates increased for targeted African Americans, Hispanics/Latinos and American Indians, but fell for all Asians, including Southeast Asians. Note, while comparisons are based on cohorts for Fall 1987 and Fall 1997, fluctuations in retention rates occur throughout *Design for Diversity*.

During *Design for Diversity*, Fall 1987 and Fall 1997 cohorts, second-year retention rates for:

- African Americans increased from 62.3 percent to 68.9 percent.
- Hispanics/Latinos increased from 64.8 percent to 74.1 percent.
- American Indians increased from 61.5 percent to 64.5 percent.
- Asian Americans decreased from 83.7 percent to 79.7 percent.

The Fall 1997 cohort second-year retention rates for African Americans, Hispanics/Latinos and American Indians increased over the Fall 1996 cohort. Southeast Asians second-year rates declined.

Between Fall 1996 and Fall 1997 cohorts, second-year retention rates for:

- African Americans increased from 67.1 percent to 68.9 percent.
- Hispanics/Latinos increased from 73.3 percent to 74.1 percent.
- American Indians increased from 61.3 percent to 64.5 percent.
- Asian Americans decreased from 83.8 percent to 79.7 percent.

Third-year retention rates during *Design for Diversity* increased for African Americans and American Indians, but fell for Hispanics/Latinos and Asian Americans.

**Table 6**  
**UW System New Freshmen Student Cohort Retention by Race/Ethnicity**  
**Cohorts for Fall 1987 to Fall 1997**

Entering Fall Cohort	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
<b>African American</b>	515	612	530	560	526	566	603	498	548	536	683
to 2nd Year	62.3%	62.0%	64.7%	64.8%	67.6%	64.6%	61.0%	56.2%	67.6%	67.1%	68.9%
to 3rd Year	47.7%	48.5%	52.4%	49.2%	47.5%	48.4%	46.1%	45.3%	47.6%	48.8%	
to 4th Year	43.6%	44.6%	46.7%	41.6%	40.8%	41.8%	38.3%	38.9%	43.4%		
<b>Hispanic/Latino</b>	250	339	271	316	342	387	400	401	399	371	468
to 2nd Year	64.8%	69.9%	72.6%	72.1%	71.0%	67.7%	70.5%	66.8%	76.6%	73.3%	74.1%
to 3rd Year	58.4%	59.5%	59.7%	55.0%	56.1%	54.0%	57.2%	53.8%	59.1%	57.4%	
to 4th Year	51.6%	51.6%	53.8%	49.0%	50.0%	51.1%	51.0%	53.1%	53.9%		
<b>American Indian</b>	151	163	164	161	165	144	164	159	158	158	161
to 2nd Year	61.5%	59.5%	63.4%	60.8%	53.9%	61.8%	68.2%	58.4%	60.7%	61.3%	64.5%
to 3rd Year	40.3%	52.1%	54.8%	42.8%	37.5%	49.3%	53.0%	42.7%	50.6%	50.6%	
to 4th Year	39.7%	46.0%	43.2%	37.2%	33.8%	43.0%	45.7%	40.8%	43.6%		
<b>Southeast Asian (a)</b>				103	154	187	208	175	166	186	187
to 2nd Year				76.6%	79.2%	79.6%	79.1%	76.5%	73.4%	77.4%	75.9%
to 3rd Year				66.9%	68.1%	62.5%	70.8%	63.4%	53.6%	64.5%	
to 4th Year				63.1%	65.5%	51.8%	61.6%	53.7%	47.5%		
<b>All Asian Americans</b>	382	496	459	480	534	557	563	547	564	596	608
to 2nd Year	83.7%	81.9%	82.7%	82.9%	79.7%	81.1%	79.9%	80.2%	78.9%	83.8%	79.7%
to 3rd Year	74.8%	71.2%	74.5%	74.3%	68.9%	69.8%	69.9%	71.1%	66.3%	70.3%	
to 4th Year	65.7%	64.8%	66.8%	66.4%	63.2%	64.8%	64.4%	63.2%	59.0%		
<b>White/Other</b>	25,445	26,258	23,348	22,275	21,906	20,732	21,236	20,788	21,843	22,831	23,672
to 2nd Year	77.9%	78.9%	80.3%	79.3%	78.7%	79.2%	78.4%	78.1%	79.8%	80.8%	81.6%
to 3rd Year	67.1%	68.9%	71.0%	69.7%	67.8%	68.4%	68.0%	67.8%	69.8%	71.1%	
to 4th Year	63.4%	65.0%	66.4%	64.5%	63.1%	64.2%	64.0%	63.9%	66.0%		
<b>Total (Incl. Intern'l)</b>	26,897	28,104	25,044	24,095	23,722	22,673	23,207	22,650	23,776	24,767	25,901
to 2nd Year	77.4%	78.3%	79.8%	78.7%	78.2%	77.7%	77.2%	77.2%	79.2%	80.3%	80.7%
to 3rd Year	66.5%	68.1%	70.3%	68.7%	67.0%	67.3%	67.2%	67.0%	68.9%	69.9%	
to 4th Year	62.7%	64.1%	65.5%	63.3%	62.1%	62.9%	62.9%	62.8%	64.6%		

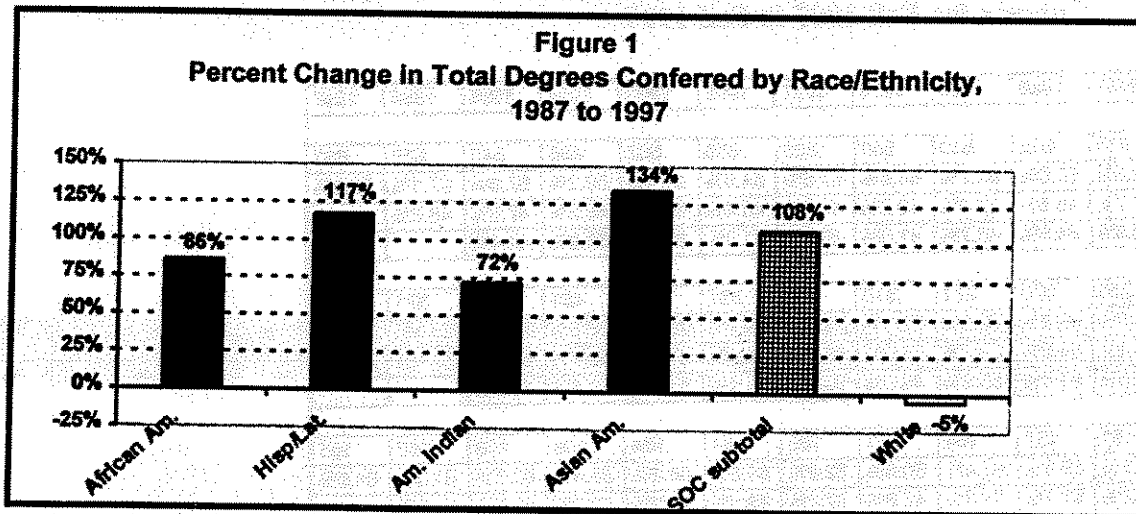
(a) Fall 1996 Southeast Asian cohort count was modified slightly from the 1996-97 Annual Report from 188 to 186.

**UW System Degrees Conferred by Race/Ethnicity**

**Total Degrees, 1987-1997**

The total number of degrees conferred to students of color over the ten-year history of *Design for Diversity*, 1987-88 to 1997-98, increased 108 percent. Total degrees earned by white students fell 5.3 percent (Figure 1 and Table 7). Between 1987 and 1997, total degrees conferred to:

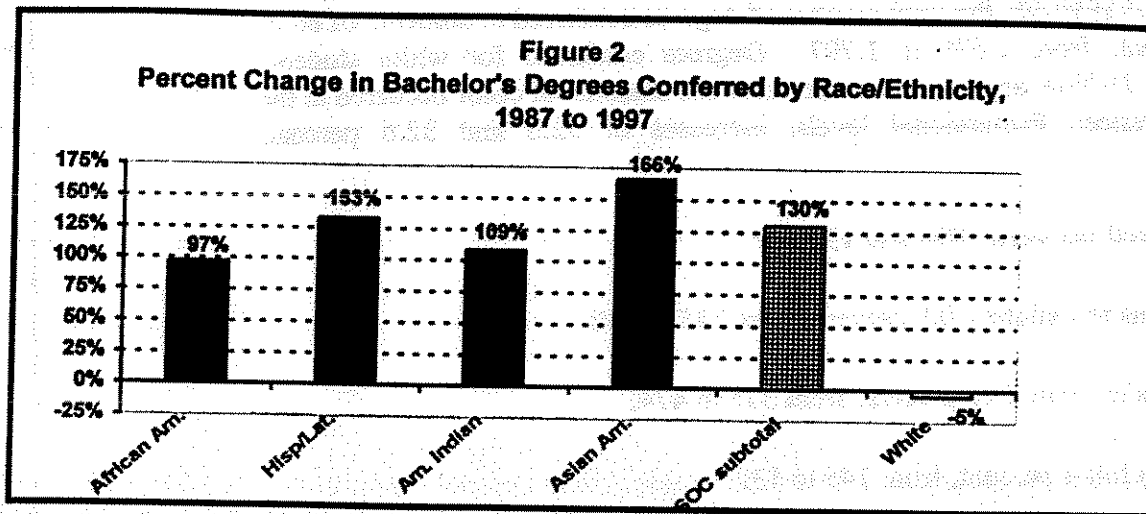
- African Americans increased 86 percent, from 285 to 530.
- Hispanics/Latinos increased 117 percent, from 218 to 474.
- American Indians increased 72 percent, from 81 to 139.
- Asian Americans (including Southeast Asians) increased 134 percent, from 280 to 654.



**Bachelor's Degrees, 1987-1997**

Among student of color Bachelor's degree recipients during *Design for Diversity*, degrees increased 130 percent. Degrees earned by white recipients fell about 5 percent, from 18,702 to 17,851 (Figure 2 and Table 7). Between 1987 and 1997, Bachelor's degrees conferred to:

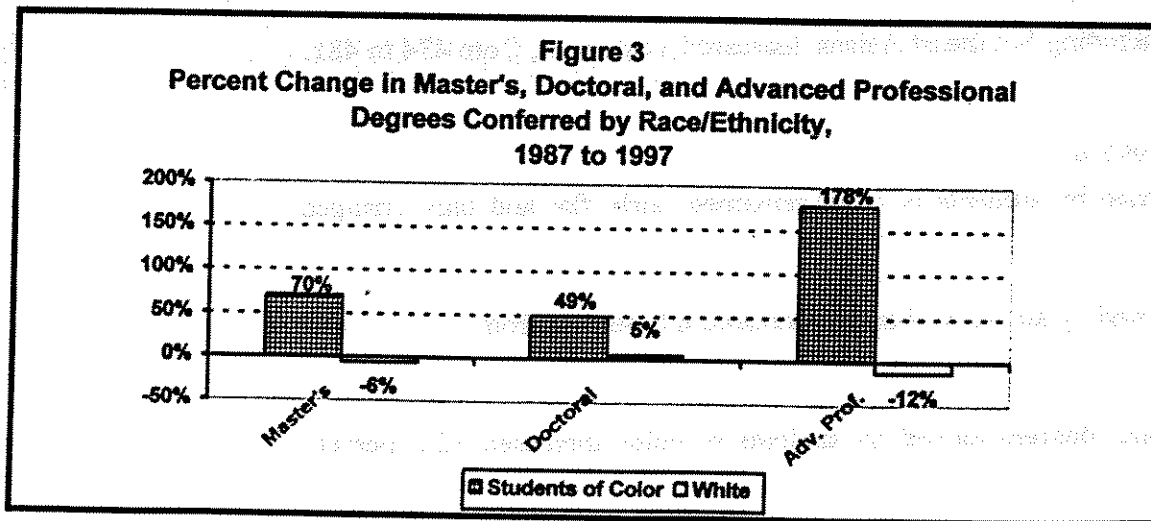
- African Americans increased 97 percent, from 183 to 360.
- Hispanics/Latinos increased 133 percent, from 136 to 317.
- American Indians increased 109 percent, from 47 to 98.
- Asian Americans (including Southeast Asians) increased 166 percent, from 181 to 481.



**Masters, Doctoral and Advanced Professional Degrees, 1987-1997**

The number of Master's, Doctoral and Advanced Professional degrees earned between 1987 to 1997 also grew during *Design for Diversity*. During this period, graduate and professional degrees increased across the board for all targeted groups, African American, Hispanics/Latinos, American Indian, and Asian American, including Southeast Asian (Figure 3 and Table 7).

- Master's degrees earned by students of color increased 70 percent, from 202 to 343.
- Doctoral degrees increased 49 percent, from 37 to 55.
- Advanced professional degrees increased 178 percent, from 41 to 114.<sup>5</sup>



<sup>5</sup> Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.



**Degrees Conferred, 1996 to 1997**

Between 1996-97 and 1997-98, the total number of degrees conferred to students of color increased 7.2 percent, from 1,676 to 1,797. Degrees conferred for white students remained flat (Table 7). The largest percent increases for students of color occurred at the Associate and Advanced Professional levels, increases of 52.6 and 32.6 percent, respectively.

Total degrees conferred between 1996 and 1997 to:

- African Americans fell slightly 0.9 percent, from 535 to 530.
- Hispanics/Latinos increased 26 percent, from 375 to 474.
- American Indians fell 4 percent, from 145 to 139.
- Asian Americans increased 5 percent, from 621 to 654.

**Bachelor's Degrees, 1996-97 to 1997-98**

Bachelor's degrees earned by students of color increased 7.4 percent from 1,170 to 1,256. Significant percent increases among the targeted groups occurred only for Hispanics/Latinos and Asian Americans. Degrees conferred to American Indians remained flat or fell (Table 7). Bachelor's degrees conferred in 1997-1998 to:

- African Americans increased slightly at 0.8 percent, from 357 to 360.
- Hispanics/Latinos increased 16 percent, from 273 to 317.
- American Indians fell nearly 8 percent, from 106 to 98.
- Asian Americans, including Southeast Asians, increased 11 percent, from 434 to 481.

Between 1996-97 and 1997-98:

- Masters degrees earned by students of color remained fairly flat and only changed from 342 to 343.
- Doctoral degrees earned by students of color decreased 6.8 percent from 59 to 55.
- Advanced professional degrees earned by students of color increased 32.6 percent from 86 to 114.<sup>6</sup>

<sup>6</sup> Advanced professional degrees include Law, Medicine, Veterinary Medicine, and Pharmacy.

**Table 7**  
**Degrees Conferred by Race/Ethnicity and Degree Level: 1987-88, 1996-97, 1997-98**

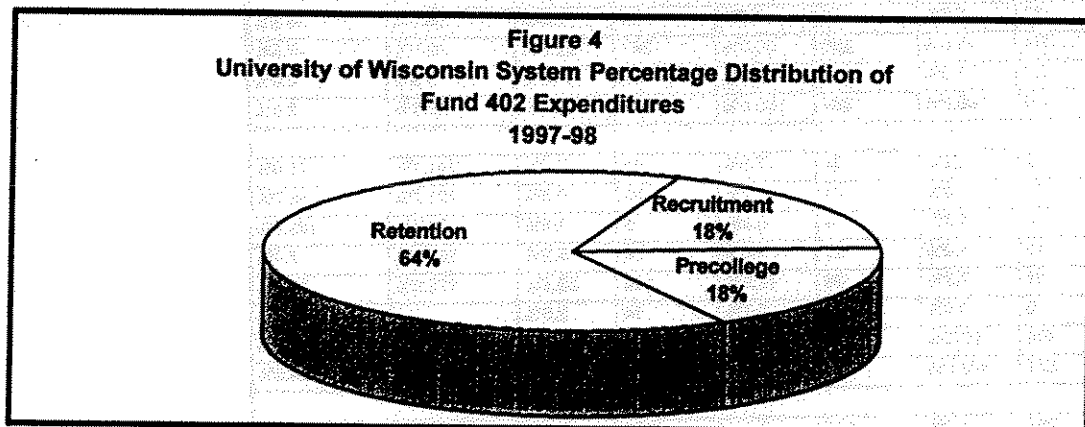
	1987-88		1996-97		1997-98		% Change	
	Number	Percent	Number	Percent	Number	Percent	1987-88 to 1997-98	1996-97 to 1997-98
<b>ASSOCIATE</b>								
African American	16	1.6%	5	0.8%	4	0.5%	-75.0%	-20.0%
Hispanic/Latino American	3	0.3%	5	0.8%	8	1.0%	166.7%	60.0%
American Indian	6	0.6%	4	0.6%	7	0.9%	16.7%	75.0%
Asian American	12	1.2%	5	0.8%	10	1.3%	-16.7%	100.0%
Subtotal	37	3.8%	19	2.9%	29	3.7%	-21.6%	62.6%
International	18	1.8%	2	0.3%	8	1.0%	-55.6%	300.0%
White/Other	923	94.4%	642	96.8%	753	95.3%	-18.4%	17.3%
Total	978	100.0%	663	100.0%	790	100.0%	-19.2%	19.2%
<b>BACHELOR'S</b>								
African American	183	0.9%	357	1.8%	360	1.8%	95.7%	0.8%
Hispanic/Latino American	136	0.7%	273	1.4%	317	1.6%	133.1%	16.1%
American Indian	47	0.2%	106	0.5%	98	0.5%	108.5%	-7.5%
Asian American	181	0.9%	434	2.2%	481	2.4%	165.7%	10.8%
Subtotal	547	2.8%	1,170	6.0%	1,256	6.4%	129.6%	7.4%
International	425	2.2%	570	2.9%	527	2.7%	24.0%	-7.5%
White/Other	18,702	95.1%	17,885	91.1%	17,851	90.9%	-4.6%	-0.2%
Total	19,674	100.0%	19,626	100.0%	19,634	100.0%	-0.2%	0.0%
<b>MASTER'S</b>								
African American	64	1.4%	120	2.5%	113	2.4%	76.6%	-5.8%
Hispanic/Latino American	62	1.3%	66	1.4%	96	2.0%	54.8%	45.5%
American Indian	19	0.4%	30	0.6%	22	0.5%	15.8%	-26.7%
Asian American	57	1.2%	126	2.6%	112	2.4%	96.5%	-11.1%
Subtotal	202	4.3%	342	7.2%	343	7.3%	69.8%	0.3%
International	549	11.7%	599	12.6%	654	13.9%	19.1%	9.2%
White/Other	3,947	84.0%	3,819	80.2%	3,703	78.8%	-6.2%	-3.0%
Total	4,698	100.0%	4,760	100.0%	4,700	100.0%	0.0%	-1.3%
<b>DOCTORAL</b>								
African American	10	1.4%	19	2.1%	12	1.4%	20.0%	-36.8%
Hispanic/Latino American	5	0.7%	10	1.1%	18	2.1%	260.0%	80.0%
American Indian	2	0.3%	1	0.1%	3	0.3%	50.0%	200.0%
Asian American	20	2.7%	29	3.3%	22	2.6%	10.0%	-24.1%
Subtotal	37	6.0%	59	6.7%	55	6.4%	48.6%	-6.8%
International	174	23.5%	268	30.3%	247	28.6%	42.0%	-7.8%
White/Other	529	71.5%	557	63.0%	557	64.6%	5.3%	0.0%
Total	740	100.0%	884	100.0%	859	100.0%	16.1%	-2.6%
<b>ADV. PROFESSIONAL</b>								
African American	12	2.3%	34	7.0%	41	7.4%	241.7%	20.6%
Hispanic/Latino American	12	2.3%	21	4.3%	35	6.3%	191.7%	66.7%
American Indian	7	1.3%	4	0.8%	9	1.6%	28.6%	125.0%
Asian American	10	1.9%	27	5.6%	28	5.2%	190.0%	7.4%
Subtotal	41	7.8%	86	17.8%	114	20.6%	178.0%	32.6%
International	0	0.0%	13	2.7%	14	2.5%	—	7.7%
White/Other	486	92.2%	385	79.5%	426	78.9%	-12.3%	10.6%
Total	527	100.0%	484	100.0%	554	100.0%	5.1%	14.5%
<b>GRAND TOTAL</b>								
African American	285	1.1%	535	2.0%	530	2.0%	86.0%	-0.9%
Hispanic/Latino American	218	0.8%	375	1.4%	474	1.8%	117.4%	26.4%
American Indian	81	0.3%	145	0.5%	139	0.5%	71.6%	-4.1%
Asian American	280	1.1%	621	2.4%	654	2.5%	133.6%	5.3%
Subtotal	864	3.2%	1,676	6.3%	1,797	6.8%	108.0%	7.2%
International	1,166	4.4%	1,452	5.5%	1,450	5.5%	24.4%	-0.1%
White/Other	24,587	92.4%	23,289	88.2%	23,290	87.8%	-5.3%	0.0%
Total	26,817	100.0%	26,417	100.0%	26,537	100.0%	-0.3%	0.5%

**UW System Program Funding**

The state and federal governments through general program revenue (GPR) and grants provide program funding for students of color and disadvantaged students. Also, institutions raise extramural funds. In 1997-98, the state budget allocation for minority/disadvantaged programs was \$21 million. Table 8 lists all 1997-98 GPR and non-GPR funds expended for students of color and disadvantaged student programs, including institutional expenditures for students of color and disadvantaged student programs from the appropriation under section 20.285 (4)(a) of the Wisconsin State Statutes. The 1987-88 biennial budget act created this appropriation specifically for students of color and disadvantaged student program funding. The appropriation, designated as Fund 402, includes only GPR funds. All institutions obtained extramural funds for students of color and disadvantaged student programs to supplement state funds. Half (\$10 million) of all UW System minority/disadvantaged funding is raised by the institutions from non-government sources (Table 8).

Fund 402 includes funding for precollege, recruitment and retention activities, related administrative expenses and other costs. Precollege activities encourage K-12 students to prepare for and pursue postsecondary education. Recruitment activities increase new UW System student enrollment. Retention activities assist students in making satisfactory academic progress and in completing their degrees. At UW institutions, Minority/Disadvantaged (M/D) offices provide a wide variety of academic, co-curricular, precollege, recruitment, retention, orientation, academic counseling, referral and tutorial services, socio-cultural activities, and other services. M/D offices often serve as resource centers for students of color and disadvantaged students, as well as the larger campus community.

In 1997-98, 64 percent of Fund 402 was expended on retention, 18 percent on recruitment, and 18 percent on precollege activities (Figure 4).



**Table 8**  
**UW System Minority/Disadvantaged Program Funding (a)**  
**1997-98 All Fund Expenditures**

	1996-97	1997-98										
	Total Program Funds & Scholarships	Total Program Funds & Scholarships	FUND 402 M/D Appropriation 20,285 (4)(a) Expenditures	Other State Funds Reallocated to M/D Programs	Extramural Funds	Total M/D Program Funds (b)	Institutional Scholarships (c) (Non-government Sources)					
Madison	\$4,785,815	\$5,981,794	\$1,280,067	\$2,328,108	\$540,418	\$4,148,593	\$1,813,201					
Milwaukee	\$5,048,482	\$4,920,678	\$1,792,306	\$1,058,457	\$1,252,042	\$4,102,805	\$817,873					
Eau Claire	\$1,158,952	\$1,170,005	\$110,644	\$363,069	\$586,098	\$1,069,811	\$100,194					
Green Bay	\$738,783	\$785,039	\$77,077	\$55,567	\$618,051	\$750,695	\$34,344					
La Crosse	\$870,433	\$1,233,743	\$103,385	\$370,863	\$742,495	\$1,216,743	\$17,000					
Oakshosh	\$733,605	\$760,927	\$370,718	\$14,204	\$348,005	\$730,927	\$30,000					
Parkside	\$531,002	\$506,946	\$236,883	\$11,618	\$211,154	\$459,655	\$47,291					
Platteville	\$381,248	\$354,222	\$86,025	\$45,700	\$220,297	\$352,022	\$2,200					
River Falls	\$258,127	\$398,203	\$137,399	\$6,770	\$254,034	\$398,203	\$0					
Stevens Point	\$981,351	\$899,476	\$197,605	\$124,886	\$576,985	\$899,476	\$0					
Stout	\$714,905	\$740,304	\$210,151	\$256,539	\$265,614	\$734,304	\$6,000					
Superior	\$373,923	\$398,354	\$86,316	\$141,461	\$168,577	\$396,354	\$0					
Whitewater	\$1,427,463	\$1,556,414	\$656,805	\$59,197	\$840,412	\$1,556,414	\$0					
Colleges	\$570,591	\$662,282	\$148,117	\$39,085	\$449,448	\$636,650	\$25,632					
Extension	\$79,420	\$112,045	\$79,446	\$32,599	\$0	\$112,045	\$0					
WCWC (d)	\$43,988	\$39,670	\$39,670	\$0	\$0	\$39,670	\$0					
Systemwide	\$388,705	\$452,900	\$184,541	\$268,359	\$0	\$452,900	\$0					
<b>Total</b>	<b>\$19,076,743</b>	<b>\$20,951,002</b>	<b>\$5,797,155</b>	<b>\$5,178,482</b>	<b>\$7,081,630</b>	<b>\$18,057,267</b>	<b>\$2,893,735</b>					

(a) Does not include fringe benefits. Also excludes Advanced Opportunity Program, Lawton Undergraduate Minority Retention Grants, and other financial aid allocated by UW System to the institutions.  
 (b) Includes precollege and institutional scholarships.  
 (c) Includes program revenue funds from auxiliaries and special courses.  
 (d) Reflects institution awarded scholarships that go through institutional accounts. Does not reflect scholarships administered by foundations.

WCWC expenditures are as follows: UW-Eau Claire, \$14,227; UW-La Crosse, \$13,968; UW-Stout, \$8,475; and UW-Superior, \$3,000.

### SECTION III: STUDENT FINANCIAL ASSISTANCE

Financial assistance remains a key element in the college success of students of color. Financial aid was one of the three highest priorities cited by UW System faculty, staff, students of color, and communities of color during the Plan 2008 development. It is crucial to the successful recruitment, retention and graduation of students of color and economically disadvantaged students.

In 1997-98, 79,745 UW System students received an average award of \$5,527 in aid (Table 9). In the UW System, 8,568 students of color received financial aid. The average aid for students of color was higher at \$7,299. Higher financial need among students of color results in higher award amounts than for white students. Fifty-three percent of aid is in the form of loans and 44 percent in the form of grants for students of color. In contrast, 73 percent of aid is in the form of loans and 24 percent in the form of grants for white students.

**Table 9**  
**UW System Financial Aid Recipients Profile**  
**(All Students)**  
**1997-98**

	Recipients	Average Fin. Need	Average Aid	% Aid in Loans	% Aid in Grants
African American	3,321	\$9,721	\$7,858	54%	44%
Hispanic/Latino American	1,998	\$9,772	\$7,163	59%	39%
American Indian	862	\$8,609	\$7,032	41%	57%
Asian American	2,387	\$9,356	\$6,732	51%	45%
Subtotal	8,568	\$9,526	\$7,299	53%	44%
White	68,971	\$6,662	\$5,389	73%	24%
Unknown	2,206	\$6,657	\$2,978	63%	36%
Total	79,745	\$7,004	\$5,527	70%	27%

#### Minority/Disadvantaged Financial Aid Programs

UW System administers two financial aid programs that target students of color. The Lawton Undergraduate Minority Retention Grant (LUMRG) Program provides assistance to degree seeking undergraduates and the Advanced Opportunity Program (AOP) awards are for students seeking advanced degrees.

In 1997-98, the LUMRG program provided assistance to 1,712 undergraduates, with an average award of \$1,278. The AOP awarded assistance to 502 graduate students seeking advanced degrees, with an average award of \$6,969 (Table 10).

**Table 10**  
**UW System**  
**Students of Color (SOC) and Disadvantaged Student Financial Aid Programs**  
**1997-98**

	Lawton Undergraduate Minority Retention Grant		Advanced Opportunity Program	
	# Recipients	Average \$	# Recipients	Average \$
African American	674	\$1,359	205	\$7,168
Hispanic/Latino American	429	\$1,290	123	\$7,758
American Indian	162	\$1,014	61	\$6,136
Asian American	436	\$1,242	70	\$8,131
Race Not Available	11	\$1,176	7	\$5,384
White	NA	NA	36	\$6,493
<b>Total</b>	<b>1,712</b>	<b>\$1,278</b>	<b>502</b>	<b>\$6,969</b>

The Lawton Undergraduate Minority Retention Grant (LUMRG) Program began in 1986-87, and provides need-based assistance to African American, Hispanic/Latino American, American Indian, and statutorily defined Southeast Asian students. Eligible students may be sophomores, juniors or seniors who are Wisconsin residents or Minnesota Compact students. Students must be enrolled in six or more credits. The LUMRG program replaces loan aid with grant aid when possible. For additional information on undergraduate financial aid, see Appendix A.

In 1997-98, students could receive LUMRG grants up to a maximum of \$2,500 per year. Students are eligible for up to four years of LUMRG awards. Financial need for the LUMRG is determined by the standard federal methodology. LUMRG grants are awarded on a "last dollar" basis; all other grants or fellowships are awarded first. The total fund amount in 1997-98 was \$2,206,900.

The Advanced Opportunity Program (AOP) began in 1973-74 to promote the recruitment and retention level of graduate and professional students of color and disadvantaged students seeking advanced professional degrees. Eligible students must be U.S. citizens or permanent residents. Preference is given to Wisconsin residents. The total fund amount in 1997-98 was \$3,932,100. For additional information on graduate level financial aid, see Appendix B.



**Appendix A**  
**Financial Aid Recipients Unmet Need Profile by Race/Ethnicity**  
**and Dependency Status**  
**1997-98**

**Undergraduate Students**

	Financial Need		Total Aid		Unmet Need		Grants		Loans	
	#	\$	#	\$	#	\$	#	\$	#	\$
<b>African American</b>										
Dependent	1,450	\$11,644,065	1,626	\$10,486,919	988	\$2,588,669	1,242	\$5,216,967	1,355	\$4,943,198
Independent	1,101	\$10,357,786	1,123	\$8,995,817	730	\$2,151,334	1,001	\$3,613,726	974	\$5,229,860
Missing	11	\$75,884	107	\$731,375	7	\$45,367	92	\$875,018	18	\$56,357
<b>All</b>	<b>2,562</b>	<b>\$22,077,735</b>	<b>2,856</b>	<b>\$20,214,111</b>	<b>1,725</b>	<b>\$4,785,370</b>	<b>2,335</b>	<b>\$9,505,711</b>	<b>2,347</b>	<b>\$10,229,415</b>
<b>Hispanic/Latino</b>										
Dependent	898	\$6,598,823	1,038	\$5,908,169	607	\$1,787,128	727	\$2,422,569	847	\$3,265,983
Independent	522	\$4,737,488	544	\$3,970,765	349	\$1,165,491	498	\$1,892,091	435	\$2,194,460
Missing	8	\$32,570	88	\$277,021	3	\$24,100	85	\$239,631	4	\$29,690
<b>All</b>	<b>1,428</b>	<b>\$11,368,879</b>	<b>1,670</b>	<b>\$10,155,955</b>	<b>959</b>	<b>\$2,976,719</b>	<b>1,310</b>	<b>\$4,354,291</b>	<b>1,286</b>	<b>\$5,490,333</b>
<b>American Indian</b>										
Dependent	318	\$1,841,153	406	\$2,181,412	155	\$300,144	341	\$1,392,483	245	\$745,657
Independent	293	\$2,498,098	307	\$2,342,103	169	\$382,524	291	\$1,380,910	219	\$926,948
Missing	1	\$10,490	30	\$50,070	1	\$6,710	30	\$50,070	0	\$0
<b>All</b>	<b>612</b>	<b>\$4,349,741</b>	<b>743</b>	<b>\$4,573,585</b>	<b>325</b>	<b>\$689,378</b>	<b>662</b>	<b>\$2,823,463</b>	<b>464</b>	<b>\$1,672,605</b>
<b>Asian American</b>										
Dependent	1,230	\$9,902,576	1,361	\$8,256,833	947	\$2,633,352	967	\$4,306,966	968	\$3,606,461
Independent	593	\$5,284,415	596	\$4,127,110	450	\$1,400,891	543	\$1,992,991	419	\$1,873,290
Missing	3	\$29,780	153	\$376,579	3	\$22,298	151	\$363,179	2	\$8,250
<b>All</b>	<b>1,826</b>	<b>\$15,216,771</b>	<b>2,110</b>	<b>\$12,760,522</b>	<b>1,400</b>	<b>\$4,056,541</b>	<b>1,661</b>	<b>\$6,663,136</b>	<b>1,389</b>	<b>\$5,690,001</b>
<b>White</b>										
Dependent	34,797	\$185,013,276	45,089	\$204,641,320	22,277	\$41,843,201	19,777	\$45,689,551	39,217	\$151,389,566
Independent	13,492	\$103,072,861	14,144	\$93,696,442	8,377	\$21,878,353	11,943	\$30,676,533	12,073	\$61,222,486
Missing	141	\$583,216	3,674	\$10,878,261	97	\$351,051	3,613	\$10,517,424	56	\$273,797
<b>All</b>	<b>48,430</b>	<b>\$288,669,352</b>	<b>62,907</b>	<b>\$309,216,023</b>	<b>30,751</b>	<b>\$64,072,605</b>	<b>35,333</b>	<b>\$86,882,508</b>	<b>51,346</b>	<b>\$212,885,849</b>
<b>Unknown</b>										
Dependent	381	\$2,532,468	1,285	\$2,616,478	254	\$756,744	1,024	\$783,985	393	\$1,776,105
Independent	393	\$2,158,531	449	\$2,155,019	213	\$486,946	288	\$534,582	341	\$1,605,896
Missing	6	\$8,134	240	\$673,634	3	\$2,430	228	\$587,098	12	\$83,428
<b>All</b>	<b>780</b>	<b>\$4,699,133</b>	<b>1,954</b>	<b>\$5,445,131</b>	<b>470</b>	<b>\$1,245,120</b>	<b>1,540</b>	<b>\$1,905,675</b>	<b>746</b>	<b>\$3,465,529</b>
<b>All</b>										
Dependent	39,074	\$217,532,360	50,785	\$234,091,131	25,228	\$49,908,238	24,098	\$59,812,521	43,025	\$165,728,970
Independent	16,394	\$128,109,177	17,163	\$115,287,256	10,288	\$27,465,539	14,564	\$39,889,843	14,461	\$73,153,040
Missing	170	\$740,074	4,292	\$12,988,940	114	\$451,956	4,199	\$12,432,420	92	\$451,722
<b>All</b>	<b>55,638</b>	<b>\$346,381,611</b>	<b>72,240</b>	<b>\$362,365,327</b>	<b>35,630</b>	<b>\$77,825,733</b>	<b>42,861</b>	<b>\$112,134,784</b>	<b>57,578</b>	<b>\$239,333,732</b>



**Appendix B**  
**Financial Aid Recipients Unmet Need Profile by Race/Ethnicity**  
**and Dependency Status**  
**1997-98**

**Graduate Students**

	Financial Need		Total Aid		Unmet Need		Grants		Loans	
	#	\$	#	\$	#	\$	#	\$	#	\$
<b>African American</b>										
Dependent	2	\$29,719	7	\$53,210	0	\$0	7	\$23,656	2	\$29,554
Independent	369	\$6,426,535	386	\$5,315,763	224	\$1,688,416	211	\$1,363,453	354	\$3,928,421
Missing	8	\$56,209	72	\$513,276	7	\$22,340	72	\$513,197	1	\$79
All	379	\$6,512,463	465	\$5,882,249	231	\$1,710,756	290	\$1,900,306	357	\$3,958,054
<b>Hispanic/Latino</b>										
Dependent	0	\$0	3	\$4,200	0	\$0	3	\$4,200	0	\$0
Independent	267	\$5,190,606	269	\$3,764,882	181	\$1,691,938	128	\$818,452	248	\$2,923,853
Missing	2	\$23,929	56	\$385,949	1	\$18,296	55	\$378,949	1	\$6,000
All	269	\$5,214,535	328	\$4,155,031	182	\$1,710,234	186	\$1,203,601	249	\$2,929,853
<b>American Indian</b>										
Dependent	1	\$249	2	\$6,032	0	\$0	2	\$6,032	0	\$0
Independent	88	\$1,684,840	95	\$1,403,002	49	\$440,898	76	\$565,881	76	\$836,554
Missing	0	\$0	22	\$78,269	0	\$0	22	\$78,269	0	\$0
All	89	\$1,685,089	119	\$1,488,303	49	\$440,898	100	\$651,182	76	\$836,554
<b>Asian American</b>										
Dependent	1	\$25,663	2	\$28,049	0	\$0	2	\$2,399	1	\$25,650
Independent	233	\$4,030,643	238	\$3,076,152	157	\$1,172,615	88	\$404,928	212	\$2,653,890
Missing	0	\$0	37	\$203,716	0	\$0	37	\$203,716	0	\$0
All	234	\$4,056,306	277	\$3,307,917	157	\$1,172,615	127	\$611,043	213	\$2,679,540
<b>White</b>										
Dependent	13	\$119,701	95	\$178,481	6	\$26,504	75	\$58,013	22	\$118,144
Independent	5,310	\$69,289,115	5,538	\$61,289,217	3,032	\$15,869,912	999	\$2,217,680	5,391	\$58,316,700
Missing	2	\$37,080	431	\$992,665	2	\$34,480	420	\$881,620	11	\$111,045
All	5,325	\$69,445,896	6,064	\$62,460,363	3,040	\$15,930,896	1,494	\$3,157,313	5,424	\$58,545,889
<b>Unknown</b>										
Dependent	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Independent	54	\$852,712	57	\$667,100	38	\$257,889	13	\$50,680	56	\$608,184
Missing	0	\$0	195	\$457,850	0	\$0	194	\$420,350	2	\$37,500
All	54	\$852,712	252	\$1,124,950	38	\$257,889	207	\$471,030	58	\$645,684
<b>All</b>										
Dependent	17	\$175,332	109	\$269,972	6	\$26,504	89	\$94,300	25	\$173,348
Independent	6,321	\$87,474,451	6,583	\$75,516,116	3,681	\$21,121,668	1,515	\$5,422,074	6,337	\$69,267,602
Missing	12	\$117,218	813	\$2,632,725	10	\$75,116	800	\$2,478,101	15	\$154,624
All	6,350	\$87,767,001	7,505	\$78,418,813	3,697	\$21,223,288	2,404	\$7,994,475	6,377	\$69,595,574



# State of Wisconsin Department of Public Instruction

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John T. Benson  
State Superintendent

Steven B. Dold  
Deputy State Superintendent

May 1, 2000

Donald Schneider  
Senate Chief Clerk  
Room 501  
119 Martin Luther King, Jr. Boulevard  
P.O. Box 7882  
Madison, WI 53707-7882

Dear Mr. Schneider:

Pursuant to Section 9139 (2c) of 1999 Wisconsin Act 9, I am submitting to the governor and the legislature the enclosed "transition plan" for the Wisconsin Center for the Blind and Visually Impaired (WCBVI). This plan was prepared in consultation with the Blind and Visual Impairment Education Council, also created by 1999 Wisconsin Act 9. The council met January 12, February 7, and April 3, 2000, and held a teleconference on April 28, 2000. The primary purpose of these meetings was to consult with the department on the development of the required transition plan.

The legislation creating the WCBVI established the following purpose for the center: "To serve as a statewide educational resource relating to visual impairments to benefit all Wisconsin children who are visually impaired." To accomplish this purpose the legislature directed that "The center shall provide services that benefit children throughout the state who are visually impaired." The legislature authorized the center to provide 18 services in addition to directing the center to operate a school and provide summer programming.

In early fall 1999, the Department of Public Instruction anticipated the passage and enactment of the legislation creating the WCBVI. Recognizing the difficulty in meeting the six-month timeframe for developing the required transition plan, the department held regional meetings to receive public testimony and recommendations on the WCBVI transition plan prior to Act 9 being passed and signed. Eight meetings were held in October and November 1999.

The enclosed transition plan is organized into the following sections: (1) introduction; (2) a summary which identifies and briefly discusses the five broad "themes" that emerged during the regional meetings and council discussions; (3) a chart that identifies proposed services to be provided by WCBVI, and funding and staffing recommendations with the proposed year of implementation of these services; and (4) specific responses to the services mandated and authorized by 1999 Wisconsin Act 9. As stated in the introduction to the plan, "the department emphasizes, however, that this transition plan must be regarded as an interim and incomplete plan. The Blind and Visual Impairment Education Council will continue to meet to consider needed changes in education and related services for children who are blind and visually impaired. Further, in his biennial budget proposal, the state superintendent will identify WCBVI staffing and budgetary implications of implementing this plan."

The department, drawing heavily on advice provided by the Blind and Visual Impairment Education Council, identified numerous strategies to improve the quality of special education and related services provided to children with visual impairments. These strategies were organized around the specific services the legislature authorized the WCBVI to provide. The services were further summarized into the following themes: (1) access to high-quality information; (2) teacher licensing, staff development, and parent education; (3) availability of specialized curriculum, instructional materials, and technology; (4) access to specialized instruction and related services; and (5) coordination of services.

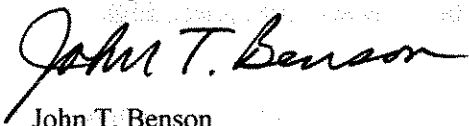
Key funding and staffing recommendations identified in the plan are:

- Developing and maintaining a comprehensive WCBVI website that will provide state-of-the-art information and support to parents, teachers, and other professionals serving children with visual impairments.
- Ensuring that all parents of children with visual impairments have a computer and Internet access.
- Providing an innovative program leading to licensure and professional staff development through the Silver Lake College and other WCBVI programs and activities. The Silver Lake program would incorporate on-campus instruction, home study, videotapes, off-campus seminars, and internet-based instruction.
- Developing five regional WCBVI sites, in addition to the Janesville site, that will provide a wide range of services and support to children with visual impairments, their families, their teachers, and other professionals serving this population.
- Expanding short-term placement opportunities at the center's school and regional sites. These short-term placements would provide summer and weekend programs focusing on skill development and social development, low vision clinics, and specialized or complex evaluations.
- Developing and/or providing state-of-the-art curricula, textbooks, library materials, tactile graphics, Braille music, and Nemeth code.
- Obtaining and disseminating technology and other equipment, along with training on the use of this technology and equipment, relating to the education of students with visual impairments.

The transition plan recommends 19.0 FTE staff to provide the services identified in the plan. Most of these staff, however, will be reallocated from existing positions that have been held vacant. All of the staff and services recommended in the plan would be phased in during fiscal years 2001 through 2003.

As stated earlier, more details relating to the proposed implementation of the transition plan will be contained in the department's 2001-03 biennial budget proposal, which will be submitted later this year.

Sincerely,



John T. Benson  
State Superintendent

JTB:ph

**Transition Plan  
Wisconsin Center for the Blind and Visually Impaired**

**Wisconsin Department of Public Instruction  
John T. Benson  
State Superintendent**

**Submitted Pursuant to Section 9139 (2C) of 1999 Wisconsin Act 9**

**May 1, 2000**

**Transition Plan**  
**Wisconsin Center for the Blind and Visually Impaired**

**Wisconsin Department of Public Instruction**  
**John T. Benson**  
**State Superintendent**

**Submitted Pursuant to Section 9239 (2C) of 1999 Wisconsin Act 9**

**May 1, 2000**

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## WCBVI Transition Plan

Prepared by the Wisconsin Department of Public Instruction  
John T. Benson, State Superintendent

### Introduction

On August 1, 1997, State Superintendent of Public Instruction John Benson proposed that the Wisconsin School for the Visually Handicapped be closed and that the funds used to operate the state-run facility be redirected to support improved local and regional educational programming for all children in the state who are blind or visually impaired. That proposal set off a firestorm of controversy that ultimately led to the appointment of a Legislative Council study committee and enactment of legislation creating the Wisconsin Center for the Blind and Visually Impaired (WCBVI). The purpose established for the WCBVI is "to serve as a resource to benefit **all** Wisconsin children who have a visual impairment." (Emphasis added)

State Superintendent Benson's August 1997 proposal did not occur in a vacuum. Two years earlier the American Foundation for the Blind published *The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities*. This document had a galvanizing effect on educators and others who have an interest in the education of children with visual impairments. The *National Agenda* includes eight ambitious goals and strategies to meet those goals. In June 1997, State Superintendent Benson funded a three-year project to investigate and implement the *National Agenda* in Wisconsin. One result of that project was the formation of eight work groups to study ways to implement the eight national goals.

The purpose statement contained in the legislation creating the WCBVI is consistent with the state superintendent's stated goal of improving educational services for all students in the state who are blind or visually impaired. In August 1997, State Superintendent Benson appointed a task force that was asked to "make recommendations on how school districts, cooperative educational service agencies, and the Department of Public Instruction (DPI) can strengthen and expand services to students with visual impairments." His primary concern was that many children who are blind or visually impaired were not receiving the comprehensive educational services they required and deserved.

In the two and one-half years since State Superintendent Benson made his proposal, educational programming for children who are blind or visually impaired has received unprecedented, and very much needed, critical review. There have been a series of "milestone activities" in that public examination, and each of those activities has significantly contributed to the ideas and proposals contained in the "transition plan" required by the legislation creating the WCBVI. These milestone events include:

The legislative-held hearings on Senate Bill 310 and Assembly Bill 608 –  
December 16, 1997

The State Superintendent's Task Force on Statewide Service Needs for Students Who are Blind or Visually Disabled completed their deliberations and submitted a report to the state superintendent. – December 1997

The state superintendent responded in writing to the task force recommendations. – January 1998

The Wisconsin Joint Legislative Council's Special Committee on Services for Visually Handicapped Students completed their deliberations submitted their recommendations and proposed legislation. – June 1999

Eight regional meetings were held by the DPI to obtain public comment on services that the public believed should be provided by the WCBVI. – October and November, 1999

The legislative proposal creating the WCBVI contained in 1999 Wisconsin Act 9 was enacted. – October, 27, 1999

The state superintendent appointed the Blind and Visual Impairment Education Council, which was mandated by the WCBVI legislation, and the council conducted three meetings to advise the state superintendent on the development of the WCBVI transition plan. – January through April 2000

The legislation creating the Wisconsin Center for the Blind and Visually Impaired specifies that the center "shall operate a school" and may provide any of the 14 services listed in the statute, s. 115.525 (3) (b). The legislation also identifies several "additional services," some of which must be provided and others which may be provided by the center. The statute specifies that the center "may provide services at any location in the state and may operate regional satellite facilities throughout the state to provide services."

The legislature recognized that the scope of responsibilities and authorized services provided by the WCBVI would far exceed the responsibilities and services of the existing state school in Janesville. Because of this the legislature directed the state superintendent to "prepare a transition plan that sets forth specific funding and staffing recommendations for the operation of the WCBVI and describe the appropriate steps for phasing in program modifications."

The department, consistent with the requirement of law, consulted with the Blind and Visual Impairment Education Council regarding the development of the transition plan. To help organize their deliberations, the council considered each of the service areas identified in the legislation by addressing the current status of the service area, perceived needs, and strategies that could be implemented to meet those needs. Based upon the advice provided by the council and others, the department has identified specific plans to implement the identified strategies, projected staffing and fiscal costs to implement those strategies, a "phase-in" timeline to implement the plan. The department emphasizes, however, that this "transition plan" must be regarded as an interim and incomplete plan. The Blind and Visual Impairment Education Council will continue to meet to consider needed changes in education and related services for



children who are blind or visually impaired. Further, in his biennial budget proposal, the state superintendent will identify WCBVI staffing and budgetary implications of implementing this plan.

Both the Blind and Visual Impairment Education Council and the state superintendent believe that this transition plan, as amended over the next year, should provide a framework for the audit/evaluation that was included in 1999 Wisconsin Act 9. Aside from that evaluation, the department, with advice from the Blind and Visual Impairment Education Council will continuously monitor and evaluate the implementation of this plan.

## Summary

The debate that occurred during the past two and one-half years focused on whether the residential school at Janesville should close or stay open. However, the most emphatic and consistent point made during the debate was that far too many children with visual impairments currently are not receiving a high-quality and comprehensive education designed to meet their needs. That situation cannot continue! This plan provides a framework for considering changes in delivering educational and related services to students with visual impairments and their families.

With the enactment of 1999 Wisconsin Act 9, the question of whether the residential school in Janesville should stay open was decided. **The school is a service mandated by the legislature and the state superintendent is committed to continuing to offer high-quality educational and related services programs at the school.** However, the school is an ongoing entity with only one significant change proposed for its operation. That proposed change is to have the school greatly expand the number of programs and services that can be provided to students on a short-term basis.

Five broad "themes" have emerged in the discussions around how to improve educational services for children with visual impairments. They include providing: (1) improved access to high-quality information, (2) expanded opportunities for teacher licensing and other professional staff development, (3) expanded availability of specialized curriculum, instructional materials, and technology, (4) expanded student access to specialized instruction and related services, and (5) improved coordination of services. Although the transition plan will specifically address each of the service areas listed in the WCBVI legislation, this summary will be organized around the five "theme" areas.

### *(1) Access to High Quality Information*

There are approximately 1,400 children in Wisconsin who have been identified as having a visual impairment significant enough to require special education. This represents roughly one of every thousand school-age children in the state. Most communities do not have any children with visual impairments.

More than 95% of children with visual impairments live at home and receive their education in schools in or near their community. Fewer than one in 20 children who are blind or

visually impaired is enrolled in the state school in Janesville. Further, on average, the children who are educated in their home communities have disabilities that are at least as severe as those who are educated at the state school.

Because of the very low incidence of visual impairments, parents, regular education teachers, administrators, special education teachers, and other service providers frequently do not have easy access to accurate and high-quality information about visual impairments. However, because visual impairments can have a very profound impact on a child's educational and social development, it is extremely important that improved access to high-quality information be provided. Probably no concern relating to the education of children with visual impairments has been expressed more uniformly and passionately by parents of children with visual impairments. Parents often feel they are alone in trying to understand and deal with issues related to their child's visual impairment. The same concern is frequently shared by the regular education teachers who have a child who is blind or visually impaired enrolled in their classes. Even special education teachers and school administrators commonly express a need for information on how they can more effectively respond to the educational and related service needs of children with visual impairments.

The issue is not so much that high-quality information does not exist. In fact, there are many places that can provide parents, teachers, and other people with information about the needs of children with visual impairments and strategies for meeting these needs. The challenge is to make the information accessible to the consumer in the form and at the time it is needed. To meet this challenge the department is recommending the state ensure that every parent of a child who is blind or visually impaired has within their household a computer and internet access and that the WCBVI establish and maintain an internet site that responds to the information needs of students with visual impairments, their parents, regular and special education teachers, and other service providers. This site would provide information prepared by the WCBVI staff, it would serve as a link to other information and service providers, and it would be staffed by people who could provide answers to individualized questions via e-mail.

The department believes that an essential aspect of making information about visual impairments accessible is to deliver that information in a face-to-face setting (or via distance learning labs) in certain circumstances. Although providing information via the Internet is an efficient and effective option in most circumstances, it is not always appropriate. Parents, particularly, may need to consult personally about some of the issues and concerns they are confronting. The department recommends a system of five regional sites of the WCBVI that will be accessible to parents and others who are able to travel to a regional site, which we anticipate will be housed in the offices of cooperative educational services agencies (CESAs). The WCBVI headquarters and each of the regional sites will be accessible to the public via toll free telephone access with an assured response within 24 hours.

## *(2) Teacher Licensing, Staff Development and Parent Education*

In Wisconsin, and throughout the nation, there is a critical shortage of qualified (licensed) teachers of students with visual impairments. Wisconsin, like a majority of the states, does

not have an institution of higher education that offers a teacher training program in vision. As a consequence, most of Wisconsin's teachers of children who are blind or visually impaired come from a program in Illinois, Michigan, or Minnesota. Unfortunately, because of the shortage of teachers in the states where those programs are located, most of their graduates choose to live and work in their home state. Rural areas have a particularly difficult time finding licensed teachers.

Two initiatives are already underway that will, if implemented, increase the availability of teachers of the visually impaired and professional staff development opportunities. The DPI and Silver Lake College are working together to develop an innovative teacher licensing program in the area of visual impairment. The Silver Lake program will provide prospective teachers with course work through a combination of on-campus instruction, home study, videotapes, off-campus seminars, and internet-based instruction. The program will overcome a major obstacle to prospective teachers because it emphasizes distance learning, which will allow participants to pursue licensure without leaving their jobs or extensive travel for on-campus instruction. This program is particularly attractive because it can be modified to provide both a licensure track and a track that is focused on strengthening the skills of already licensed teachers.

A second initiative already passed by the legislature is a loan forgiveness program. This legislation, Assembly Bill 629, would create a loan program that would be administered by the Higher Educational Aids Board. If signed into law, this legislation would help defray the educational costs of Wisconsin residents who are enrolled at least half-time in a degree-granting program that prepares them to be licensed as vision teachers or as orientation and mobility instructors. The maximum loan a person could receive during any fiscal year may not exceed \$10,000. The loan would be forgiven in increments based on the number of years a person worked in Wisconsin as a teacher of the visually impaired or an orientation and mobility instructor. The department believes this initiative is an important step in decreasing the shortage of qualified teachers.

New Wisconsin teacher licensing rules promulgated in February 2000 will require all teachers who receive their initial license after June 30, 2004, to have a "professional development plan." That plan will specify a "list of activities, timelines for achievement, and a plan for assessment that indicates professional growth that has as a goal the improvement of student learning." Each beginning teacher will also be assigned a mentor who is an educator trained to provide support and assistance to the beginning teacher." The department is working with CESAs and local school districts to establish programs that will support all teachers, and especially beginning teachers, to improve their teaching skills. While these efforts will not be unique to teachers of children with visual impairments, they are particularly relevant to those teachers because teachers of children with visual impairments often have few, if any, peers with whom they can discuss issues and problems. The department believes that the WCBVI may be an ideal source of mentors for many of the teachers we expect to be employed in the next decade.

The department proposes that one of the primary functions of the WCBVI, through both its headquarters and the regional sites, will be to serve as a "training center" for both teachers

and parents. The services provided by each regional branch would vary depending upon the capability and needs of the local districts and CESAs in its region. Each regional site should employ a "parent advocate/trainer." This person would have a working knowledge of the elements of an expanded core curriculum for students who are blind or visually impaired, available resource centers to which a parent may be referred for guidance on specific issues related to visual impairments, advocacy skills, and due process rights contained in special education law. In addition, the parent advocate/trainer should be skilled in conducting workshops and presenting information at meetings. They should work closely with other center staff who provide support for teachers, administrators, and other professionals who provide services to children with visual impairments.

### *(3) Availability of Specialized Curriculum, Instructional Materials, and Technology*

Students with visual impairments often, appropriately, are involved in the same courses and curricular activities as their non-disabled peers. However, children with visual impairments also require disability-specific instruction. These specialized curricular needs are often referred to as the "expanded core curriculum." Components of the expanded core curriculum include instruction in compensatory skills such as communication modes, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, and visual efficiency skills. A major challenge for the WCBVI will be to help administrators and teachers understand the nature and importance of the expanded core curriculum in providing an appropriate education to children with visual impairments. A second challenge will be to provide training and staff development opportunities for school staff so they can appropriately provide instruction in the expanded core curriculum. Too often critical elements of the expanded core curriculum are not provided because they are not available rather than because they are not needed.

Except for instructional programs provided at its residential school, the WCBVI will not be expected to employ staff who will provide direct instruction in the expanded core curriculum because this is within the mission of local school districts and CESAs. The role of the WCBVI will be to focus on conducting regional and statewide needs assessments and assisting school districts and CESAs in establishing and coordinating services. The WCBVI will also have a major role in securing appropriate instructional materials (such as braille or large print books) and technology for teachers who are employed by local school districts and CESAs to ensure that students receive materials at the same time as their sighted peers. This support should be provided timely and at very low cost to school districts and parents of children with visual impairments. In some instances the WCBVI will serve as a "broker" between the local school district, parents, and other service providers. In other instances, the WCBVI will produce the materials or lend instructional materials and technology from its library.

### *(4) Access to Specialized Instruction and Related Services*

As has already been stated, outside of its residential school, the WCBVI will not have a primary role in delivering instruction. That is not to say there isn't an urgent need to increase the availability of instruction in this area. The primary responsibility for ensuring that all

children are provided with appropriate educational programs and services rests with the local school district.

The WCBVI does have a secondary role in providing increased access statewide to specialized instruction and related services. This responsibility will be met through a variety of short-term programs offered both at the center's school and regional sites. Examples would include regional summer school programs, low vision clinics, specialized or complex student evaluations that would contribute to local individualized education program (IEP) evaluations and weekend or other non-school-term specialized social-development and skill-development opportunities. These could include regional clubs and athletic events that are considered to be part of the expanded core curriculum.

*(5) Coordination of Services*

Many services exist within the state to support the needs of persons who are blind or visually impaired, but these services are not well coordinated. Because this is a low-incidence population, collaboration is especially important. The department has heard consistent testimony that there is inadequate coordination of services for school-age youth with visual impairments.

The WCBVI is in an excellent position to promote coordination of services for school-age children and youth with visual impairments. The center, in partnership with local school districts, parents, volunteer groups, and community agencies, will develop a statewide, comprehensive plan to establish and maintain lines of communication between and among service providers.

The department believes the WCBVI can serve as a resource to parents of children with visual impairments to assist in identifying, accessing, and coordinating the many services that already exist. The center can accomplish this through its website, through the WCBVI toll-free number, and through staff at its headquarters and the five regional sites.

The following table enumerates the specific services, related funding and staffing recommendations, and a suggested year of implementation.

Please remember that additional information regarding the proposed implementation of this transition plan will be provided in the state superintendent's biennial budget proposal which must be submitted to the Governor in September 2000. Elements of the biennial budget proposal relating to WCBVI will be reviewed with the Blind and Visual Impairment Education Council.

<b>(1) Access to High-Quality Information</b>		
<b>Services (Numbers relate to recommendations made in the "Specific Response" section of this transition plan)</b>	<b>Specific Funding and Staffing Recommendations</b>	<b>Year of Implementation</b>
<p>WCBCVI Will Promote Awareness of Blindness and Visual Impairments</p> <p>3-3 A strategic plan will be developed that promotes public awareness and provides support to parents, LEA staff, CESAs, and others providing service to students who are blind or visually impaired. Information focused on the unique needs of students and resources available through WCBCVI will be clearly communicated by utilizing a variety of methods such as the internet, distance learning labs, and development of a statewide calendar of events to be distributed annually and promote learning opportunities in a timely fashion.</p> <p>WCBCVI Will Create, Utilize, and Distribute Resources</p> <p>2-3 WCBCVI will continue to develop five coordinated regional sites located at strategic locations throughout the state to enhance the quality of program services of the core curriculum for children who are blind or visually impaired. WCBCVI will design a web-based system that will provide comprehensive information and resources and ensure that parents have access to the internet in their home. A directory of experts will be developed to assist in the use of the technology by parents and professionals. The resources will include but not limited to the following: curricula materials, textbooks, tactile graphics, braille music and Nemeth code, and information on federal nondiscrimination laws in employment practices.</p> <p>WCBCVI will develop hard copy resources, public service announcements, and other directories to increase statewide awareness in the identification and service needs of students who are blind or visually impaired.</p>	<p><i>A. Personnel</i></p> <ol style="list-style-type: none"> <li>1. Technology expertise [TBD]</li> <li>2. Utilization of center regional staff [10 new staff]               <ol style="list-style-type: none"> <li>a. Consultants -in the area of visual impairment [5 allocated]</li> <li>b. Parent educators [5 proposed]</li> <li>c. Program assistants [5 proposed]</li> </ol> </li> </ol> <p><u>B. Materials</u></p> <ol style="list-style-type: none"> <li>1. Access to hardware/software [parent]               <ol style="list-style-type: none"> <li>a. Regional Center Staff</li> </ol> </li> <li>2. Publication (directory, brochure) [TBD]</li> </ol> <p><u>C. Internet</u></p> <ol style="list-style-type: none"> <li>1. Service provider, access/long distance [TBD]</li> </ol> <p>[TBD – To be determined]</p> <p><b>NOTE:</b> Some staff identified in this proposal will be reallocated from WSVH, and others will be new staff.</p>	<p>2001</p> <p>2001</p> <p>2003</p> <p>2002</p> <p>2001</p> <p>2001</p> <p>2003</p>
<p>14-1</p>		

<p>5-3 4-3 8-3 11-1 18-7 19-3</p>	<p>WCBVI Will Establish an Educational Media Information System</p> <p>WCBVI will establish, provide, and assist in the development of a statewide web-based information system, toll free telephone service, and regional sites for parents, students, and professionals. The statewide website will provide state and national resources, availability of books, statewide summer programs, and the center school's academic program and services.</p>		
<p><b>(2) Teacher Licensing, Staff Development, and Parent Education</b></p>			
<p><b>Services (Numbers relate to recommendations made in the "Specific Response" section of this transition plan)</b></p>			
<p>2-4 4-1 4-7 6-6 6-7 8-6 11-5 13-1 17-5</p>	<p>WCBVI will continue to develop a comprehensive plan for a university preparation-training program, inservice, and preservice for parents, professionals, students, and service providers of children with visual disabilities. A consultant's directory of presenters will be developed on topic-specific areas for visual disabilities. Training will be conducted through distance education, technology, lab at the center school, workshops, seminars, and annual conferences.</p>	<p><b>Specific Funding and Staffing Recommendations</b></p> <p><i>A. Personnel</i></p> <ol style="list-style-type: none"> <li>1. Higher education [1.0 FTE]</li> <li>2. Psychology/trainer [1.0 FTE]</li> <li>3. Parent education (see A2b)</li> </ol> <p><i>B. Supplies and Services</i></p> <ol style="list-style-type: none"> <li>1. Higher education</li> <li>2. Contracted services for conferences and workshops [TBD]</li> <li>3. Contracted services for retraining</li> </ol>	<p><b>Year of Implementation</b></p> <p>2001 2002</p> <p>2001 2001</p>
<p>1-4 3-4 4-8 6-2 6-4 11-6 13-2 13-3 13-4 13-5</p>	<p>Training will address teachers of visually impaired, orientation and mobility instructors, psychologists, and braillists. Recruitment and a loan forgiveness program and recruitment will be critical to the success of the training program. Other course offerings will be conducted in coordination with the inservice and preservice state plan.</p>		

17-4	Inservice for staff will address the curricular areas specific to children who are blind or visually impaired to enhance quality programming and maintain updated knowledge and skills relevant to the field.		
2-2			
6-1	Priority areas include, but are not limited to, the following: braille codes, reading, writing, technology, software, assessment, materials, transition, and developmental assessments for children with multiple disabilities.		
6-3			
6-5			
11-4	An inservice for parents will emphasize the awareness of library services, expanded core curriculum, technology, and material accessibility.		
1-3			
8-4			
7-8			
<b>(3) Availability of Specialized Curriculum, Instructional Materials, and Technology</b>			
<b>Services (Numbers relate to recommendations made in the "Specific Response" section of this transition plan)</b>			
1-5	WCBVI Will Create, Utilize, and Distribute Materials		
17-3	WCBVI will continue to increase its ability to loan or assist LEAs in obtaining materials, equipment, and textbooks. Utilizing and contributing to the American Printing House for the Blind's repository and collaborating with braille transcribers, library systems, and other media centers, textbooks accessibility will increase and become cost effective. WCBVI will be instrumental in the coordination of databases for WISCAT relating to library books available in other media, while enhancing the center's library and knowledge of the system throughout the state. Technological equipment availability for trial, evaluation, loan, or lease will increase statewide through the development of a WCBVI technology lab and coordination of services with the Wisconsin Assistive Technology Initiative (WATI). Curricula and assessment equipment will also be expanded. Continuation of standards based curriculum development will ensure alignment of instruction with WI academic standards. Increased numbers equipment and instruments used to assess students in a variety of areas will be available for loan including a comprehensive assessment tool, which will be developed through the WCBVI.		
5-1			
1-6			
19-5			
12-4			
8-5			
12-1			
4-9			
7-7			
11-3			
12-2			
8-1			
		<b>Specific Funding and Staffing Recommendations</b>	<b>Year of Implementation</b>
		A. Personnel	
		1. Braille production expert [1.0 FTE]	2001
		2. Clerical assistant [1.0 FTE]	2001
		3. Curriculum development coordinator (including expanded and core) [1.0 FTE]	2002
		B. Supplies and Services	
		1. Contracted services (training music, Nemeth, etc.) [TBD]	2002
		2. Production equipment/software [TBD]	2001
		3. Contracted services for curriculum [TBD]	2002
		4. Assistive tech equipment/services [TBD]	2002



<b>(4) Access to Specialized Instruction and Related Services</b>		
<b>Services (Numbers relate to recommendations made in the "Specific Response" section of this transition plan)</b>	<b>Specific Funding and Staffing Recommendations</b>	<b>Year of Implementation</b>
19-1	<p>A. <u>Personnel</u></p> <ol style="list-style-type: none"> <li>1. Case manager for assessment and short courses [1.0 FTE]</li> <li>2. Assistive technology-diagnostic teacher/trainer [1.0 FTE]</li> <li>3. School to work/transition coordinator/trainer [1.0 FTE]</li> <li>4. Social worker [1.0 FTE]</li> </ol> <p>B. <u>Supplies and Services</u></p> <ol style="list-style-type: none"> <li>1. Contracted assessment/short courses, services, and summer programming [TBD]</li> <li>2. Material/equipment for short courses and summer programs</li> </ol>	2001
17-2		2002
17-6		2001
19-2		2001
1-1		2001
1-2		2001
18-5		2001
		2001
<b>(5) Coordination of Services</b>		
<b>Services (Numbers relate to recommendations made in the "Specific Response" section of this transition plan)</b>	<b>Specific Funding and Staffing Recommendations</b>	<b>Year of Implementation</b>
3-1	<p>A. <u>Personnel</u>: NA</p> <p>B. <u>Supplies and services</u></p> <ol style="list-style-type: none"> <li>1. Contracted services for B-3 services</li> <li>2. Contract for evaluation of programs [TBD]</li> </ol>	2002
15-2		2001
4-3		
18-8		
17-1		

<p>14-4 7-6 9-2 9-3 14-6 15-4</p>	<p>WCBVI Will Collaborate with Students, Parents, Educational Service Providers, Public and Private Agencies.</p> <p>WCBVI will develop and expand relationships with transcribers, Wisbraille, County birth-to-three programs, Department of Health and Family Services, the Wisconsin Council for the Blind, DVR, and other child and adult service providers or volunteer organizations to coordinate services and increase the opportunities and resources available to parents and students. Opportunities for parents will expand by creating a mentor program and increasing parent participation in summer and other activities.</p>		
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## Specific Response to the Services Mandated and Authorized by 1999 Wisconsin Act 9

### I. TESTING AND EVALUATION

Evaluation is required by law to determine a child's eligibility and need for special education and related services. Evaluation for a student with known or suspected visual impairment includes consideration of medical and ophthalmologic information and a functional vision assessment that describes how the visual impairment impacts the child's development and learning. The comprehensive evaluation must consider the child's academic achievement, as well as those areas of need that are unique to the student who is blind or visually impaired, provided through the expanded core curriculum. Evaluation information must be relevant to program and service requirements.

School personnel, including school psychologists, often do not have specific training in modifying assessment instruments and test procedures for students with visual impairments. Also, few commercial tests have been standardized for use with students with visual impairments. The state school outreach program has served as a resource to local school district staff who are evaluating students with visual impairments. However, when a student is evaluated at or by the state school, only limited school psychology services are available. It is important that additional resources be made available to assist local district staff in their evaluation of children with visual impairments. It is vital that psychologists are knowledgeable about the effects of a visual impairment on learning and can assure appropriate and meaningful testing that can be used to identify the needs of the child.

The outreach staff consultants from the center are certified teachers of the visually impaired or orientation and mobility specialists. Outreach staff travel to districts upon request to conduct evaluation. Other evaluation strategies include low vision clinics and the transition clinic for children ages three to five.

#### *Proposed strategies to strengthen testing and evaluation*

1. Establish a WCBVI assessment team that can evaluate students both at the WCBVI facilities and in local school districts. This team will provide followup to the districts regarding all assessed areas, (e.g., expanded core curriculum) to ensure effective outcomes.
2. Employ within the WCBVI a school psychologist with specific competencies in the evaluation of children with visual impairments who can serve as a resource to local school districts and CESAs.
3. Develop training opportunities for all teachers of the visually impaired on developmentally appropriate assessments of children with visual impairments, including students with multiple disabilities. Through utilization of center staff and other experts, training opportunities will be developed focusing on assessment, including critical areas such as multiple disabilities, expanded core curriculum, etc.

4. Train a cadre of school psychologists statewide to evaluate children with visual impairments, including training on issues regarding standardized testing. Encourage the employers of this cadre of psychologists to be available to other school districts and CESAs on a "fee-for-service" basis.
5. Develop or recommend comprehensive evaluation tools or guides that address the needs of students statewide. The needs may include functional vision, reading and writing skills including braille (learning media), intelligence/aptitude, sensory motor, academics, concept development, social-emotional, daily living skills, and other expanded core curricula areas.
6. Obtain and maintain current evaluation equipment at the center's professional library that can be loaned to local personnel who are completing assessments.

## II. CURRICULUM AND INSTRUCTIONAL MATERIALS

For most children in the public schools, the core curriculum provides the academic knowledge and skills required for high school graduation. A student must meet minimum standards established by the state. Educators of children with visual impairments must adapt this curriculum and make it accessible to students. However, the curriculum needs for a child with visual impairments go beyond the standard core curriculum and include an expanded core curriculum that relates to skills usually learned incidentally by sighted students but which must be systematically taught to the child with visual impairments. The expanded core curriculum includes:

- Compensatory Skills, such as Communication Modes
- Orientation and Mobility
- Social Interaction Skills
- Independent Living Skills
- Recreation and Leisure Skills
- Career Education
- Use of Assistive Technology
- Visual Efficiency Skills

Each IEP team for a child who is blind or visually impaired must be aware of the elements of the expanded core curriculum and must be able to identify those parts of the curriculum that are appropriate for the individual child. Further, teachers must have competence in delivering all elements of the expanded core curriculum that have been included in that child's IEP.

The WCBVI will obtain or prepare extensive resource materials relevant to the expanded core curriculum and will conduct workshops for teachers and parents on these materials. The curricular materials obtained or developed will be posted on the WCBVI website and in the WCBVI library.

A committee will be established to represent parents and professionals to evaluate existing curricula and examine them for use on a statewide basis. The center staff is in the process of working on a curriculum for students with visual impairments, aligning it to state standards

to assist children with visual impairments to participate meaningfully in statewide assessments. This committee will need to collaborate to address curricular needs of students with visual impairments. By doing this, a statewide model can be developed for evaluating student outcomes based on established performance indicators.

#### *Proposed strategies to improve transition planning*

1. Develop an awareness program statewide for parents, school, and nonschool professionals and service providers on the unique academic and "life skills" needs of students with visual impairments.
2. Conduct periodic meetings (inservices) with school and nonschool professionals who work with students with visual impairments to promote more effective transitioning between service providers.
3. Create or recommend resources for parents that provide friendly, descriptive information on curricula and materials.
4. Expand use of the WCBVI website and the distance learning lab for training and knowledge of available resources in regard to academic and life skills needs of students with visual impairments.

### III. INSERVICE AND OTHER STAFF TRAINING

Ongoing professional development is critical for all personnel serving children with visual impairments. Because of the shortage of certified staff in local school districts and lack of expertise of teaching staff in early intervention programs, the need for continued training must be developed. Parents and professional educators in partnership with related services personnel play an important input and review role of training/staff development plans. Training activities must recognize and accommodate the very wide range of competencies that currently exist.

Because most children with visual impairments are served in the local educational agencies, the staff training plan should be a partnership with general and special education personnel, related-services personnel, medical personnel, community agencies, parents, and consumer groups. Administrators need to be aware of the competencies required by staff who provide instruction in both the core curriculum and the expanded core curriculum.

Because the incidence of students with visual impairments is low and the children live in all parts of the state, a very effective avenue to provide staff and parents training is through distance learning. The WCBVI will emphasize using the Internet to provide training opportunities, including power point presentations. A WCBVI web page will further complement available training by providing continuous information to all interested parties (parents, educators, administrators, institutions of higher education, technical colleges) in the state. These technical linkages will make "just-in-time" service updates and resources available within the state and from across the nation for serving children with visual impairments, e.g., annual braille updates. The professional library database will also be a vital link in this training initiative.

The university training program for teachers of the visually impaired must also incorporate opportunities for professional training beyond initial certification programs. Examples of required training include braille, orientation and mobility, assessment, daily living skills, and transition planning.

Additional professional development must include the opportunity for regular educators and vision teachers to attend conferences. If conferences are offered within the state, they should be conducted in partnership with the local district staff, the WCBVI, and organizations that serve children with visual impairments.

As part of the state's new licensing rule (PI 34), there is a need for all teachers to develop professional development plans which can be evaluated by persons who are knowledgeable in that person's area of expertise, i.e., educating students with visual impairments. This process, including mentoring, would provide the teacher with direction in training, which in turn would assist in addressing the training needs within the state. This feedback, mentoring, and peer review would not be only performance-based, but program-related in meeting the IEP goals of each student with an identified visual impairment. Competencies in the expanded core curriculum and transition planning will need to be emphasized in these professional development plans as well.

#### *Proposed strategies to improve inservice and other staff training*

1. Develop a system of staff and program needs assessments to identify ongoing individual and program needs within the state.
2. Develop a coordinated training plan involving the local school districts, WCBVI, university training program, and agencies serving children with visual impairments, including those with multiple disabilities.
3. Market the training plan, including an annual calendar of events.
4. Increase the use of various distance technology systems that can provide effective training to identified audiences, i.e., parents, vision staff including paraprofessionals, administrators, early intervention, and regular education staff.

#### IV. TRAINING, CONSULTATION, AND TECHNICAL ASSISTANCE FOR PARENTS AND PROFESSIONALS

Children who are blind or visually impaired are a low incidence population present unique challenges in training, consultation, and technical assistance for parents and professionals. Training opportunities for professionals in the state have been available but on a limited basis. Needs assessments have been conducted to identify needs of particular student groups, such as children who are deaf/blind, but there is no systematic plan to enhance skills and knowledge of the various groups serving children from birth to adulthood who are blind or visually impaired.

Nationally, issues regarding students who are blind or visually impaired, including those who have multiple disabilities, are addressed through efforts of the *National Agenda*. Although Wisconsin has made the efforts of the *National Agenda* a priority, further awareness and

training is required for parents, administrators, regular educators, paraprofessionals, and others.

The center outreach program conducts low vision clinics, preschool transition clinics, and training as requested by local service providers. Currently parents and professionals are provided assistance through an "800" number if requested, but many are unaware of it. Parents statewide have received mailings from the DPI providing information on events and current issues. However, mass mailings may not specifically address their individual needs and those of their children.

In many districts a teacher of the visually impaired may be the sole source of information and support for parents and other professionals. Professional training has been limited to once or twice a year with sponsorship either by the DPI or vision organizations. As there has not been a training program in Wisconsin in the area of vision, individuals have been forced to go out of state, take correspondence courses from neighboring states, or attend a limited number of conferences or workshops. Because there are fewer than 100 teachers statewide, the professional organizations of the state have only been able to provide limited support. Many parents and professionals feel isolated. Training, technical assistance, and consultation are not always available when needed, and this presents a challenge to the service provider and parent, which may affect children's opportunities for learning.

#### *Proposed strategies to improve technical assistance and training*

1. Develop a written "comprehensive personnel development" plan which addresses the needs of parents, teachers, administrators, and other service providers.
2. Develop a WCBVI strategic plan, including marketing strategies, which emphasizes providing support to local district staff and parents.
3. Include parents, teachers, and administrators in developing and evaluating WCBVI statewide and regional training and technical assistance plans.
4. Develop the WCBVI website to provide resources to parents, professionals, and other interested parties, including national and state resources.
5. Ensure that parents have Internet access in their home and awareness of parent resources throughout the country.
6. Provide annual conferences for parents, teachers, administrators, paraprofessionals, and other staff using experts in these groups as speakers or presenters. Collaborate with other organizations, such as braillists, blindness organizations, etc., to provide sectionals on the needs of students who are blind or visually impaired and their parents.
7. Develop an in-state teacher training program in vision that addresses preservice, and inservice, components.
8. Collaborate with the Wisconsin Assistive Technology Initiative to ensure that the assistive technology needs of children who are blind or visually impaired and their teachers are met efficiently and effectively.

## V. CLEARINGHOUSE OF INFORMATION, INCLUDING RESOURCES, MATERIALS, AND CURRENT RESEARCH

An important function of the WCBVI is to respond to emerging questions and issues. Staff at the center must maintain "state of the art" awareness of issues in the education of children with visual impairments. They need to be aware of national trends and research in the field of visual impairments. To accomplish this, the WCBVI can examine successful national models to develop a comprehensive plan for a clearinghouse of information on resources, materials, and research related to visual impairments.

Currently, no formalized system exists for individuals statewide to obtain resources from the WCBVI. Video tapes on topics of blindness, low vision, assessment, curriculum, and the school are available for short-term use. However, most of these videos were prepared several years ago and need to be updated. A collection of resource materials about blindness, and deaf-blindness was recently sent to the Educational Services Center (ESC) but have not been cataloged. Other materials are sent upon request, but there is no formal system for collection or maintenance. Most information is disseminated through the ECS. These materials include resources for teachers of the visually impaired, parents, and regular education teachers. The majority of the resources are obtained either through planned conferences or consultation with local district staff and parents.

A primary function of the WCBVI will be to serve as a clearinghouse for research related to the education for children with visual impairments. WCBVI staff will regularly conduct literature reviews and will disseminate research findings to teachers and parents. Staff will also establish links on the WCBVI website to organizations such as WisBraille, American Printing House for the Blind, Council for the Blind, etc., and institutions that publish relevant research. The staff will also serve as a referral agent for teachers and parents who want to seek additional information about research and other published literature relating to the education of students with visual impairments.

A new distance learning lab has been installed at the school, with plans for its use in the developmental stages. With the legislative creation of WCBVI, part of its focus is the library and the circulating collection of books available statewide. These would be available through the Wisconsin Cataloging System (WISCAT). Information on this system is available statewide if individuals have a computer. However, the primary method for distributing information will be through the WCBVI website.

### *Proposed strategies to establish and improve a resources and materials clearinghouse*

1. Library and program specialists will maintain a collection of loan materials and coordinate the operation of the clearinghouse.
2. Utilizing the Internet, distance learning lab, and other methods, the WCBVI will develop marketing strategies that inform interested parties of the clearinghouse system.
3. The WCBVI will establish a web-based information system.