

**Comparison of Select Provisions in the House and Senate Bills
to Reauthorize the Higher Education Act of 1965**

| Program/Issue | H.R. 609 The College Access and Opportunity Act Education and Workforce Committee approved on July 22, 2005 | S. 1614 The Higher Education Amendments Act Health, Education, Labor, and Pensions Committee approved on October 18, 2005 As part of the Committee's Budget Reconciliation package | University of Wisconsin System Position Statements |
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| Pell Grant | <ul style="list-style-type: none"> • Increase maximum award to \$6,000 for 2006-07 academic year through academic year 2012-13 (Current law: the authorized maximum grant for 2003-04 was \$5,800.) • Provides for year-round Pell Grant awards. • Limits eligibility to 18 semesters. • Repeals Pell Grant "tuition sensitivity" requirement. | <ul style="list-style-type: none"> • Decreases maximum award to \$5,100 for the 2006-07 academic year and provides for a \$300 per year increase for the next four years (Current law: the authorized maximum grant for 2003-04 was \$5,800.) • Provides for year-round Pell Grant awards. • Limits eligibility to 18 semesters. | <ul style="list-style-type: none"> • Support increase in maximum Pell award and full funding. |
| *New Grant Program Proposals | <ul style="list-style-type: none"> • Creates enhanced Pell Grants Plus – Achievement Grants for State Scholars program that would provide a \$1,000 bonus for Pell Grant eligible students who participate in the "State Scholars" program of study in high school. | <ul style="list-style-type: none"> • Establishes a new and temporary Provisional Grant Assistance Program (ProGAP) that would provide additional grants to Pell Grant eligible students. Grant amount based on available funding. Program funded for five years with mandatory funds from savings found in the student loan programs (estimated \$9.5 billion). • See next row for description of National SMART Grants proposal that would provide grants up to \$1,500. | <ul style="list-style-type: none"> • Support Senate provision. UW System supports increases in financial aid and that funding be directed to established programs. |

| Program/Issue | House | Senate | University of Wisconsin |
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| <p>*Math and Science Education Proposals</p> | <ul style="list-style-type: none"> • Creates a new “Math and Science Honors Scholarships” to be awarded competitively to students pursuing bachelors, masters, and doctoral degrees in science and engineering fields. • Creates a new math and science education loan forgiveness program of up to \$5,000 for individuals with degrees in math or science who “serve as teachers or other professionals in the field.” • Provides funding to states to create Mathematics and Science Education Coordinating Councils that would be composed of education, business, and community leaders within the state. | <ul style="list-style-type: none"> • Creates a new National SMART Grants – National Science and Mathematics Access to Retain Talent Grants – program that would provide grants of up to \$1,500 per year to Pell Grant eligible students in their third or fourth year of study who are majoring in math, science, engineering, or a foreign language critical to national security. Authorizes \$450 million per year for five years (\$2.25 billion of estimated \$9.5 billion for authorized for ProGap). | <ul style="list-style-type: none"> • Strongly support initiatives that increase math and science education. |

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| <p>Campus-Based aid Programs [Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study (FWS), and Perkins Loans]</p> | <ul style="list-style-type: none"> • Phases out the current formula base guarantees and creates a “fair share” allocation process over 10 years. • SEOG – Authorizes \$779 million for FY06 and such sums as may be necessary for the next five succeeding fiscal years (same as FY05 appropriation). • FWS – Authorizes \$1 billion for FY06 and such sums as may be necessary for the next five succeeding fiscal years (same as FY99 authorization; FY05 appropriation was \$990 million.) • Perkins Loans – Authorizes \$250 million and such sums as may be necessary for the next five succeeding fiscal years (same as FY99 authorization for capital contributions; FY05 appropriation was \$0 for capital contributions and \$66million for loan cancellations). | <ul style="list-style-type: none"> • Maintains current allocation formulas • Provides for waiver of Federal Work-Study 7% community service requirement if institution certifies that 15% of all undergraduates participate in community service. • SEOG – Authorizes such sums as may be necessary for FY06 and succeeding five fiscal years. • FWS – Authorizes such sums as may be necessary for FY06 and succeeding five fiscal years. • Perkins Loans – Authorizes such sums as may be necessary for FY06 and succeeding five fiscal years. | <ul style="list-style-type: none"> • Strongly support Senate provision to maintain current allocation formulas. Phase-out of program, as proposed in the House bill, would cost UW students \$7.5 million. |
| <p>Perkins Loan Borrowing Limits</p> | <ul style="list-style-type: none"> • Increases the annual borrowing limit for undergraduate students from \$4,000 to \$5,500. • Increases the annual borrowing limit for graduate students from \$6,000 to \$8,000. • Increases the aggregate borrowing limit for undergraduate students from \$20,000 to \$27,500 • Increases the aggregate borrowing limit for graduate students from \$40,000 to \$60,000. | <ul style="list-style-type: none"> • Maintains current law. | <ul style="list-style-type: none"> • Support increases in loan limits, especially for undergraduate students. |

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| Experimental Sites | <ul style="list-style-type: none"> Maintains the Department of Education’s experimental sites for the administration of federal student loans at institutions with successful programs. | <ul style="list-style-type: none"> Permits, but does not require, the Secretary of Education the authority to continue successful experimental sites at participating institutions. | <ul style="list-style-type: none"> Support continuation of experimental sites. |
| TRIO Programs | <ul style="list-style-type: none"> Authorizes \$836 million for FY06 and such sums as may be necessary for the next five succeeding fiscal years (FY99 authorization was \$700 million; FY05 appropriation was \$836 million). Creates reserve account of 10% of TRIO funding for “novice, quality applicants.” Amends to define the terms different campus and different population. | <ul style="list-style-type: none"> Authorizes such sums as may be necessary for FY06 and succeeding five fiscal years. Amends to define the terms different campus and different population. | <ul style="list-style-type: none"> Support No position Strongly support. |
| GEAR UP | <ul style="list-style-type: none"> Authorizes \$306.5 million for FY06 and such sums as may be necessary for the next five succeeding fiscal years (FY99 authorization was \$200 million; FY05 appropriation was \$306.5 million). | <ul style="list-style-type: none"> Authorizes such sums as may be necessary for FY06 and succeeding five fiscal years. | <ul style="list-style-type: none"> Support |
| LEAP | <ul style="list-style-type: none"> Authorizes \$105 million for FY06 and such sums as may be necessary for the next five succeeding fiscal years (FY99 authorization was \$105 million; FY05 appropriation was \$65.6 million). | <ul style="list-style-type: none"> Authorizes such sums as may be necessary for FY06 and succeeding five fiscal years. Replaces Special LEAP with Grants for Access and Persistence (GAP), which would give states additional funding, based on their LEAP allocation, to set up partnerships with higher education institutions, philanthropic organizations, and businesses to award additional need-based aid to low-income students to pay for college. | <ul style="list-style-type: none"> Support Wisconsin benefits from the Special LEAP. |

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| Need Analysis | <ul style="list-style-type: none"> Creates new “EZ FAFSA” form. Increases the income protection allowance from \$2,200 to \$3,000 for employed dependent students. | <ul style="list-style-type: none"> Creates new “EZ FAFSA” form. Increases the income protection allowance from \$2,200 to \$3,000 for employed dependent students. | <ul style="list-style-type: none"> Support Strongly support |
| Accreditation | <ul style="list-style-type: none"> Permits states to accredit institutions of higher education. Establishes a new accreditation review standard related to board governance. Requires public disclosure of a summary of agency actions involving final denial, withdrawal, suspensions, or termination of accreditation – or any other final adverse action. Expands the due process provisions in current law. | <ul style="list-style-type: none"> No provision on states accrediting institutions of higher education. No provision on board governance. Requires public disclosure of a summary of agency actions and any findings involving final denial, withdrawal, suspension, or termination of accreditation – or placement on probation. A summary of any other final adverse action must also be provided. Expands the due process provisions in current law. | <ul style="list-style-type: none"> No position |
| *Transfer of Credit | <ul style="list-style-type: none"> Requires institutions to have a transfer of credit policy and to make it available publicly. The policy must include a statement that the transfer of academic credit is not solely denied on the basis of accrediting agency or association of the sending institution if the agency or association is recognized by the Secretary of Education. | <ul style="list-style-type: none"> Requires institutions to make available publicly their transfer of credit policies which must include 1) statement that the transfer of academic credit is not solely denied on the basis of accrediting agency or association of the sending institution if the agency or association is recognized by the Secretary of Education, and 2) a list of institutions with which the institution has a transfer articulation agreement. Requires institutions to report to the Department of Education the percentage of students that successfully transfer academic credit. | <ul style="list-style-type: none"> Support with concern re: reporting requirements. |

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| Definition of an Institution of Higher Education | <ul style="list-style-type: none"> Creates a single definition of an institution of higher education, thereby expanding proprietary institutions eligibility to participate in HEA programs in addition to Title IV student aid programs. This includes eligibility to participate in competitive programs such as Title II, Teacher Quality Enhancement Grants for States and Partnerships; Title VI, International Education Programs, and Title VII, Graduate and Postsecondary Improvement Programs. | <ul style="list-style-type: none"> Maintains current law (two definitions of institutions of higher education; nonprofit and proprietary). | <ul style="list-style-type: none"> Support Senate provision. |
| 90-10 Rule | <ul style="list-style-type: none"> Moves provision to the Program Participation Agreement and consequently applies rule to ALL institutions, including nonprofit institutions (current law only applies rule to for-profit institutions). Requires the use of cash-based accounting, defines sources of acceptable non-Title IV funds, and imposes sanctions on institutions that fail to meet the requirements. Loss of eligibility to participate in Title IV programs if institution fails to meet the requirements for <u>three</u> consecutive years. | <ul style="list-style-type: none"> Moves provision to the Program Participation Agreement and consequently applies rule to ALL institutions, including nonprofit institutions (current law only applies rule to for-profit institutions). Requires the use of cash-based accounting, defines sources of acceptable non-Title IV funds, and imposes sanctions on institutions that fail to meet the requirements. Loss of eligibility to participate in Title IV programs if institution fails to meet the requirements for two consecutive years. | <ul style="list-style-type: none"> No position. |

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| Student Information Reporting Requirements | <ul style="list-style-type: none"> No similar provision. | <ul style="list-style-type: none"> Requires institutions to report on “student body diversity,” including information on the percentage of enrolled, full-time students who are 1) male, 2) female, 3) from a low-income background, and a self-identified member of a major racial or ethnic group. | <ul style="list-style-type: none"> Reporting requirements are of concern. |
| *Student Graduation/Completion Rate | <ul style="list-style-type: none"> No similar provision. | <ul style="list-style-type: none"> Requires institutions to disaggregate graduation and completion rate information they report to the Department of Education by 1) gender, 2) by each major racial and ethnic subgroup, and 3) by low-income background status. | <ul style="list-style-type: none"> Reporting requirements are of concern. |
| *Alumni Reporting Requirements | <ul style="list-style-type: none"> No similar provision | <ul style="list-style-type: none"> Requires institutions to report to the Department of Education information on employment placement of graduates and graduates that enroll in graduate education as gathered from such sources as alumni surveys, student satisfaction surveys, the National Survey of Student Engagement, state data systems, and other relevant sources. | <ul style="list-style-type: none"> Reporting requirements are of concern |

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| <p>College Costs</p> | <ul style="list-style-type: none"> • Requires the collection of additional information on colleges and universities by the Commission of Education Statistics and requires the Department of Education to revamp the College Opportunities On-Line (COOL) website to provide better and user-friendly consumer information. • Creates a College Affordability Index (tuition twice the rate of inflation over a three-year period with limited exemptions) and requires institutions with tuition increases in excess of the index to file a report with the Secretary that provides an explanation, a management plan, and an action plan for reducing tuition increases. Requires institutions that are in the highest 25% of the index to establish a Quality-Efficiency Task Force which includes institution administrators, business and civic leaders, and may include faculty, students, parents, alumni, and trustees. Task forces will identify areas of the institution that are appropriate targets for cost reduction. Task force report will be included in the institution's report to the Secretary. • If institutions fail to comply with management and action plans for two consecutive years, the Secretary may issue a report, put the institution on an alert status, notify the institutions' accrediting agency, and request an audit by the Department's Inspector General. | <ul style="list-style-type: none"> • Requires the Department of Education to collect and provide public information about the costs of attending higher education institutions, including a ranking of the dollar and percentage increases in tuition for all institutions disaggregated by quartiles and information on each institution's undergraduate tuition and fees; undergraduate cost of attendance for the preceding five and ten year time periods; and percentage of undergraduates receiving federal grants, state and local grants, institutional grants, and loans. | <ul style="list-style-type: none"> • Oppose creation of college affordability index; reporting requirements are of concern. |

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| Campus Crime Reporting | <ul style="list-style-type: none"> Requires institutions to disclose to the victim of any alleged violent crime or non-forcible sex offense the final results of any disciplinary proceeding conducted by an institution against an alleged student perpetrator of the alleged crime. | <ul style="list-style-type: none"> Maintains current law. | <ul style="list-style-type: none"> Reporting requirements are of concern. |
| Fire Safety Reporting | <ul style="list-style-type: none"> Requires universities and colleges to report publicly fire safety information. | <ul style="list-style-type: none"> No similar provision. | <ul style="list-style-type: none"> Reporting requirements are of concern. |
| Suspension of Student Aid Eligibility for Drug Offenses | <ul style="list-style-type: none"> Clarifies current law prohibiting students from receiving federal student aid if they have been convicted of an offense under federal or state law involving the possession or sale of a controlled substance by stipulating that the provision only applies to enrolled students who are receiving federal Title IV aid and are convicted. | <ul style="list-style-type: none"> Clarifies current law prohibiting students from receiving federal student aid if they have been convicted of an offense under federal or state law involving the possession or sale of a controlled substance by stipulating that the provision only applies to enrolled students who are receiving federal Title IV aid and are convicted. | <ul style="list-style-type: none"> Support clarification; however, UW System opposes barring financial aid from students convicted of drug offenses. |

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| <p>*Title VI International Education</p> | <ul style="list-style-type: none"> • Reauthorizes all Title VI programs. • Establishes a new International Education Advisory Board to oversee Title VI international and foreign language programs and activities. The board would make recommendations on the regulations for grants under Title VI, assess activities and make recommendations on foreign language, diplomatic, national security, and business and trade matters. • Requires institutions that receive grant money to allow all U.S. government recruiters the same on-campus access as other employers. | <ul style="list-style-type: none"> • Reauthorizes all Title VI programs. • No provision to establish an advisory board for Title VI international education programs. • Requires that Title VI international education program applicants and activities to “reflect diverse perspectives and a wide range of views on world regions and international affairs.” • Creates a new authority for the Secretary of Education to assess and ensure compliance with the conditions and terms of the Title VI international education programs. This new authority authorizes the Secretary to suspend future funding for Title VI programs pending the resolution of complaints filed with the Department about grantees. | <ul style="list-style-type: none"> • UW System institutions benefit from Title VI programs, and they make significant contributions to international certification and degrees available to Wisconsin students. |

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| <p>Title VII Graduate Education</p> | <ul style="list-style-type: none"> • Clarifies link between GAANN and Javits stipend level to the National Science Foundation’s Graduate Research Fellowship Program and states that the stipend level “may be set” (instead of “shall be set” as stated in current law) at a level equal to the NSF GRF program stipend level. • Creates a priority in the awarding of GAANN awards for institutions that prepare individuals for the professoriate who teach elementary and secondary school teachers of math, science, special education, and limited English proficiency. • Javits Fellowships – Authorizes \$30 million for FY06 and such sums as may be necessary for the next five succeeding fiscal years (same as FY99 authorization; FY05 appropriation was \$9.8 million). • GAANN – Authorizes \$35 million for FY06 and such sums as may be necessary for the next five succeeding fiscal years (same as FY99 authorization; FY05 appropriation was \$30.4 million). • Reauthorizes FIPSE and Thurgood Marshall Legal Educational Opportunity programs. | <ul style="list-style-type: none"> • Clarifies link between GAANN and Javits stipend level to the National Science Foundation’s Graduate Research Fellowship Program. • Creates a new Patsy T. Mink graduate education program, which would provide assistance to students from underrepresented groups who choose to pursue a Ph.D. or other graduate terminal degree. • Javits Fellowships – Authorizes such sums as may be necessary for FY06 and succeeding five fiscal years. • GAANN – Authorizes such sums as may be necessary for FY06 and succeeding five fiscal years. • Reauthorizes FIPSE and Thurgood Marshall Legal Educational Opportunity programs. | <ul style="list-style-type: none"> • UW System students benefit from the GAANN program and fellowships that assist graduate students with excellent records who demonstrate financial need and plan to pursue the highest degree available in a field designated as areas of national need. The GAANN also includes the Jacob K. Javits program, which provides financial assistance to students pursuing humanities, arts, and social science studies. |

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| Title II – Teacher Education | <ul style="list-style-type: none"> • Requires reporting on test scores for those students who have completed 50% of the coursework required for graduation with a degree in education (current law requires reporting on scores of every graduate of an institution who applies for a teaching license, regardless of their course of study). • Retains ranking of institutions in the state report card. • Adds “value-added assessments” as a method of measuring teacher effectiveness. | <ul style="list-style-type: none"> • Requires reporting on test scores for those students who have completed 100% of the coursework required for graduation with a degree in education. • Eliminates ranking on the state report cards. • No provision on “value-added assessments.” • Requires institutions to provide scaled score information rather than raw scores. • Prohibits federal government from creating a national ranking of schools of education using the scaled scores. • Increases partnership finding to 50% of appropriations. | <ul style="list-style-type: none"> • Wisconsin has benefited greatly from Title II funding. UW System is supportive of efforts to improve teacher preparation programs. UW System supports the Senate language that requires reporting on test scores for those students who have completed 100% of the coursework required for graduation with a degree in education. |

* Provisions related to Title IV mandatory spending programs were considered during FY06 budget reconciliation.

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LEGISLATIVE INITIATIVES

LEGISLATION: TITLE IV-E

AGENCY: Title IV-E, Funded by the U.S. Department of Health and Human Services

DESCRIPTION: The Northeast Wisconsin (NEW) Partnership for Children and Families at the University of Wisconsin-Green Bay is one of the five training partnerships across the State of Wisconsin that develops and provides training to public and tribal child welfare staff. The NEW Partnership serves 26 counties in Northern and Northeastern Wisconsin. The NEW Partnership represents a collaborative effort between the University of Wisconsin-Green Bay, the 26 counties in the NEW Partnership region, and the Wisconsin Division of Children and Family Services.

The Intertribal Child Welfare (ICW) Training Partnership at the University of Wisconsin-Green Bay is newly developed and began operations on January 1, 2005. It is one of the five training partnerships across the State of Wisconsin that develops and provides training to public and tribal child welfare staff. The ICW Training Partnership is overseen by the director of the NEW Partnership, but operates its budget and programming separate from the NEW Partnership. The ICW Training Partnership serves the 11 tribes across the State of Wisconsin. The ICW Training Partnership represents a collaborative effort between the University of Wisconsin-Green Bay, the 11 tribes across the State of Wisconsin, and the Wisconsin Division of Children and Family Services..

The Social Work Professional Program at the University of Wisconsin-Green Bay provides stipends and child welfare specific coursework and field placements to baccalaureate social work (BSW) level students who commit to work in public or tribal child welfare upon graduation. The Collaborative Master of Social Work Program at the University of Wisconsin-Green Bay and the University of Wisconsin-Oshkosh provides stipends and child welfare specific coursework and field placements to master social work (MSW) level students who commit to work in public or tribal child welfare upon graduation. The University of Wisconsin-Green Bay is one of three universities statewide to provide stipends to MSW level students and the only university in Wisconsin to provide stipends to BSW level students. In 2004, 25 BSW level and 21 MSW level students received stipends.

The Northeast Wisconsin (NEW) Partnership for Children and Families and the Intertribal Child Welfare (ICW) Training Partnership programs develop and provide job specific training for people currently employed in public and tribal child welfare positions. The programs serve the county social and human service agencies in a 26 county region in Northern and Northeastern Wisconsin and all 11 tribes across the State of Wisconsin. In 2004, 123 days of training were provided for a total of 1325 child welfare staff. The training provided included the series of six CORE sessions for new child welfare workers as well as advanced and specialized training sessions. These trainings are 1-4 day sessions presented by experienced child welfare practitioners. The content is specific to child welfare and skill building activities are

included that are designed to improve practice skills. Examples of training sessions held: *The Effects of Abuse and Neglect on Child Development; Separation, Placement and Reunification; Case Planning with Children and Youth with Mental Health Issues; Courtroom Preparation; and Parental Substance Abuse and Child Welfare Practice*. In addition to providing the training, the Partnership also works with supervisors to support the transfer of knowledge from the classroom to the workplace to ultimately improve the quality of services for children and families.

The Social Work Professional Program and the Collaborative MSW Program offers child welfare specific coursework and field placement opportunities to students who desire to work in public and tribal child welfare. The students receive monetary stipends with the contractual obligation to work in public or tribal child welfare upon graduation.

The need for child welfare specific training is predicated on the specialized nature of child welfare work where the worker must balance the role of helper with the role of child protection. Child welfare is about keeping children safe while at the same time helping families change what has created the unsafe situation. The authority to remove a child from a family carries with it significant responsibilities to children, families and society. Child welfare workers who have that authority need specialized skills to exercise it well.

The NEW Partnership for Children and Families and the Social Work Professional Program's child welfare sequence at the Baccalaureate Social Work level began with a child welfare training grant from the Children's Bureau, USDHHS. In 1991, the University of Wisconsin-Green Bay Social Work Program received this grant to develop a training program for currently employed child welfare workers in four counties and three tribes in Northeast Wisconsin who were co-sponsors of the project with the University and to develop a child welfare sequence to prepare social work students for public and tribal child welfare work upon graduation. This cooperative effort resulted in the awarding of a Title IV-E training contract from the State of Wisconsin, DCFS, for the purposes of developing and implementing a region-wide, comprehensive training program for county and tribal child welfare workers and to provide stipends social work students interested in preparing for public and tribal child welfare work upon graduation.

The University has had a Title IV-E contract with the State of Wisconsin, DCFS, continuously since then. This contract provides for the pass-through of federal funds currently made available through Title IV-E, cited at 45 CFR 1356.60(b), for the purpose of providing federal funds for state and local training of people currently employed and preparing for employment in public child welfare. Federal matching funds make up approximately 40% of the total budget, while local funds, including university dollars and annual contributions from all of the participating counties and tribes, support the remainder of the training and educational programs' expenses.

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NOTES:

IMPACT ON
Wisconsin:

The provision of Title IV-E dollars to states for training currently employed child welfare staff (workers, supervisors, foster parents) and preparing students for employment in public child welfare is necessary for a well-trained, competent child

welfare workforce. The Title IV-E funding stream is one of only a few funding streams available for the development and provision of training to public child welfare staff in Wisconsin and around the nation, and it is an indication the federal government's support to our most vulnerable children and families. It is imperative that this funding continue, if states are going to protect children and meet the outcomes defined within the federal Child and Family Services Review. The research available around the significance of Title IV-E training programs has repeatedly indicated that not only are Title IV-E trained workers more competent than non-Title IV-E trained workers, but, also, Title IV-E trained workers have demonstrated commitment and intent to remain with their agencies, both very important factors, given the average length of stay with most agencies hovers around 24 months nationwide. The Title IV-E training program is an excellent example of how programs of professional education and training can serve to reinforce, strengthen and promote the work of vital state, county and tribal agencies dedicated to the protection and advancement of children and their families.