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### C. Executive Summary

**a. The Proposed Goals.** The Green Bay to Guanajuato (G2G) Exchange program seeks to increase the number of post-secondary graduates prepared for employment in today's globalized workforce. As Partners of the Americas states, "the peoples of the Americas are inextricably linked. Latin America is the fastest growing trading partner of the U.S., the largest foreign supplier of oil to the U.S., and the largest source of immigrants to the U.S." To prepare post-secondary students for this globally mobile environment, Northeast Wisconsin Technical College (NWTC) in Green Bay, Wis., U.S., and Universidad Politecnica de Guanajuato (UPG) in Cortazar, Guanajuato, Mexico, seek to establish a study abroad exchange partnership to increase the diversity of its study abroad participants as well as the diversity of the aligned academic programming.

**b. Key Activities and Anticipated Results.** The G2G program will develop pilot study abroad experiences for students enrolled in STEM programming, an area that is statistically underserved for study abroad opportunities and serves a majority male population, a demographic that is underrepresented in study abroad. Leaders of NWTC and UPG, through monthly meetings and scheduled site visits of the respective sites, will build two programs for the pilot year: 1) a two-week study abroad program aligned with technical skills training for NWTC students at UPG, and 2) a three-week Intensive English Program with cultural and technical skills exposure for UPG students at NWTC. Students will earn college credit from their home institutions for participation in the programs.

With a commitment to expansion of the pilot program, NWTC and UPG will utilize time during the pilot year to 1) develop and shepherd relationships with respective employers for support of the programs, both financially and through applied experience in the field of study, 2) develop a structure and process for faculty professional development exchanges, 3) coordinate launch of a six-week Intensive English Program for UPG students at NWTC in 2019; and 4) design Individualized Technical Studies Certificates at NWTC for third-year UPG students participating in academic exchange in 2019.

The one-year pilot program will enable NWTC and UPG to expand access to cross-cultural, linguistic, and technical skills training for engineering students underrepresented in study abroad. A minimum twelve students will register to participate in each of the two programs in the pilot year, for a total of 24 student participants. The groundwork laid for expansion during the pilot year will result in three annual UPG student cohorts and one annual NWTC student cohort by the end of 2019, for a total of 48 student participants annually. The program structure will be utilized to build relationships with other international college campuses pursuing similar internationalization efforts. Indirectly, the project will infuse the international experiences and global perspectives of participants within their home institution's classrooms, helping internationalize the college campuses.

**c. Managerial Resources of the Applicant.** XXXXX, NWTC Study Abroad Coordinator, will be responsible for the grant's implementation and reporting. In addition, XXXXX will work closely with XXXXX, and rely on the expertise of staff in their departments and that of English-language and engineering faculty at both institutions.

## D. Program Description

Background of Partnership. Former U.S. Assistant Secretary of State Evan Ryan remarked in his 2015 speech on Education Abroad to the U.S. Department of State: “Exchanges build connections that engage and empower people, and that motivate them to become leaders and thinkers; to develop new skills; and to find connections that will create positive change in their communities.” In order to better prepare the next generation of leaders to operate within the political and economic landscape of the 21<sup>st</sup> century, Northeast Wisconsin Technical College (NWTC) and Universidad Politecnica de Guanajuato (UPG) seek to establish a study abroad exchange partnership to increase the diversity of its study abroad participants as well as the diversity of the aligned academic programming.

NWTC is one of sixteen, two-year technical colleges in the Wisconsin Technical College System. Located in Green Bay, Wisconsin, U.S., with regional campus locations in Marinette and Sturgeon Bay, NWTC serves approximately 38,000 individuals across nine counties in Northeast Wisconsin. Students take advantage of over 100 degree, diploma, and apprenticeship programs; more than 80 certificate options; transfer agreements; contracted business services; and continuing education courses. As a technical college, NWTC offers programs aligned with the employment needs of the community, producing skilled graduates to meet the current and future workforce demand. Approximately 2,500 NWTC students graduate each year, more than all the other Green Bay colleges combined.

UPG is an engineering university located in the heart of Mexico about three hours northwest of Mexico City. With a current enrollment of close to 3,000 students, the university offers several of the high-demand career opportunities students require for the current labor market. The engineering degrees offered are robotics, agro-industrial, automotive design, process manufacturing, logistics and transportation, energy, biotechnology, and metrology and quality. All graduates from UPG are in high demand and enter the workforce quickly upon graduation.

Partners of the Americas was integral in connecting NWTC and UPG for potential exchange partnership based on similar backgrounds and interests in expanding study abroad opportunities. In addition to multiple phone and email exchanges, XXXXX visited NWTC in June 2017 to begin exploring alignment of the two institutions through expanded study abroad opportunities. NWTC representatives who participated in the conversation included XXXXX, XXXXX, XXXXX, XXXXX, and XXXXX. A Letter of Intent to foster international cooperation in education and partnership building was signed by the two institutions in July 2017. A formal signing of the Memorandum of Understanding will occur in October 2017 in conjunction with the Higher Education Partnership Internationalization in the Americas conference in San Miguel de Allende, Mexico, where both partners will be represented. (See *E. Sustainability Plan* for a discussion of support from civil society, government institutions, and private organization.)

### Project Objectives

1. Expand access to cross-cultural, linguistic, and technical skills training for engineering students underrepresented in study abroad through creation of a study abroad partnership of

NWTC and UPG leading to three annual UPG student cohorts and one annual NWTC student cohort by the end of 2019.

2. Increase awareness of study abroad opportunities for underrepresented engineering students as measured by the number of students registered to participate in UPG and NWTC study abroad pilot experiences, totaling 24 by the end of 2018.
3. Increase first-year UPG engineering degree student exposure to native English language, culture, and academic field.

NWTC Student Study Abroad. NWTC and UPG will develop a two-week faculty-led study abroad program at UPG for students enrolled in one or more engineering programs offered by the College's Trades & Engineering Technologies (T&ET) department. Program selection will occur during the grant period following continued discussions with the project partners. Expanding study abroad programs that are designed for T&ET students will provide them an opportunity for a global professional experience. While in Mexico, students will learn about the educational system, engage with UPG students, tour local industries, attend lectures from UPG professors, and explore the region's cultural sites. The study abroad experience will have many student outcomes, including 1) students will feel more confident engaging with diverse individuals, 2) students will be able to apply their education to a global setting, and 3) students will increase their cultural awareness.

The two-week experience will be embedded within the programs' fourth semester capstone courses. Students will receive three credits for successful completion of the course. A minimum **twelve students** will participate in the pilot study abroad experience during January 2019 to align with NWTC's J-term, a mini, three-week session held in January between the College's fall and spring semesters. All recruitment, registration, orientation, and awarding of financial assistance (as reflected in the budget) will occur during the grant period.

To prepare for launch of the study abroad program, NWTC faculty will travel to UPG to meet with school officials. The visit will allow the College to become immersed in the environment and culture to ensure a good starting point for the pilot study abroad experience and to develop relationships for ongoing development of expanded partnership opportunities.

Students who study abroad at NWTC are representative of the larger college demographic: 42% of NWTC's undergraduate students are over 25 years old and 69% of students attend part-time. Eighty-six percent of students are white, 5% are Hispanic, 3% are Asian, 2% are Black or African American, 2% are American Indian or Alaska Native, and 2% are two or more races. The majority of students are low-income and qualify for Federal Pell grants. Recruitment efforts for NWTC's study abroad program to UPG will focus on **expanding access to students underrepresented in study abroad: males, STEM programs, and ethnically diverse students.**

*Underrepresented Males.* Based on the 2014-2015 *Open Doors* data, 33.4% of students studying abroad are male—the lowest percentage in the last ten years. NWTC is currently slightly below this national average of males studying abroad at 32% in the 2016-2017 academic year. As demonstrated in the tables below, from 2007-2016, 172 students studied abroad at NWTC. 129 were female and 43 were male. More recent data (Academic Year 2017) was separated out from historical data to reflect the growing investment in study abroad at NWTC, including increased staffing dedicated to increasing study abroad participation. Despite the influx of participants, however, male participation remains low.

Table 1: Historical Study Abroad Data		
Academic Years	Males	Females
AY 2007-2016	43	129

Table 2: Recent Study Abroad Data		
Academic Year	Males	Females
AY 2017	17	36

*Underrepresented Programs.* While there has historically been more participation from the Trades & Engineering Technologies department, the most recent years have seen most study abroad trips coming from Early Childhood Education and the Business departments. Nationwide, STEM fields represent 24% of all U.S. study abroad students; 5% are from Engineering (Open Doors, 2016). Out of the 53 students that studied abroad in the 2016-2017 academic year, only 11 were in a Trades & Engineering Technologies programs (20% STEM). Since NWTC is a technical college, workforce development is of paramount importance. Therefore, linking the student’s occupation to study abroad learning outcomes is important to the college and the students.

It is hypothesized that increasing the Trades & Engineering Technologies department programs of study for academic exchange will also increase the numbers of male students who participate in study abroad programming. The gender breakdown of students enrolled in the Trades & Engineering Technologies programs lean heavily towards majority male enrollment.

Table 3: Program Demographics		
Programs	Students Enrolled	% Male
• Automation Engineering Technology	54	96
• Electrical Engineering Technology	66	91
• Electro-Mechanical Technology	108	93
• Mechanical Design Technology	60	94
• Environmental Engineering	53	84

*Underrepresented Ethnicities.* The *Open Doors* data from 2014-2015 indicates that 27.1% of U.S. students studying abroad were ethnically diverse. NWTC is well below the national average at 15%, when considering academic year 2016-17 participants. NWTC’s goal is to increase participation of ethnically diverse students to 18%. Recruitment of ethnically diverse students in the study abroad experience to UPG in Mexico will support this goal.

UPG Student Study Abroad. UPG engineering students will participate in a short-term intensive study abroad exchange to the United States in order to gain exposure to the native English language and culture, as well as their academic field. First-year program students in UPG’s Manufacturing Technologies program will be recruited to travel to NWTC in the summer of 2018 for a three-week Intensive English Program. The course will also expose participants to their academic field via tours of U.S. companies and guest lectures from engineering faculty. Students will be paired with non-Spanish speaking students as roommates in on-campus housing to provide an immersive experience into the English language. Evening and weekend activities will be coordinated, with several included in the cost of housing, to expand student experiences in the English-speaking community. Each participant will earn three college credits at NWTC for successful completion of the course, fulfilling UPG’s quarterly requirement for Formation Integration.

### **Participating students will be low-income, an underrepresented group in study abroad.**

Mexico ranks number 10 in the world for origin of international students studying in the U.S. providing only 2% of the whole, despite its close geographic proximity. The *Open Doors Report on International Educational Exchange* shares that 67% of international students studying in the U.S. list personal and family income as their primary source of funding. Personal and family income is a barrier to Mexican student participation. Students at UPG are overwhelmingly low-income: the average income for a student's family (four individuals) is \$500/month compared to an average Mexican household of the same size which earns \$843/month (2014 National Survey of Household Income and Expenditure). **Twelve students** from this demographic will be recruited to participate in this cultural immersion and introduction to the English language.

Summary. In the project's pilot year, a minimum 12 NWTC students and 12 UPG students will participate in study abroad. This will double to 48 exchanges (12 NWTC and 36 UPG) in year two and more in subsequent years (see *F. Institutional Capacity, Challenges, and Opportunities for Growth*), contributing towards the goal of increasing study abroad exchange to and from the United States and Latin America and the Caribbean to 100,000 in each direction by 2020.

### **E. Sustainability Plan**

Need. One of the goals listed in the NWTC Future 2018 Strategic Directions, the College's five-year plan, states that "Northeast Wisconsin Technical College will be considered a widely desired international destination and provider of technical education by international students and employers." In an effort to ensure each graduate has demonstrated "achievement in necessary life and employability skills," the College intends to "Expand the world view and perspectives of district students and staff" through opportunities for NWTC students to interact with and understand people from various backgrounds and cultures. To do so, NWTC focuses on short-term, intensive faculty-led programs in non-traditional study abroad destinations. Development of the study abroad partnership with UPG will support this goal.

Graduates of UPG work in all of the international companies located in the area (i.e., GM, Honda, Mazda, GKN Driveline, PEMSA, American Axle, Volkswagen, and Pirelli). To prepare students for employment in these companies, students need access to English language learning by native speakers and faculty who have applied experience in their areas of study. UPG employs 22 English faculty, all of whom are non-native English speakers. As such, the faculty commonly revert to Spanish during instruction. Workforce is demanding English-speaking graduates of UPG's Engineering in Robotics, Manufacturing Technologies, Automotive, and Energy programs for positions including production supervisors, quality engineers, product engineers, material planners, financial analysts, industrial engineers, process engineers, and human resources, among others. Additionally, program faculty at UPG follow a four-year higher education model and most commonly enter higher education without exposure to their field of study outside the classroom. Faculty applied learning connects academic learning to real world application and more readily prepares students for their future work. UPG has witnessed career success for students who have benefited from UPG's internationalization program, co-funded by the State of Guanajuato, in the past: many are currently working in countries including the United States, Japan, Korea, Spain, Italy, Poland, Germany, Ireland, and Brazil. Expansion of UPG's internationalization program through a partnership with NWTC will ensure quality program graduates prepared for work domestically and abroad.

Impact. NWTC has found that study abroad leaders and past participants are natural champions in the College's efforts to internationalize the campus. Comprehensive internationalization expands far beyond study abroad. The majority of NWTC students will not participate in study abroad. However, they may be taught from an instructor who leads a study abroad program and infuses their international experiences and global perspectives into the classroom, or participate in small group projects with past participants. The G2G Exchange will be NWTC's first time hosting a large contingent of students from Mexico. It is uniquely relevant as Brown County, Wis., where NWTC is located, saw the state's third largest increase in its Hispanic population between 2000 and 2015, growing by 14,034 people (Wisconsin Department of Health Services). Twenty-seven percent of students in Green Bay's K-12 school system are of Hispanic ethnicity (WI Dept. of Public Instruction). The ripple effect of study abroad participation at NWTC on students and faculty cannot be understated.

Additionally, the program will allow NWTC to pilot its three-week Intensive English Program and make modifications in advance of expanded outreach and recruitment of other international college campuses. Conversations continue between NWTC and a Chinese cohort for a similar cultural exchange experience.

UPG's institutional vision for 2025 states that "we strive to be a world class university through the development of our quality educational programs, highly qualified professors, promotion of research, development of sustainable, innovative technology and international focus." Since the inception of its new vision, UPG has implemented six strategic areas to ensure that their institutional goals will be met; this project will directly impact the area of technology development and internationalization. By giving young, financially-challenged STEM students the opportunity to gain the language and technical skills needed to integrate immediately into an ever-growing workforce, they will also be acquiring the 21<sup>st</sup> Century skills needed to be quality citizens in an ever-growing and diverse global economy.

Long-Range Sustainability. The framework established for the G2G Exchange and support of the partnering institutions will assist in sustaining the program. As discussed in *F. Opportunities for Growth*, NWTC and UPG have the capability to generate new projects and increase program capacity beyond the grant period.

Grant funds are being requested to support the faculty-led visits to the respective institutions, which are one-time costs to prepare for the study abroad opportunities. The respective institutions will continue to fund the department positions critical to execution of the exchange partnership.

Financial support of student participation in study abroad is one of the largest ongoing expenses. **Grant funds will be needed in the program's initial year due to the influx of projected student study abroad participants.** Ongoing, NWTC will provide support to NWTC students through its established scholarship fund, supported in part by revenue from on-campus vending machine product sales (currently \$15K), which helps offset a portion of student expenses (i.e., tuition, flight, living expenses, etc.). Mexico's Educafin (the Institute of Financing and Information for Education, a decentralized government agency of the State of Guanajuato) is committed to paying UPG student flight expenses until 2025; UPG also has a commitment of approximately \$45K in American funds for student study abroad initiatives until 2025. A portion of these funds has been committed as project cost share. UPG is scheduled to meet with the

Economic Development Secretary and Secretary of Education for the State to explore additional available financial support via funding to support the workforce needs of area employers.

Since 2006, Green Bay, Wis., has served as a Sister City to Irapuato, Guanajuato, Mexico—a 35-minute drive from UPG. The initial Memorandum of Understanding was signed and executed in Green Bay by Jim Schmitt, Mayor of Green Bay; Luis Vargas Gutierrez, Mayor of Irapuato; Juan Carlos Romero Hicks, Governor of the State of Guanajuato; and Jose de Jesus Felix Servin, Secretary of the Municipal Authority. Conversations with community leaders involved with the sister city partnership's last initiative in 2015 highlight the fact that a focus on education may provide the link needed to reinvigorate the partnership.

A sister city partnership can provide NWTC and UPG access to a broader network of employers and organizations for support of student applied learning. NWTC is pleased to have established relationships with several area companies that operate in Mexico: Schneider, a leading transportation and logistics services company; Schreiber, a dairy products company; and KS Kolbenschmidt US Inc., an aluminum piston manufacturer. UPG has actively begun meeting with area employers to explore ongoing support of student study abroad experiences.

## **F. Institutional Capacity, Challenges, and Opportunities for Growth**

Institutional Capacity. NWTC is a nationally-ranked, two-year public technical college. The College is an Achieving the Dream Leader College, a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. It was recently selected to join the Frontier Set, an initiative of the Bill and Melinda Gates Foundation that is building a network of high-performing two-and four-year colleges, organizations, and state systems to close achievement gaps for low-income and first-generation students and students of color.

NWTC is a rising leader in the field of International Education. NWTC is a board member institution for the Community Colleges for International Development (CCID), a global network of community, technical, and vocational institutions dedicated to creating globally engaged learning environments. XXXXX is the immediate past chair on the board of directors for CCID. XXXXX, NWTC Manager of Student Involvement and International Programs, serves on the CCID Senior International Officers Council. The College is sincerely invested in continuing to grow and expand its reach.

NWTC has welcomed 180 students from more than 80 countries around the globe. NWTC led four successful study abroad programs during the 2016-2017 academic year, sending 54 students abroad. Next academic year the goal increases to 80 students studying abroad. This goal mirrors NWTC's commitment to the Institute of International Education (IIE) Generation Study Abroad initiative of at least doubling the number of U.S. students studying abroad by the end of the decade. To put this exponential growth into perspective, in 2013, 14 NWTC students studied abroad, and by 2020 the College hopes to exceed 100.

XXXXX will have responsibility for program implementation and reporting (see attached Resume and *G. Monitoring and Evaluation*).

Development of international relationships is a requirement of UPG by Educafin, which views student international experiences as a way to not only increase their skills and academic level, but to also promote their social responsibility to impact the development of the state's human capital. Through the financial support of Educafin and institutional financial commitments (see *E. Sustainability Plan*), UPG has approval from its executive board that each student will have at least one international experience during their studies, thus ensuring financing from the institution for internationalization through 2025. With the enrollment projections from the state and federal governments for UPG to reach more than 7,000 students by 2025, infrastructure plans are now in place to meet those coming needs. This will give UPG more than ample areas to host incoming NWTC students and allow it to offer more opportunities in different academic areas alongside the STEM subjects of initial focus.

Challenges. Identifying an international partner had been a challenge to the institutions establishing a U.S.-Mexico exchange. The grant announcement and subsequent conversations by each partner with Partners of the Americas led to NWTC and UPG initiating conversations. The grant-funded project will allow the institutions to pilot programs of study and make modifications based on partner input to inform expanded program offerings with other future international partners, as well as manage a large influx of participating students prior to fully establishing the infrastructure for ongoing student financial support.

A perceived barrier to success of the exchange partnership is the current political climate between the U.S. and Mexico. As XXXXX relayed in email correspondence to XXXXX: "education is the only way to break through barriers in understanding and culture. Now is not the time to be holding back because of walls, it is time to build bridges that lead to better understanding through education. That is why our institution is aggressively pursuing developing the kind of institutional relationships we are discussing with your institution."

The institutions are motivated to expand the study abroad opportunities between the U.S. and Mexico (see *Opportunities for Growth*, below). The greatest challenge to student participation, however, will be financial ability. For UPG students, this will primarily focus on housing and tuition; for NWTC students this will primarily focus on housing and travel. As a top challenge, the partnership has given and will continue to give focused attention to sustained funding streams for participating students (see *E. Sustainability Plan*.)

Opportunities for Growth. UPG second-year Manufacturing Technologies program students will travel to NWTC in the summer of 2019 for a six-week Intensive English Program. Twelve students will meet five hours per day over the course of six weeks for rigorous study of the English language, allowing students to make huge gains in English fluency by the time of their completion. Each participant will earn six college credits for successful completion of the course, fulfilling UPG's quarterly requirement for Formation Integration.

During the grant period, program partners will continue discussions to design Individualized Technical Studies Certificates at NWTC for third-year UPG students participating in the academic exchange during the summer of 2019. In an all-English setting, UPG students will take a course at NWTC that relates to their program of study at UPG. The goal is to encourage the students to stand alone, without additional academic supports, given their prior English studies. NWTC credits will be determined during development of the certificates. UPG will recognize successful obtainment of a certificate as fulfillment of their third-year thesis requirement.

Also, preliminary discussions of future collaboration have included potential 2+2 arrangements and expanded opportunities for involvement of Business & Entrepreneurship students. The 2+2 arrangements would allow students at UPG to begin their first two years at NWTC, with benefit of intensive English language instruction from native speakers and also exposure to faculty with applied experience in the field of study, and return to UPG for their final two years of study. The 2+2 students would earn their degree from UPG. Exchange opportunities for Business & Entrepreneurship students will be explored further in the planned visit of UPG’s Director of Business & Entrepreneurship Programs to NWTC in spring 2018.

A future exchange of English Language Learner teachers is also desired by UPG; initial discussions have been held with NWTC. UPG’s highly-qualified staff of EFL (English as a foreign language) teachers would benefit from teaching in a non-monolingual setting and students would benefit from taking classes from native speakers. Development of this exchange will occur following the program’s pilot exchange and once a formal MOU has been signed.

### G. Monitoring and Evaluation

All funded grants are monitored by NWTC’s Grants Office. The Grants Office holds individual quarterly meetings with each grant-funded project team (i.e., Project Lead and Financial Analyst). The initial post-award meeting is designed to work with the project team to develop a project management model to ensure oversight and accountability for each objective and supporting activities. Quarterly meetings are designed to ensure grant activities and spending are on track based on the project management timeline. If there are any issues related to under spending and/or promised deliverables, the Project Leads must follow up with the Grants Manager and provide a corrective plan of action to address the issue. Project results (see Evaluation Plan, below) will be analyzed by the study abroad leaders from NWTC and UPG to inform planning for scaling the exchanges in year two.

<b>Table 4: Evaluation Plan</b>
<b>Goal: Increase the number of post-secondary graduates prepared for employment in today’s globalized workforce</b>
<b>Objective #1:</b> Expand access to cross-cultural, linguistic, and technical skills training for engineering students underrepresented in study abroad through creation of a study abroad partnership of NWTC and UPG leading to three annual UPG student cohorts and one annual NWTC student cohort by the end of 2019.
<p><u>Activities/Milestones:</u></p> <ul style="list-style-type: none"> <li>• Coordinate monthly meetings with study abroad leaders (<i>Ongoing</i>)</li> <li>• Develop and shepherd relationships with respective employers for support of programs (<i>Ongoing</i>)</li> <li>• Develop structure and process for faculty professional development exchange (<i>Ongoing</i>)</li> <li>• Coordinate technical study options for summer ’19 UPG student cohort (<i>Ongoing</i>)</li> <li>• Conduct site visits of NWTC and UPG with faculty/administrator (<i>Jan ’18</i>)</li> </ul>
<u>Questions:</u> Will students be able to participate in new study abroad programs, beginning in 2018?
<u>Sources of Data:</u> Faculty, staff, and administration

<u>Methods of Collection:</u> Progress checks towards activity milestones
<u>Frequency:</u> Monthly status checks
<b>Objective #2:</b> Increase awareness of study abroad opportunities for underrepresented engineering students as measured by the number of students registered to participate in UPG and NWTC study abroad pilot experiences, totaling 24 by the end of 2018.
<u>Activities/Milestones:</u> <ul style="list-style-type: none"> <li>• Research best practices to recruit underrepresented students and resources to help them fund their study abroad program (<i>Ongoing</i>)</li> <li>• Recruit students for participation in study abroad experiences (<i>Dec '17 –May '18</i>)</li> <li>• Coordinate and facilitate UPG student study abroad orientation (<i>Mar–Apr '18</i>)</li> <li>• Coordinate and facilitate NWTC student study abroad orientation (<i>Sept '18</i>)</li> </ul>
<u>Questions:</u> Did students register to participate in the study abroad opportunities?
<u>Sources of Data:</u> Staff
<u>Methods of Collection:</u> Study abroad registration records
<u>Frequency:</u> Quarterly
<b>Objective #3:</b> Increase first-year UPG engineering degree student exposure to native English language, culture, and academic field.
<u>Activities/Milestones:</u> <ul style="list-style-type: none"> <li>• Intensive English Programs conducted at NWTC (<i>Jun–Aug '18</i>)</li> <li>• Data collected on the impact of UPG student experiences (<i>Jun–Aug '18</i>)</li> </ul>
<u>Questions:</u> Do students demonstrate enhanced cultural competence?
<u>Sources of Data:</u> UPG students and NWTC ELL instructors
<u>Methods of Collection:</u> Survey with retrospective pre-test questions
<u>Frequency:</u> Post-training, June-Aug. '18

XXXXX, Study Abroad Coordinator, will be responsible for the grant’s implementation and reporting (see attached Resume). XXXXX has worked at the College and in the field of international education for over eight years, during which time he/she has implemented and monitored grant-funded programs through Community College Initiative, Global UGRAD Eurasia & Central Asia, Congress-Bundestag Youth Exchange, and Partners of the Americas. In his/her current position, he/she oversees faculty-led study abroad programs and coordinates on-campus cultural and diverse co-curricular programming. He/she is responsible for marketing study abroad programs through the College’s website, print materials, class presentations, and online communications. In addition, XXXXX coordinates and leads the study abroad orientations and leader training, manages the study abroad budget, and oversees the application process. During his/her three years in the study abroad role, XXXXX has more than quadrupled the number of students studying abroad. XXXXX reports to XXXXX (see *F. Institutional Capacity*), who will guide XXXXX’s work and ensure that institutional support is available to meet the grant goals. In addition, the expertise of the entire International Programs department and time for faculty to participate in training and developing study abroad programming will be leveraged to complete activities.

**Northeast Wisconsin Technical College**  
Proposed Program Budget

Description of Expenses	Value	Quantity	Requested Funds	Cost Share
<b>Personnel</b>				
Study Abroad Coordinator	\$74,712	7%		\$5,230
International Student Support Specialist	\$57,810	7%		\$4,047
On-Campus Housing Coordinator	\$15.30/hr + 7.65% fringe	40 hrs.		\$659
Manager of Student Involvement and International Programs	\$111,796	2%		\$2,150
<b>Total Personnel</b>				<b>\$12,085</b>
<b>Program Costs</b>				
NWTC Faculty/Administrator International Travel	\$1,500/person	2 people	\$3,000	
UPG Faculty/Administrator International Travel	\$2,000/person	4 people	\$8,000	
NWTC Student Stipends	\$500/student	12 students	\$6,000	
UPG Student Stipends	\$500/student	12 students	\$6,000	
NWTC Orientation Fee for International Students	\$170/student	12 students		\$2,040
NWTC International Student Application Fees	\$130/student	12 students		\$1,560
<b>Total Program Costs</b>			<b>\$23,000</b>	<b>\$3,600</b>
<b>Other</b>				
<b>Total Other Costs</b>				<b>\$0.00</b>
<b>Additional Resources/Support (from outside sources)</b>				
UPG Student Support				\$20,000
<b>Total Additional Resources</b>				<b>\$20,000</b>
<b>Indirect Costs</b>			\$2,000	\$5,015
<b>Total Costs</b>			<b>\$25,000</b>	<b>\$40,700</b>
<b>Total Combined (100K Grant + Cost-Share)</b>			<b>\$65,700</b>	

## Northeast Wisconsin Technical College Budget Narrative

### Personnel

Study Abroad Coordinator. XXXXX will devote 7% of his/her study abroad programming time (currently 100% of duties) on the G2G Exchange program. He/she will communicate with program grantors/administrators and maintain accurate reports of data, as well as monitor grant budgets and submit reports as appropriate. His/her current salary and fringe cost is \$74,712. 7% of his/her salary and fringe will be provided as cost share to the grant, totaling \$5,230.

International Student Support Specialist. XXXXX will serve as the first point of contact for prospective international students, assisting them through the international application process, advising students on visa requirements, and working with Enrollment Services to admit international students. He/She will also coordinate inbound student needs including orientation, weekly meetings, and volunteer activities, as well as cultural learning opportunities. His/her current salary and fringe cost is \$57,810. 7% of his/her salary and fringe will be provided as cost share to the grant, totaling \$4,047.

On-Campus Housing Coordinator. XXXXX will coordinate and facilitate all short-term and on-campus housing requests, as well as develop and implement cultural activities to include evening and weekend events. His/her hourly rate is \$15.30 and fringe is 7.65% (or \$16.47/hr). 40 hours of his/her time will be required for the grant activities (40 x \$16.47=\$659) and this will be cost shared by NWTC.

Manager of Student Involvement and International Programs. XXXXX will serve as the NWTC point of contact for continuing development of the partnership between the College and Universidad Politecnica de Guanajuato. His/her current salary and fringe cost is \$111,796. 2% of his/her salary and fringe will be provided as cost share to the grant, totaling \$2,150.

### Program Costs

Faculty/Administrator International Travel. The rates are estimates based on previous travel to/from Mexico. Two faculty/administrators from NWTC will travel to Mexico in January 2018 for a site visit of Universidad Politecnica de Guanajuato and prepare for future trips in their own program areas. (Two NWTC faculty/administrators x \$1,500 = \$3,000). Four faculty/administrators from UPG will travel to Wisconsin in the summer of 2018 for a site visit of Northeast Wisconsin Technical College and prepare for additional study abroad opportunities. (Four UPG faculty/administrators x \$2,000 = \$8,000).

Item	NWTC/person costs	UPG/person costs
Flight	\$500	\$500
Accommodations	\$600	\$1,120
Meals	\$150	\$230
Excursions	\$150	\$150
Phone	\$50	\$0
Health/Emergency Insurance	\$50	\$0
<b>Total</b>	<b>\$1,500</b>	<b>\$2,000</b>

NWTC Student Stipends. Twelve students will each receive \$500 in financial assistance to help defray the travel expenses of study abroad. (Twelve students x \$500 = \$6,000)

UPG Student Stipends. Twelve students will each receive \$500 in financial assistance to help defray the lodging expenses of study abroad. (Twelve students x \$500 = \$6,000)

NWTC Orientation Fee for International Students. NWTC will cost share the orientation fee typically charged to inbound international students. (Twelve students x \$170 = \$2,040)

NWTC International Student Application Fees. NWTC will cost share the application fees typically charged to inbound international students. (Twelve students x \$130 = \$1,560)

## **Other Costs**

N/A

## **Additional Resources/Support (*from outside sources*)**

UPG will provide \$20,000 to support student costs during the three-week study abroad in the U.S. Expenses include transportation from Chicago (est. \$200/student), housing (est. \$600/student), tuition (est. \$640/student), cultural activities (est. \$226/student), meal vouchers Monday-Friday—two per day (est. \$200), and stipend for weekly expenses (est. \$300). This totals \$2,166 per student. The institutional support, in addition to student stipends provided by the grant, will enable low-income students to participate with little advanced preparation for personal/family savings and contribution during the program's pilot year. UPG cost share totals approximately \$1,666 per student x 12 students.

## **Indirect Costs**

NWTC has a federally negotiated indirect cost rate of XX%. The base is the total direct costs excluding capital expenditures, that portion of each sub award in excess of \$25,000, and flow-through funds. NWTC will cost share \$7,015 in indirect costs, requesting funds for \$2,000.

## **Total Costs**

NWTC requests \$25,000 in total direct and indirect costs.

## **Total Combined (100K Grant + Cost-Share)**

\$65,700