



October 11, 2010

APPENDIX MMM-4-12
October 25, 2010

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: Federal Education Jobs Fund Enactment

I. Introduction

A. Title/topic – Plan to utilize the Federal Education Jobs Funds

B. Presenter/contact person – Daniel Nerad, Superintendent

C. Background information – On Friday August 13, 2010 the U.S. Department of Education released application materials for the Education Jobs Fund, and shortly thereafter President Obama signed this program into law. The Education Jobs Fund provides \$10 billion in formula based federal grant aid, distributed to states based upon their school age and total populations. In order for a state to receive funding, the Governor of each state was required to submit a simple application by September 9, 2010, where they committed among other things to maintain certain levels of spending on public education. Once a state received an allocation from these Job Funds, they were required to distribute the funds to school districts either through the state's primary education funding formula or through the Title I distribution formula. In Wisconsin the Governor decided to have these funds distributed through the funding formula. Once the allocation was given to each district, the district is only allowed to spend these funds to support costs associated with employment including salaries and benefits in order to save jobs or to hire additional and new positions for the district.

As part of the Federal Education Jobs Bill, and the application submitted by Governor Jim Doyle on behalf of Wisconsin School Districts, Wisconsin received \$179,650,099 in funding to be used in the 2010-11 and 2011-12 school years. Through the formula used by the state to allocate funds, Madison Metropolitan School District further received \$8,377,542 in funding.

D. BOE action requested – Action on this plan is requested at the Regular Board Meeting on October 25, 2010.

II. Summary of Current Information

A. Provide summary – Attached to this memorandum, you will find a budget breakdown for the 2010-11 and 2011-12 school years for those items being proposed as part of the Federal Education Jobs Funds. This plan, as you will see, also targets the continuation of necessary jobs funded through ARRA funds beyond the 2010-11 school year, and focuses heavily on job creation. Items listed as 1 through 10 are recommended to be funded as part of the plan for the 2010-11 and 2011-12 school year. Items listed as 8 through 10 are recommended to be funded only for the 2011-12 school year. The explanation of each item and why it is recommended is as follows:

1. Unallocated positions related to class size and other program needs. (6.0 FTE)

The 6.0 FTE will be used to lower class sizes in the high schools and middle schools, particularly in the academic core content classes. It may also be used to add additional sections of a particular course to provide increased access for students to address specific program needs.

2. Bilingual & Diversity Personnel Analyst (1.0 FTE)

A Bilingual Human Resource Specialist is needed in order to increase capacity in the Human Resources department to be able to process applications specifically for bilingual education positions and vacancies requiring Spanish-language proficiency. The following processes would be expedited:

Targeted recruitment:

- Contact institutions of higher education that currently offer bilingual licensing programs for general education, special education, speech and language, etc. about opportunities in the district
- Attend job fairs around the state to recruit candidates
- Give presentations to students of linguistic minority background about the teaching profession

Language proficiency screener:

- Schedule language proficiency screener with applicants that indicated proficiency in Spanish
- Conduct oral and written language tests for Bilingual Resource Specialists (BRS) and bilingual teaching positions
- Score written and oral tests
- Identify among applicants for BRS positions those candidates with prior teaching experience or relevant prior experience that apply for Inform candidates about licensing programs at different institutions

- Inform candidates about licensing requirements and regulations by DPI
- Monitor progress in licensing attainment by staff on emergency licenses or emergency permits

3. Expand the Road (GEDO 2) (2.0 FTE)

In the first year, this alternative program was successful with 28 of 29 students receiving MMSD diplomas. The 29th student is back in class this year and should finish very soon. These are students who were very credit-deficient and entered Project ROAD with little hope of actually graduating. This year, we are starting the program with 30 students and there are about 12 on the waiting list. (DPI requires a 15:1 student to teacher ratio) Our goal is to eliminate the waiting and expand this program to other geographic areas (Memorial) and to open a second section at LaFollette right away.

4. Professional Development Technology Support (1.0 FTE)

One of the central charges of the Professional Development (PD) Department is to enhance and align professional development within and across schools. Technology should play a substantial role in this endeavor. Specifically, a PD district teacher leader in technology would:

1. Create and continuously improve a PD website *for learning*. The PD Department plans to create a central website that displays comprehensive information on PD **initiatives** (e.g., PBS, TAG, culturally relevant practices, etc.) **resources** (contacts, articles, videos, etc.), and **tools** (e.g., frameworks, protocols, etc.). Currently, this PD information is difficult to find, scattered around the district, or absent. This website would not only aid PD communication; it would provide “just-in-time” learning opportunities for administrators, teachers, specialists, volunteers, and others (e.g., by watching videos of exemplary teaching). It will be crucial to have someone with the technological knowledge and skills to manage and structure this large amount of incoming and constantly evolving information.
2. Provide technology professional development for improving core practices, professional learning, and productivity. Although MMSD has many technology tools that could enhance organization, teacher, and student learning (e.g., blogging, google documents, Elluminate, Moodle), few schools, groups, and teachers have this 21st century technological expertise, in part because MMSD does not have the current capacity to support this professional development.

5. Wisconsin Center for Academically Talented Youth (WCATY) (2.2 FTE)

As we work to provide the sort of definable programming for TAG students that is called for in the Strategic Plan we need to move forward with WACTY at the

middle school level. Elementary is fairly well covered, high school accelerated courses are about to expand, but middle school only has cluster grouping and some math acceleration.

We propose a .2 FTE at each middle school to coordinate student participation in WACTY courses and to monitor and grade student work.

6. Building & Trades Positions (6.0 FTE)

A major component of meeting the ongoing maintenance needs of our school district, revolves around keeping up to date with work orders entered by our schools. Currently many of our trade areas are backlogged with requests coming in from schools up to 6 months, which causes us many times to either contract out for this work or simply put it off for an extended period of time. For these reasons, Administration is recommending hiring 2 Steamfitters to work on HVAC related projects, 1 Electrician, 1 Plumber, 1 Carpenter, and 1 Painter.

The use of the Education Jobs Funds support six new positions for the 2010-11 and 2011-12 school years will allow us to accomplish two main goals. First these additional staff will allow us to get caught up, or make greater head way on the work orders currently outstanding. Second, the next two years will allow us an opportunity to track projects completed by these staff members, to put together a thorough analysis of the projected benefits of having these in-house staff versus contracting out. This recommendation is meant to work in tandem with Administrations Amendment BA-4, which is meant to provide supply budgets for these individuals to use in order to accomplish work within our schools.

7. Custodial Positions (2.0 FTE)

For many years MMSD has continued to deal with the need to keep our facilities clean and safe with less and less staff. The recommendation to add two additional custodians is targeted at what we consider the two most problematic sites. We are intending to utilize one custodial FTE at Toki / Orchard Ridge and to utilize the other custodial FTE at Hamilton / Van Hise. These two combined facilities historically produce the greatest amount of turnover and consequently are the hardest jobs to fill when they do come open. Adding an additional FTE at each site will allow for further focus of cleanliness on the second shift, and better upkeep at those facilities.

8. 4K Shortfall (66.0 FTE)

The primary rationale for the Madison Metropolitan School District's implementation of four year old kindergarten (4K) is to better prepare all students for educational success. Similarly, the community and society as a whole receive many positive benefits when students are well prepared for learning at a young age. The human brain develops more rapidly

between birth and age five than during any other subsequent period. Four year old kindergarten helps provide all children with a solid foundation for their education during this critical period (National Research Council and Institute of Medicine, From Neurons to Neighborhoods: The Science of Early Childhood Development, 2000). Research indicates that children who attend high quality 4 K programs perform better in school and throughout life, and have more advanced language and math skills upon entering kindergarten.

These funds are meant to address the shortfall created when starting a new program such as 4-k within our district. This shortfall exists due to the way schools are funded, utilizing a three year rolling average to provide revenue to support programs. It is not until the third year of the program, that we actually receive full benefit for all of the children we are educating as part of the 4-k program. This program will continue to require the use of property tax levy in the amount of approximately \$3.7 million for the 2011-12 school year to implement.

9. Preserve Micro-Techs Funded Through ARRA (4.0 FTE)

This proposal converts limited term employment "specialist" positions into "Micro-Computing Specialist 1" positions. These positions are critically needed to help distribute our network support and their current ARRA funded LTE positions will expire on June 30, 2011.

The proposal converts 2 LTE "Micro-Tech" positions into "Micro-Technician 1" positions. These employees have helped to distribute our desktop support functions within buildings.

10. Preserve LEAP, NEON Funded Through ARRA (5.0 FTE)

During the 2009-10 school year, the LEAP and NEON programs were all increased (2 and 3 positions respectively). Currently, these positions are being funded via IDEA ARRA through the 2010-11 school year. It is recommended to maintain these positions through the 2011-12 school year. Doing so will meet an immediate need to offer our most challenging students a high quality alternative educational placement.

B. Recommendations and/or alternative recommendation(s) – It is recommended that the Board of Education adopt the plan for use of the Federal Education Job Funds.

C. Link to supporting detail - None

III. Implications

- A. Budget** – This action will increase the budget for 2010-11 by a projected \$1,661,728 and will increase the budget for 2011-12 by a projected \$6,661,024. These increases will be funded from the federal funds associated with the Education Jobs Funds and will exist, absent further Board of Education action, until June 30, 2012
- B. Strategic Plan** – These recommended positions align to specific action plans within the Strategic Plan.
- C. Equity Plan** – These recommendations create more equitable learning opportunities and positive outcomes for district students.
- D. Implications for other aspects of the organization** - None

IV. Supporting Documentation

- A. Federal Education Jobs Fund Plan Summary**

**FEDERAL EDUCATION JOBS FUND
PLAN SUMMARY
\$8,377,542**

2010-11

	FTE	Rate	Amount
1. Unallocated Positions Related to Class Size and Other Program Needs	6.00	\$79,643	\$ 477,860
2. Bilingual & Diversity Personnel Analyst	1.00	\$71,016	\$ 71,016
3. Road (GEDO 2)	2.00	\$79,643	\$ 159,287
4. Professional Development Technology Support	1.00	\$94,241	\$ 94,241
5. TAG Support for WCATY	2.20	\$79,643	\$ 175,215
6. Building & Trades Positions	6.00	\$89,322	\$ 535,930
7. Custodial Positions	2.00	\$74,089	\$ 148,177
	2010-11 Total		\$ 1,661,728

Beginning Balance	\$ 8,377,542
2010-11 Total	<u>\$ 1,661,728</u>
June 30, 2011 Ending Balance	<u>\$ 6,715,814</u>

FEDERAL EDUCATION JOBS FUND
 PLAN SUMMARY
 \$8,377,542

2011-12

	FTE	Rate	Amount
8. 4K Shortfall	66.00	\$ 62,986	\$ 4,157,099
9. Preserve Micro-Techs Funded Through ARRA	4.00	\$96,833	\$ 387,332
10. Preserve LEAP, NEON Funded Through ARRA	5.00	\$81,834	\$ 409,168
1. Unallocated Positions Related to Class Size and Other Program Needs	6.00	\$81,834	\$ 491,001
2. Bilingual & Diversity Personnel Analyst	1.00	\$72,969	\$ 72,969
3. Road (GEDO 2)	2.00	\$81,834	\$ 163,667
4. Professional Development Technology Support	1.00	\$96,833	\$ 96,833
5. WIKATY	2.20	\$81,834	\$ 180,034
6. Building & Trades Positions	6.00	\$91,778	\$ 550,668
7. Custodial Positions	2.00	\$76,126	\$ 152,252
	2011-12 Total		\$ 6,661,024

	July 1, 2011 Beginning Balance	\$ 6,715,814
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	2011-12 Total	<u>\$ 6,661,024</u>
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	June 30, 2012 Ending Balance	<u>\$ 54,790</u>
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