



Date: December 9, 2010

Appendix MMM-6-28
December 13, 2010

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: Badger Rock Middle School

I. Introduction

A. Title/topic – Badger Rock Middle School (BRMS)

B. Presenter/contact person – Daniel Nerad
Pam Nash
Erik Kass

C. Background information – On February 16, 2010, MMSD received BRMS's Planning Grant and Executive Summary of its proposed charter school. On August 16, 2010, the DPI approved the Planning Grant and provided BRMS with an award of \$200,000. (Please see communication from DPI attached as Appendix A).

The proposed charter school will be located on 4 acres of property on the grounds of the Badger Resilience Center in South Madison. The designated site is adjacent to a 7 acre Madison park that will also be used to foster BRMS' philosophy of cultural and environmental sustainability. The site also currently has a working farm, a community center, a café and a gardening and sustainability operation run by Growing Power.

In addition to the previously referenced planning grant, funding for BRMS, including a school endowment, is being spearheaded by the Center for Resilient Cities. BRMS reports that "close to a million dollars" has been committed to the project and these, and future, funds are being provided by private contributors.

BRMS notes that the research-based instructional strategies upon which their pedagogy will be established are Environmental-Based Education (EBE) and Place –Based Education (PBE). As noted in BRMS Executive Summary, both EBE and PBE have been subject to numerous research efforts and have demonstrated positive results for involved students, and in particular, students at the middle school level. EBE in particular is also consistent with PI 8.01 which mandates that "environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans." BRMS also proposes a "year-round" school which would not increase the number of instructional days, but would lessen the traditional three-month summer break.

BRMS has established numerous partnerships with community agencies. These agencies are detailed in the Executive Summary and Detailed Proposal (See Appendices B and D).

D. BOE action requested – Administration recommends the Board of Education approve the Badger Rock Middle School along with attached updated 5 year financial projections.

II. Summary of Current Information

- A. **Provide summary** – Since the November 29, 2010 Board of Education meeting, administration has been working in collaboration with the planning team for BRMS to bring forward a five year budget projection. This work allowed our groups to work through some of the original cost issues, meet the desires of the Board to include Psychologist, Social Worker, and Guidance positions, and to put forward a budget that is based upon realistic assumptions.

Attached to this summary as Exhibit 1 you will find a breakdown of the Budget Parameter and Assumptions that have gone into the development of the 5 year budget plan. The allocations by position for BRMS are as follows:

	2011-12	2012-13	2013-14	2014-15	2015-16
Learning Coordinator	1.07	1.07	1.07	1.07	1.07
Reg Teacher Allocation	2.00	4.00	6.00	6.00	6.00
Spec. Ed Teacher Allocation	1.00	1.00	2.00	2.00	2.00
Guidance	0.20	0.40	0.50	0.50	0.50
Psychologist	0.10	0.20	0.40	0.40	0.40
Social Worker	0.10	0.20	0.40	0.40	0.40
Nurse	0.05	0.10	0.10	0.10	0.10
Nurse Assistant	0.10	0.20	0.40	0.40	0.40
Special Education Assistants	0.81	1.50	2.31	2.31	2.31
Noon Supervision	0.14	0.14	0.14	0.14	0.14
Librarian	0.00	0.00	0.00	0.00	0.00
Food Service	0.00	0.00	0.00	0.00	0.00
Custodial	0.00	0.00	0.00	0.00	0.00
EA	0.00	0.00	0.00	0.00	0.00
Clerical	0.00	0.00	0.50	0.50	0.50
Tech Support	0.00	0.25	0.25	0.25	0.25
Security	0.00	0.00	0.00	0.00	0.00

As a part of the overall funding of BRMS, there is an assumption that as students are removed from Sennett Middle School through self selection, that resources will trail along with those students. The information below is meant to show the transfer of actual FTE numbers from Sennett to BRMS that shows up within the Revenue Analysis in Exhibit 2:

	2011-12 Year #1	2012-13 Year #2	2013-14 Year #3	2014-15 Year #4	2015-16 Year #5
Sections					
Enrollment	50.00	100.00	150.00	150.00	150.00
Sennett Attendance Area	40.00	80.00	120.00	120.00	120.00
Other Attendance Area	10.00	20.00	30.00	30.00	30.00
Learning Coordinator	-	-	-	-	-
Reg Teacher Allocation	2.60	4.90	7.30	7.20	7.20
Spec. Ed Teacher Allocation	1.00	1.00	2.00	2.00	2.00
Guidance	-	-	-	-	-
Psychologist	0.10	0.10	0.20	0.20	0.20
Social Worker	0.10	0.20	0.20	0.20	0.20
Nurse	-	-	-	-	-
Nurse Assistant	0.06	0.13	0.19	0.19	0.19
Special Education Assistants	0.49	0.90	1.39	1.39	1.39
Special Education Supplemental	0.16	0.30	0.46	0.46	0.46
Noon Supervision	-	-	-	-	-
Librarian	-	-	-	-	-
Food Service	-	-	-	-	-
Custodial	-	-	-	-	-
EA	-	-	-	-	-
Clerical	-	-	-	-	-
Tech Support	-	-	-	-	-
Security	-	-	-	-	-
Total Cost	4.51	7.53	11.74	11.64	11.64

The major changes on the revenue side for BRMS deal with the assumptions surrounding children coming to BRMS that fall into the category of Open Enrollment, Open Enrollment not leaving MMSD, Home Schooled Students, and Private School Students. The numbers assumed for the projections are as follows:

	2011-12 Year #1	2012-13 Year #2	2013-14 Year #3	2014-15 Year #4	2015-16 Year #5
Open Enrollment	0	1	2	2	3
Open Enrollment Not Leaving	0	0	1	2	2
Private School Enrollees	1	1	2	2	2
Home School Enrollees	1	1	2	2	2

In working with BRMS planning staff and their DPI Charter Grant Consultant the numbers being presented for these categories are believed to be conservative and in line with what other school districts have experienced.

Overall the projections show that projected expenditures exceed projected revenues in each of the first five years. The amounts by year are as follows:

	2011-12 Year #1	2012-13 Year #2	2013-14 Year #3	2014-15 Year #4	2015-16 Year #5
Net Revenue to Expenditures	(42,741.30)	(31,123.68)	(134,360.43)	(91,450.64)	(80,893.96)

Administration is proposing covering these shortfalls going forward through the annual budget process. Further we intend to cover these amounts through the use of unallocated positions budgeted on an annual basis.

- B. Recommendations and/or alternative recommendation(s)** – Administration recommends the approval of the Badger Rock Middle School Charter Proposal along with the accompanying 5 year budget projections.
- C. Link to supporting detail** – None

III. Implications

- A. Budget** – \$668,642.77
- B. Strategic Plan** – The Strategic Plan emphasizes the need to create an innovative and alternative program plan. While this plan has not been created yet, this proposal is an example of this type of program.
- C. Equity Plan** – BRMS must follow all State and Federal laws regarding civil rights and prohibitions on discrimination and has committed to do so.

The racial/ethnic makeup of the proposed attendance area is as follows: 1% Native American; 21% African American; 23% Hispanic; 5% Asian; 44% Caucasian; 6% More than one race. The BRMS proposed attendance area is substantially similar to the overall racial/ethnic makeup of MMSD which is set forth in the following break down: 1% Native American; 20% African American; 17% Hispanic; 10% Asian; 47% Caucasian; 6% More than one race. Consequently, if a representative number of students from the proposed attendance area apply and are randomly selected by BRMS, the environment will not only be diverse but also approximate the diversity of the District as a whole.

Placement at BRMS will be entirely voluntary and accomplished via consent of the student's parent/guardian. If more applications for enrollment are received than available space, a random lottery will be utilized, with a waiting list for students not selected through that lottery. BRMS has proposed that there also be a sibling, children of founder's and children of BRMS teacher's guarantee incorporated into the Charter contract.

IV. Supporting Documentation

- A. Exhibit 1** – Badger Rock Middle School Budget Parameters and Assumptions
- B. Exhibit 2** – Five year Revenue and Expenditure Projections
- C. Answers to Board Questions Document**
- D. Resilience Research Center Update**
- E. Three recommendation letters**

To: Board of Education

Appendix MMM-6-28
December 13, 2010

From: Daniel A. Nerad, Superintendent

Date: December 13, 2010

Subject: Badger Rock Middle School Budget Parameters and Assumptions

The Badger Rock Middle School (BRMS) five year revised and expanded budget model was completed utilizing the following parameters and assumptions:

ENROLLMENT ASSUMPTIONS

The current projected enrollment for BRMS for 2011-12 (year 1) is 50 students, a projected 100 in 2012-13, 150 in 2013-14, 150 in 2014-15 and 150 in 2015-16.

Eighty percent of enrollment each year is assumed to come from Sennett Middle School. The remaining twenty percent of the enrollment is projected to consist of students from other district attendance areas and students not currently attending a Madison Metropolitan School (Open Enrollment, Private School, Home School). The students not currently attending Madison Metropolitan School District will provide BRMS and the District with new revenue through Open Enrollment and Revenue Limit Authority.

STAFFING ASSUMPTIONS

Staffing expenditure assumptions utilize the 2010-11 district staffing vacancy rates with an assumed salary and benefit percent increase in costs for the each year of budget model.

The instructional staffing allocation is based on the BRMS Planning Team's recommendation. The support staff (including Learning Coordinator, Special Education, technical, clerical, etc) allocation is based upon the BRMS Planning Team recommendation and the district staffing requirements.

A transfer of staffing allocation from Sennett Middle School to BRMS can be attributed to the assumption that eighty percent of the BRMS enrollment will be coming from Sennett Middle School. The impact of the reduction in enrollment from Sennett Middle School creates a staffing allocation and funds shift to BRMS. The staffing allocation shift does not cover the full allocation needs of BRMS.

FORMULA EXPENDITURE ALLOTMENTS

Each school receives an expenditure allotments for School Improvement Plan (SIP), General Formula, and Staff Development based upon student enrollment. In addition there is a small school allotment by which BRMS would qualify for.

With the assumption that eighty percent of the BRMS enrollment will be coming from Sennett Middle School the allotments for those students would transfer from Sennett Middle School to BRMS.

FOOD SERVICE

The annual food service meal cost per pupil was applied to the projected BRMS enrollment to project the food service expenses. Within the model the assumption of eighty percent will transfer from Sennett Middle School to BRMS is incorporated and the remaining (20%) of the food service participants are assumed to qualify for state and federal food service reimbursement.

TECHNOLOGY

The model incorporates the fees associated with leasing the fiber connectivity to BRMS and the expenses related with the technology needs identified by the BRMS Planning Team. The use of fiber at BRMS provides for additional E-Rate revenue.

OTHER REVENUE ASSUMPTIONS

Grant Assumptions

The model utilizes the Department of Public Instruction Implementation and Dissemination Grants issued to BRMS to fund a portion of the Learning Coordinator, Supplies, Professional Development, a portion of the Technical Support, and Non-Capital Equipment.

It is also projected that BRMS will receive additional grants to be further identified by the BRMS Planning Team.

Additional Funding Source Assumptions

BRMS Planning Team has identified additional funding sources available through Foundation for Madison Public Schools Endowment and Partnerships which will be further identified.

OTHER EXPENDITURE ASSUMPTIONS

Utilities Assumptions

The utilities assumptions in the model utilize the range presented by the Architect on the BRMS project and an analysis on the systems in place at Olson Elementary School.

Transportation Assumptions

The transportation is budgeted at the cost of a "yellow" bus route for the BRMS attendance area with an increase in the rate for each year thereafter.

Property Insurance

The district utilized a comparable middle school (Wright) to project the value of building property content to be insured. This projection does not include insuring the physical building.

Classroom/LMC Furniture

The district utilized the per classroom furniture cost comparable to the Olson Elementary start up costs.

**Recommended Revenue Budget Model
December 13, 2010**

EXHIBIT 2

**MMSD - Badger Rock
2011-16 Projection**

	2011-12 Year #1	2012-13 Year #2	2013-14 Year #3	2014-15 Year #4	2015-16 Year #5
Revenue Generators					
Revenue Limits					
Sections					
Enrollment	50.00	100.00	150.00	150.00	150.00
Sennett Attendance Area	40.00	80.00	120.00	120.00	120.00
Other Attendance Area	10.00	20.00	30.00	30.00	30.00
Funding Transferred from Sennett					
Staffing Shift	349,644.87	601,426.00	975,872.53	1,005,590.28	1,045,813.89
Classroom Supplies General	5,173.85	10,554.65	16,148.61	16,471.59	16,801.02
Staff Development	285.60	582.62	891.41	909.24	927.43
Food Service - Food Costs	16,009.92	32,660.24	49,970.16	50,969.57	51,988.96
Possible Other Funding					
DPI Grants	183,579.82	251,109.67	-	11,512.48	11,742.73
Open Enrollment	-	7,300.91	15,134.52	15,686.65	24,388.40
Open Enrollment Not Leaving	-	-	7,567.26	15,686.65	16,258.93
Private School Enrollees	11,552.47	11,552.47	23,104.94	23,104.94	23,104.94
Home School Enrollees	11,552.47	11,552.47	23,104.94	23,104.94	23,104.94
Tuition Paying	-	-	-	-	-
Special Education Categorical Aid	-	1,992.19	3,775.99	5,926.73	6,044.34
Other Grants	10,000.00	20,000.00	30,000.00	30,000.00	30,000.00
Food Service	4,002.48	8,165.06	12,492.54	12,742.39	12,997.24
E-Rate	9,100.00	9,282.00	9,467.64	9,656.99	9,850.13
FMPS Endowment	15,000.00	25,000.00	37,500.00	37,500.00	37,500.00
Partnerships	10,000.00	20,000.00	30,000.00	30,000.00	30,000.00
Total Revenue	625,901.47	1,011,178.28	1,235,030.55	1,288,862.46	1,340,522.96

**Recommended Expenditure Budget Model
December 13, 2010**

EXHIBIT 2

**MMSD - Badger Rock
2011-16 Projection**

	2011-12 Year #1	2012-13 Year #2	2013-14 Year #3	2014-15 Year #4	2015-16 Year #5
Revenue Generators					
Revenue Limits					
Sections					
Enrollment	50.00	100.00	150.00	150.00	150.00
Sennett Attendance Area	40.00	80.00	120.00	120.00	120.00
Other Attendance Area	10.00	20.00	30.00	30.00	30.00
Staffing Expenditures					
Learning Coordinator	88,627.13	92,172.22	95,859.10	99,693.47	103,681.21
Reg Teacher Allocation	165,658.19	344,569.03	537,527.69	559,028.80	581,389.95
Spec. Ed Teacher Allocation	82,829.09	86,142.26	179,175.90	186,342.93	193,796.65
Guidance	16,565.82	34,456.90	44,793.97	46,585.73	48,449.16
Psychologist	9,124.27	18,978.47	39,475.23	41,054.23	42,696.40
Social Worker	9,124.27	18,978.47	39,475.23	41,054.23	42,696.40
Nurse	4,141.45	8,614.23	8,958.79	9,317.15	9,689.83
Nurse Assistant	5,433.38	11,301.42	23,506.96	24,447.24	25,425.13
Special Education Assistants	37,167.79	71,786.93	114,859.09	119,453.46	124,231.60
Noon Supervision	11,832.73	12,306.04	12,798.28	13,310.21	13,842.62
Librarian	-	-	-	-	-
Food Service	-	-	-	-	-
Custodial	-	-	-	-	-
EA	-	-	-	-	-
Clerical	-	-	39,941.82	41,539.49	30,097.56
Tech Support	-	19,607.52	20,391.82	21,207.49	22,055.79
Security	-	-	-	-	-
Purchased Services					
Professional Development	15,000.00	40,000.00	-	-	-
Gas	7,326.39	7,912.50	8,545.50	9,229.14	9,967.47
Electricity	14,652.78	15,825.00	17,091.00	18,458.28	19,934.94
Water/Sewer	4,395.83	4,527.71	4,663.54	4,803.45	4,947.55
Phone	1,000.00	1,030.00	1,060.90	1,092.73	1,125.51
Transportation	35,100.00	36,504.00	37,964.16	39,482.73	41,062.04
Property Insurance	385.00	400.40	416.42	433.07	450.40
Supplies					
SIP Allotment	408.00	832.32	1,273.45	1,298.92	1,324.90
Classroom Supplies General	6,467.31	13,193.31	20,185.77	20,589.48	21,001.27
Classroom Supplies Small School	8,768.94	8,944.32	-	-	-
Staff Development	357.00	728.28	1,114.27	1,136.55	1,159.28
Food Service - Food Costs	20,012.40	40,825.30	62,462.70	63,711.96	64,986.20
Non-Capital					
Networking	14,000.00	14,280.00	14,565.60	14,856.91	15,154.05
Food Service	2,000.00	2,060.00	2,121.80	2,185.45	2,251.02
Classroom Furniture	26,400.00	53,600.00			
LMC Furniture	17,455.00				
Computers Peripherals	64,410.00	82,725.33	41,162.00	-	-
Total Cost	668,642.77	1,042,301.96	1,369,390.98	1,380,313.10	1,421,416.92
Net Revenue to Expenditures	(42,741.30)	(31,123.68)	(134,360.43)	(91,450.64)	(80,893.96)

**Recommended Grant Revenue Budget Model
December 13, 2010**

EXHIBIT 2

**MMSD - Badger Rock
2011-16 Projection**

	2011-12 Year #1	2012-13 Year #2	2013-14 Year #3	2014-15 Year #4	2015-16 Year #5
Grant Revenues					
Sections					
Enrollment	50.00	100.00	150.00	150.00	150.00
Sennett Attendance Area	40.00	80.00	120.00	120.00	120.00
Other Attendance Area	10.00	20.00	30.00	30.00	30.00
Staffing Expenditures					
Learning Coordinator	44,313.57	46,086.11			
Reg Teacher Allocation					
Spec. Ed Teacher Allocation					
Guidance					
Psychologist					
Social Worker					
Nurse					
Nurse Assistant					
Special Education Assistants					
Noon Supervision					
Librarian					
Food Service					
Custodial					
EA					
Clerical					
Tech Support		5,000.00			
Security					
Based Services					
Professional Development	15,000.00	40,000.00			
Gas					
Electricity					
Water/Sewer					
Phone					
Transportation					
Property Insurance					
Supplies					
SIP Allotment	408.00	832.32		649.46	662.45
Classroom Supplies General	6,467.31	13,193.31		10,294.74	10,500.64
Classroom Supplies Small School	8,768.94	8,944.32			
Staff Development	357.00	728.28		568.28	579.64
Food Service - Food Costs					
Non-Capital					
Networking					
Food Service					
Classroom Furniture	26,400.00	53,600.00			
LMC Furniture	17,455.00				
Computers Peripherals	64,410.00	82,725.33			
Total DPI Grant Revenue	183,579.82	251,109.67	-	11,512.48	11,742.73
DPI Grant Award	200,000.00	275,000.00	-	125,000.00	125,000.00
Difference Between Grant Award and Grant Expenditures	16,420.18	23,890.33	-	113,487.52	113,257.27

**Badger Rock Middle School
Answers to Board of Education Questions**

Vision

The proposed Badger Rock Middle School offers the Madison Metropolitan School District a community-generated asset that requires little financial investment on the part of the cash-strapped district, while adding tremendous value to their educational system. The school, which is organized by a group of nationally recognized teachers, local experts and committed parents, has attracted a host of fans and a significant following from the Madison community. Specifically, the school offers the district a world-class, state of the art campus developed in partnership with Will Allen, a MacArthur Genius Award Recipient.

This multimillion dollar campus will give teachers a dynamic forum for exploring and developing learning strategies based on the latest research, offering the district an experiential learning laboratory and providing on-going professional development opportunities for teachers and administrators. Based on the experience of MMSD's peers across the state, state of the art charter schools offer districts great reward for little investment, attracting students across enrollment lines and even across state boundaries. Badger Rock offers the district a flagship school that signals to prospective families a sense of vision and commitment to innovation and community.

Why a Charter?

A charter school by its very definition is designed to be a laboratory for innovation, offering alternative methods and modes of instruction, while providing accountability for results. If teaching and learning at Badger Rock were intended to mirror instruction in a traditional school, there would be no need for a charter. Charter schools typically offer different approaches and have alternative methods for reaching district and state standards. Parents and students have a *choice* to attend and are made well aware of what they are opting into and what they are potentially exchanging or opting out of when they decide to attend. The planning team, governing council and our broad team of educators is confident in this approach, having laid a rich groundwork that embraces parent and community involvement while providing a highly engaging project-based curricular approach that will develop and support student academic growth as well as sound character development.

Curriculum Questions

World Language – All students who wish to take world languages will have the opportunity to do so through Madison Virtual Campus during their Discovery Period. Students will be paired with community volunteers for bi-weekly

conversational times, and lunch tables for students seeking more conversational opportunities will be provided once the school has reached critical mass, likely during its second or third year. Since the school will be steeped in culturally relevant opportunities throughout the curriculum, the daily environment itself will include focus on world cultures and languages, many of those not offered in the standard MMSD curriculum.

Physical Education – Students will be engaged in **daily** physical activities – be it biking to a field site, playing basketball or other games in the community center gym. The school will have an ample supply of cross country skis, snowshoes, bicycles, hip waders, and rubber boots, etc., so students can explore the surrounding bioregion during all seasons, mainly on their own muscle power, as part of the curriculum. Students will also get exercise doing work in the gardens on site, lifting, hauling, digging and planting, both at Growing Power, and in their own school gardens.

Art and Music – As a project-based school, art and music will be woven into the curriculum at every level. Students will routinely be expected to do “creative responses” as part of their assessment, and will be expected to share these responses with the student body, their families and the larger public, whether that be in the form of an exhibit, a performance, or another creative venue. Students will also have traditional “shop” hours integrated into their daily routine, where they will learn how to use wood and metal tools for creating and repairing things in the on-site tool shop.

Additionally, local artists and musicians will assist staff in both the classroom and special projects on the grounds and in the community. Examples include creating a collaborative large scale public art piece on the grounds, or hosting an outdoor harvest fest, complete with student performances and exhibits. We have many artists/musicians lined up for year one, as well as several community organizations who will be collaborating to expand offerings in the art/music area. The Madison Children’s Museum, for instance has a full art studio available for student use, including equipment we will not have on site (kiln, etc.), and Music Makers, a local non-profit organization has proven success working with underserved populations in the Madison area. The UW Madison and Edgewood College art, art history and music programs will also collaborate on the school’s innovative projects.

Technology –

Technology Plan Development & Equipment - In the early planning phases of BRMS, the planning team consulted with the MMSD technology department and invited their assistance with developing the BRMS technology plan. The plan as presented was developed in tandem with district technology staff and is a direct result of those initial meetings. DPI planning grant monies will allow BRMS to

purchase equipment for students. The plan includes netbook computers for each student using a wireless format. Additional information about the plan can be found in the Detailed Proposal.

Technology Curriculum, Partners and Grants- Technology will be integrated into the daily curriculum rather than taught as a separate subject. BRMS advisory board members Kurt Squire and Jim Matthews at the UW Academic Co-Lab are national leaders in educational technology, and will provide oversight on integrating technology and games-based learning into the curriculum. Students will learn how to use technology as they create real world projects, whether that be creating and editing a small video about growing, harvesting and preparing okra, or writing, designing and creating brochures for student-led start up neighborhood CSA's.

Together with the Academic Co-Lab we will identify and co-author project grants to supplement our current technology expenditures, after DPI grant funding has been used for start-up technology expenses.

Attendance Area

Neighborhood Priority– It has *always* been the intention and it continues to be so – to have the students in the immediate Badger Rock neighborhood make up the vast majority of the students at BRMS. They have been given first priority in the attendance policy as it is currently written. The students from the immediate neighborhood could potentially make up 80% of the students attending Badger Rock.

Primary Attendance Area – The students in the Sennett Middle School attendance area are the primary attendance area for BRMS. 80 % of the students will come from Sennett. Within the Sennett attendance area, students living in the closest proximity to the school – the Frank Allis attendance area south of the beltline - will have the first priority (as drafted in the contract), so it is possible that 80% of the school could be comprised of students from the neighborhood immediately surrounding the school.

Students outside the attendance area – In order to provide a more diverse learning community, BRMS is designed to include a small percentage of students from across the city, outside of the Sennett attendance area. The goal is to have 20% of students come from the larger MMSD attendance area. In addition we anticipate an influx of students from private schools, home schools or outlying districts who have left MMSD. Historically 10-20% of students attending charter schools fall into these categories. This would mean a return of revenue to the district.

Badger Rock Projected Enrollment

	New students enrolled each year	Sennett/Rest of Madison (80%/20%)	TOTAL number of students enrolled	Total number of students from Sennett	Total number of students from outside Sennett
2011-12	50	40/10	50	40	10
2012-13	50	40/10	100	80	20
2013-14	50	40/10	150	120	30
2014-15	50	40/10	150	120	30
2015-16	50	40/10	150	120	30

NOTE: the students living in the Frank Allis attendance area south of the beltline will have the first priority according to conversations between MMSD staff and BRMS representatives— so in theory all 40 of the spaces allocated to the Sennett area could go to the students living in the closest proximity.

Recruitment plan

Frank Allis and Nuestro Mundo – Preliminary meetings have been held at both Frank Allis and Nuestro Mundo with a number of staff members including principals, 5th grade teachers, nurse, social worker, etc. to start looking for opportunities to meet with students and their families. School is the best place to introduce, attract and recruit students to BRMS. Upon approval from the BOE, several informational meetings for students, parents and families to attend at school will be held at both schools, starting in January.

Marketing Materials –Brochures and fliers about the school and upcoming events have been distributed to the neighborhood at events and through door to door distribution over the past six months, and has greatly increased interest in the school. Marketing materials and an information packet specifically targeted to prospective students and families is currently being prepared, and will be released upon approval from the BOE. In addition, our website, www.badgerschool.org is used to post information for prospective students. By mid-January materials will also be translated into Spanish and Hmong.

Materials will be sent home with students, posted online, and available in places like the Joining Forces for Families office, apartment complex offices, area churches, the Boys and Girls Club, Badger Bowl and other places that students and families gather.

Neighborhood Meetings- Several neighborhood informational meetings have been held at Badger Bowl over the past six months and future meetings are being planned throughout the Badger Rock Neighborhood. Many will be small, in central locations, people's homes and in larger more public venues. Translators will be provided. Dates will be set and announced in neighborhood newsletters, area and neighborhood newspapers, and poster boards at area gathering spaces. Strong efforts will be made to ensure that times and locations are conducive to working parents and neighborhood residents.

Neighborhood Teams - BRMS has a team of people who will go door to door to talk with families about Badger Rock. The planning team has identified several neighborhood leaders to help in these efforts as well.

Neighborhood Events - BRMS, along with CRC and Growing Power has hosted numerous neighborhood events over the course of the year, from an ice cream social, to several planting parties, a potluck and a neighborhood pig roast. BRMS invited all students from Frank Allis and Nuestro Mundo to attend one of these events using fliers in backpack mail. The team will continue to create opportunities for the neighborhood to come together to learn more about Badger Rock Middle School.

Mailing and information postings – Home-school and private school students will also be targeted. BRMS team members will make contact with home-school networks and private schools through a variety of methods including direct mailing, presentations at the schools if possible, and personal contacts.

Multi-age

Advantages of starting with one grade - The school culture at Badger Rock will be shaped in large part by what happens the first year. The positive school culture is most easily created by starting with kids who are just beginning middle school for the first time, rather than by moving students from one middle school to another, where they have been part of a different, established school culture.

By starting with one age group, attention can be focused on establishing school culture and developing leadership skills in BRMS students. When the next class of sixth graders joins the following year, there will be a precedent set for high performance along with an established structure and culture that promotes excellence, achievement and leadership. During the second year and each year after, the school will be multi-age. This approach helps lay a healthy foundation

for school success for all students. Many charter schools around the state use this method in order to build a strong foundation when first beginning.

Health, Wellness and Support Staff

BRMS Planning Team has been laying the groundwork to support the Health and Wellness needs of our proposed students with a multi-faceted approach that includes one-to-one services, preventative measures and partnerships.

Plans - The BRMS school budget includes the essential staff that delivers health and wellness services: *Guidance, Psychologist, Social worker, Nurse and Nurse Assistant*. The proposed allocations are listed in our budget projections for 2011-2016. These allocations will focus on 1:1 delivery of services to classes, and individual students and their families as typically happens in Madison middle schools.

Payment for these positions are drawn from the MMSD budget. It is worth noting that there are many schools within the District that have some allocation for these positions covered by a local healthcare provider through the Foundation for Madison Schools.

Innovative Delivery - Second and more importantly, are the innovative aspects of our program that directly address student's health and wellness needs with a focus on prevention – all of which will be integrated into the school day so students can more fully focus their attention on learning.

a. The typical day is designed to include a time for foundational learning including literacy, mathematics and wellness as described in the BRMS Detailed Proposal, previously submitted. We fully intend to include *mindfulness* supported by the work we are currently doing with the Center for Investigating Healthy Minds led by Dr. Richard Davidson and his colleagues. Three people from our Governance Council and Curriculum Committee are taking the Mindfulness Based Stress Reduction Class for Teachers with other MMSD teachers led by Laura Pinger and Katherine Bonus.

b. Other school-wide wellness activities will include curriculum that focuses on mental health and social issues appropriate for middle school students. This may include curriculum that is currently used in MMSD Middle Schools and more. Some school experiences will also be reinforced for families or community members at the neighborhood setting, thus providing a second place to access this information.

c. The structure of the school day, with the longer time allocations and focus on inquiry, project-based learning and cultural relevance, will allow

students to deeply engage in their projects, and feel ownership in their work, which will ultimately make their school experience less stressful.

For example:

The Literacy Learning Block This block of time will be organized with grade level groupings and meet daily for 90 to 120 minutes. Students will engage daily in mathematics, language arts and the resilience of healthy living. These learning experiences may be more teacher-directed than others. They will strongly reflect school priorities: linking social, emotional and cognitive learning to the increased ability to regulate attention and emotions and structuring curriculum to promote inquiry/design, project involvement and collaborative learning. (From Detailed Proposal pg. 21)

d. Community support for our *Health and Wellness Initiative* is strong and includes:

- ***Community Health Connections***, a department of the UW Family Medicine Department, exists to make connections between research and practice. They have embraced the intent of BRMS and have been actively making connections between the school and a range of health related resources. Clearly the epicenter of this work in the Madison community, Community Health Connections will not only make connections, but write grants to help support BRMS, because it enhances the application of research in the community. This is a powerful relationship with a track record that stands up. The organization has identified possibilities for grants, internships, and a host of collaborations hold much promise for additional resources in the health and wellness field.

Madison Foundation for Public Schools- BRMS is in conversation with Martha Vukelich and the Foundation for Madison Public Schools, to set up a BRMS Endowment Fund as soon as board approval is complete. The Foundation for Public Schools will be certain that BRMS is in a position to benefit from the resources of the FMPS, including exploring the possibility of providing healthcare for the students in MMSD who are currently uninsured.

Cuna Mutual & local businesses - BRMS is working to establish a three-way partnership supported by CUNA Mutual and two other local businesses. Attached to this packet please find a letter from Steve Goldberg, Executive Director of the CUNA Mutual Group Foundation and a well-known community activist. CUNA Mutual has committed to adopting BRMS and providing both financial and in-kind support, with a focus on health and wellness support. See Attached Letter

Budget

1. CRC Budget – See Resilience Research Center Update attachment

2. School Programming Funding

One of Badger Rock's core goals is to instill in children a lifelong appreciation of the connections between food, health, and the environment. This is not a new idea – it is an idea whose time has come. MMSD stands poised to join with countless other government and non-governmental organizations to ensure the next generation has a chance to be healthy and to not follow the current trend toward being the first generation in the U.S. who is less healthy than the one before it. Funding agencies are looking for innovative programs such as Badger Rock to support through grants and forming partnerships.

The intense interest in BRMS both locally and nationally stems from the project's context, strategic alliances, campus-wide innovation and dedication to learning and strong community partnerships. While there are models throughout the country of similar independent projects happening in communities (charter schools with urban ag focus; alternative energy demonstration sites, etc.) none have the breadth and depth of this project all on one site. What makes this unique, and a model for communities nationwide, is its complete focus on creating a resilient community and neighborhood and its integrated approach to collaboration between seemingly disparate facets of the community. It is the context and partnerships between school district, University, businesses, researchers, community health organizations, urban agriculture experts, local entrepreneurs and community members, with education, urban ag, renewable energy and sustainability at its core that gives the project a strategic advantage when looking to larger national funders.

While the BRMS and MMSD staff team has estimated exceedingly modest goals for fundraising in our school operating budget, the BRMS team is confident in our ability to meet and exceed these goals each and every year. To date, we have identified and reviewed over 30 promising grant opportunities between \$1,000 and \$500,000 which we will be well poised to apply for, starting when we have received positive confirmation from the BOE. The team is composed of many seasoned and successful grant writers and strategists, who have authored substantial national grants in the arts, education, health, wellness and sustainability education.

Transportation

Yellow Bus – Budget estimates for transportation have been conservatively budgeted for the most expensive option of transportation for BRMS students- a yellow bus. This decision was based upon conversations with Madison Metro, district transportation staff and Yellow Bus operators (either with Badger or Kobussen). Actual transportation needs will be finalized when enrollment has happened and it is possible to know the location of all the students. There will likely be no savings on transportation because there are fewer students attending Sennett Middle School.

More Walking and Biking – Since BRMS is largely a neighborhood school, with up to 80% of students coming from the Sennett attendance area, and priority being given to the neighborhood directly surrounding the school, a majority of the students may live within walking or biking distance of school. BRMS team will be working on safe route and incentive programs to get more students commuting to school using sustainable means.

The larger RRC project and project architects, engineers and planners are working with the City of Madison to address safe routes for families to get to and from the RRC campus. These improvements to the neighborhood could include new sidewalks and bike paths as well as pedestrian access from the south through the city park. Traffic modes will be separated as they arrive and depart from RRC - thus the truck delivery entrance will be set away from pedestrian and bike entrances. In addition there is a student entrance to the north to facilitate access to any students arriving by bus. A separate drop off area is included in the event of any students arriving via car drop off.

Building

See attached documentation

Administration

DPI Review – A member of the board referenced the DPI Planning Grant review document and asked about the two areas where we received a score of *WEAK* and how this will impact BRMS. The section in question was titled **Vision** and the two items related to the specific competencies that administrators would need to manage the VISION of the school as well as what professional development the administrators would receive. This section was revised to include the administration participation in training and planning activities and submitted to DPI. The revision was approved.

Oversight Principal – MMSD currently uses an oversight model with several of our alternative programs. A principal will be assigned based on workload.

Impact of NO on site principal –A Learning Coordinator/Lead Teacher position is allocated in the budget at 1.07 to help offset the impact of not having an administrator on site. This teacher will assume many of the day to day dealings that are typically addressed by a school principal. This position will serve as a resource for the teachers both in the classroom and in preparation of activities, working to coordinate partnerships, volunteers and field experiences. The Learning Coordinator position will also assist in data collection to assess programmatic effectiveness and oversight of standards.

Madison Teachers Incorporated

Relationship – Representatives from BRMS have had several meetings with MTI Executive Director John Matthews and have maintained a positive, collaborative and transparent relationship with MTI. Matthews has recommended that MTI support the efforts of BRMS.

Charter Contract

Continued Transparency and Collaboration – Past board practice has been for the board to designate the authority to negotiate the charter contract to the administrative team. BRMS has every intention of working collaboratively with the board in its creation and final approval.

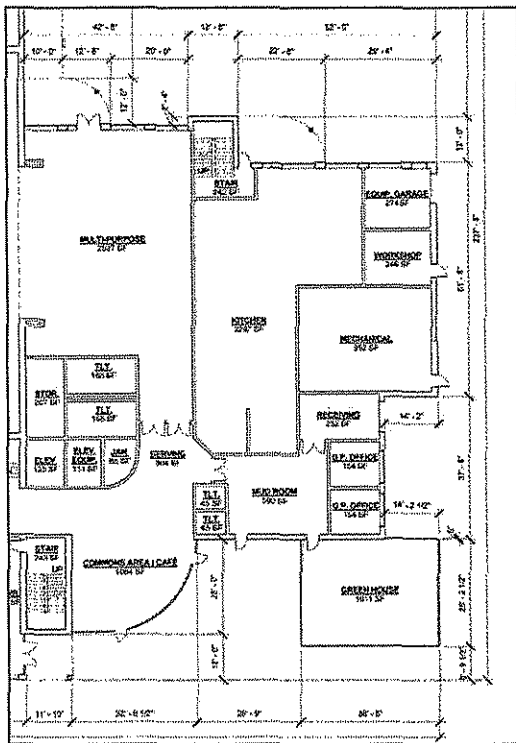
Resilience Research Center Update - December 8, 2010

Funding Scenario – Phase One and Two

Phase one of the Research Resilience Center is estimated to cost \$7.2 M. As of December 8, 2010, The Center for Resilient Cities (CRC) has raised \$1.2 M towards this \$7.2 M goal. Based on numerous conversations with potential funders, CRC anticipates raising an additional \$4.67M over the next 6 months, with an anticipated \$1.32M committed by January of 2011 (major construction on the project will begin in March of 2011). In order to finance the remainder of the project, CRC is working with Forward Community Investments to structure a New Markets Tax Credit process. The New Markets Tax Credit is based on the Community Renewal and New Market Act of 2000, which in essence provides federal financing over a seven year period for projects deemed to give social benefit. CRC anticipates that The New Markets Tax Credit will provide \$1.33M over a seven year period, reducing the overall cost of phase one to \$5.83 M.

The overall project cost (Phase One and Two) is projected at \$14 M, of which \$4.33 New Market Tax Credits will be applied, reducing the overall project cost to \$9.67 M. The remainder of the \$3.8M needed for Phase Two will be raised between July 2011 and January 2012, when the project construction will be completed. Any shortfall in funding will be financed.

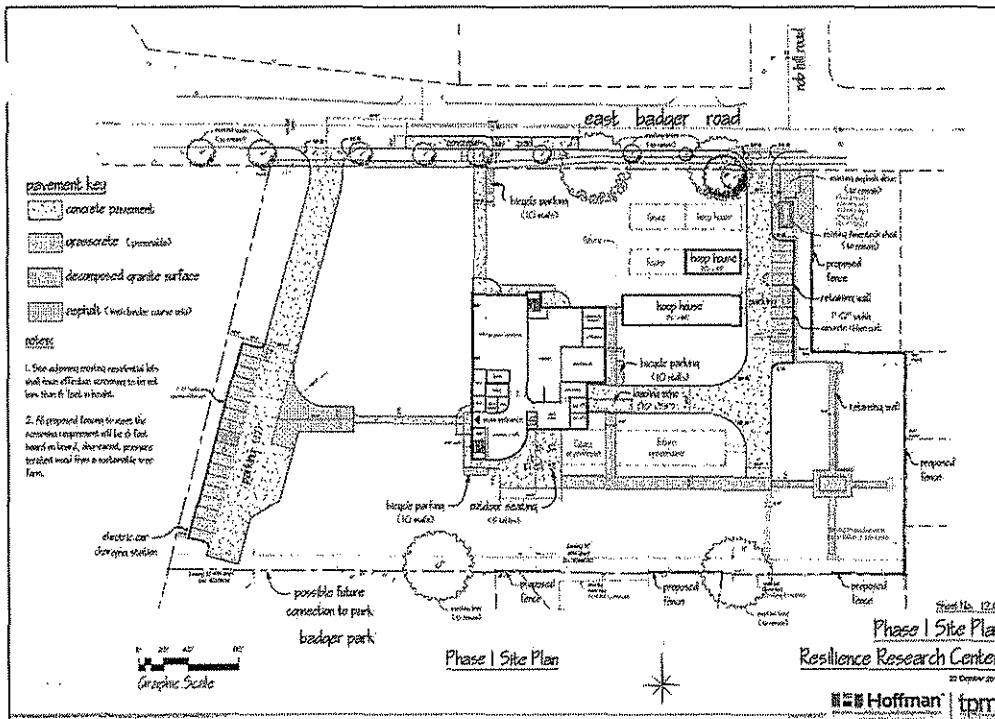
Cost –Phase One	\$7.2 M
Tax Credits	\$1.33 M
Cost after tax credits applied	\$5.83 M
Cash on hand	\$500,000
Total funds raised to date	\$1,220,000
Estimate additional funds raised by Jan 2011	\$1, 329,000
Estimate of total funds raised w/in 6 months	\$4,670,000
Cost-Phase Two	\$6.8 M
Tax Credits	\$3.0 M
Cost after tax credits applied	\$3.8 M
Estimated additional funds raised by Jan. 2012	\$3.8 M



Phase One

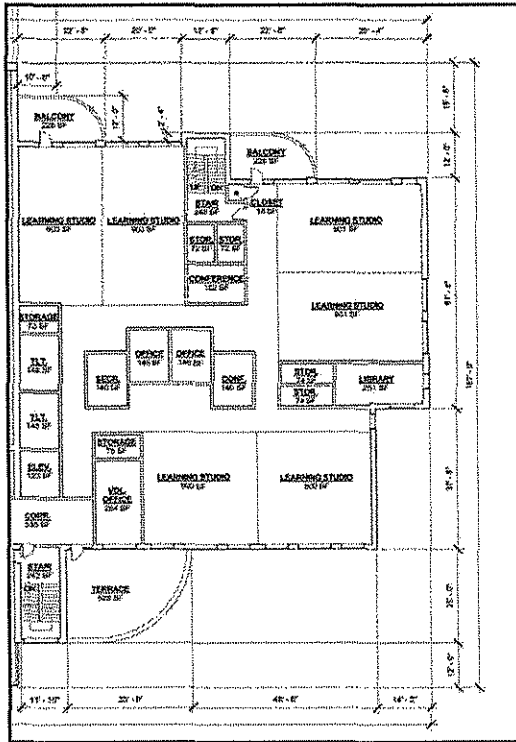
Phase One Plan

Phase One includes a two story element that will house Badger Rock Charter Middle School, walks, drives, parking and infrastructure that supports facility completion.



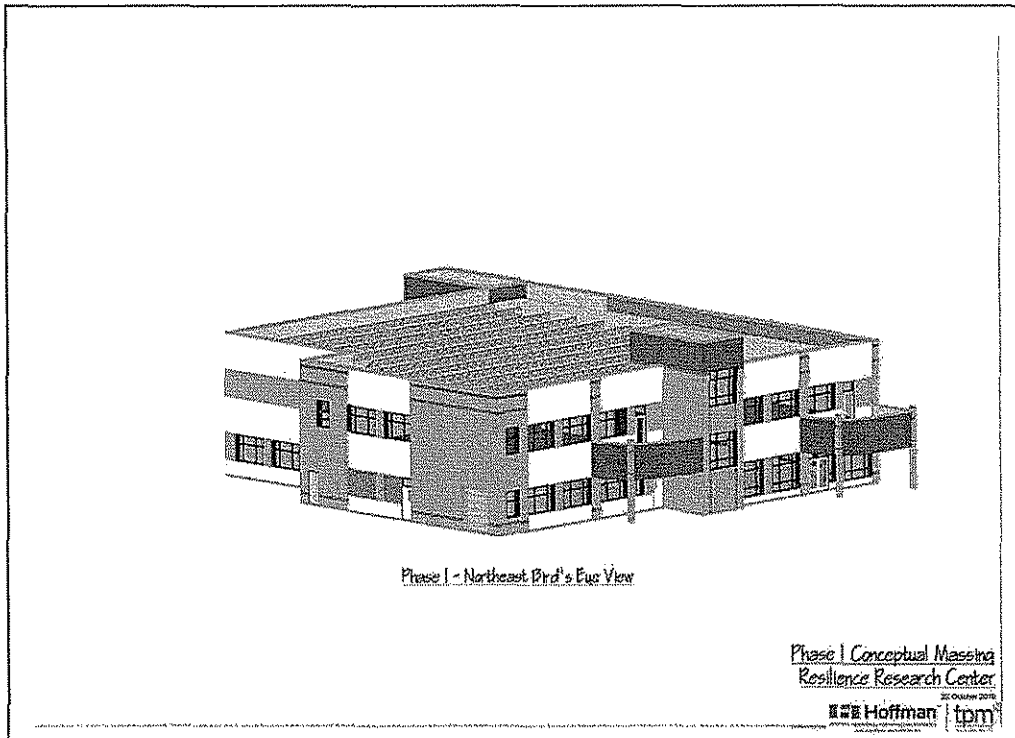
First Floor

The first floor of Phase One will be completed first to house, on an interim basis, Badger Rock Charter Middle School in August of 2011. BRMS will occupy this space while the second floor space is being finished.



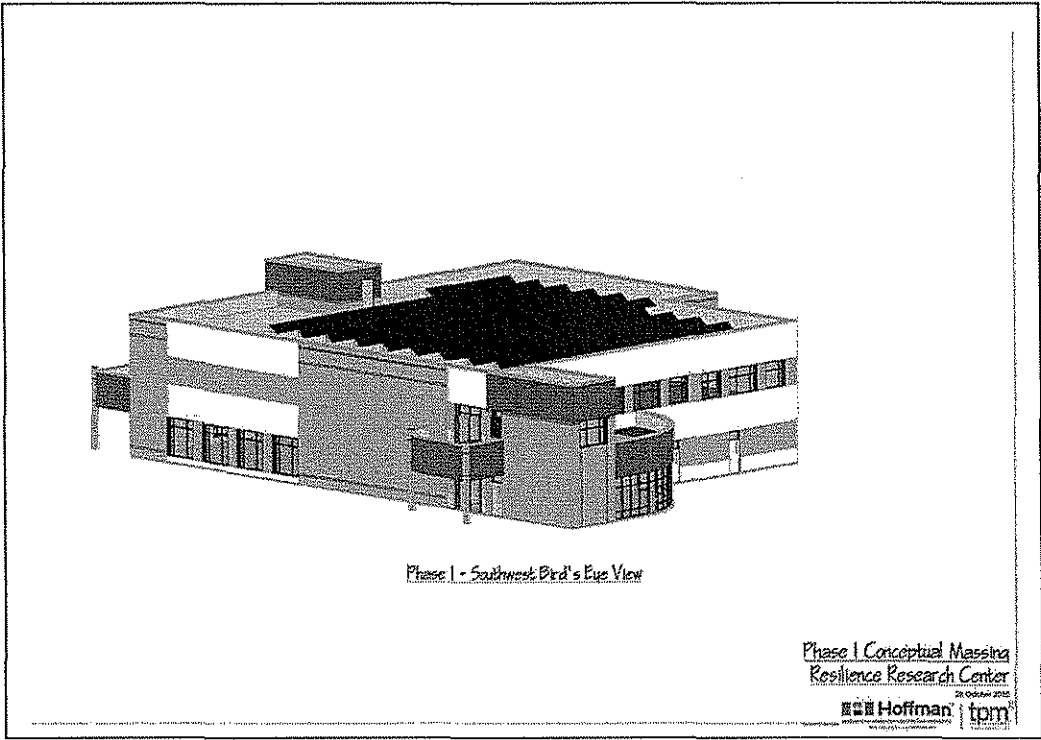
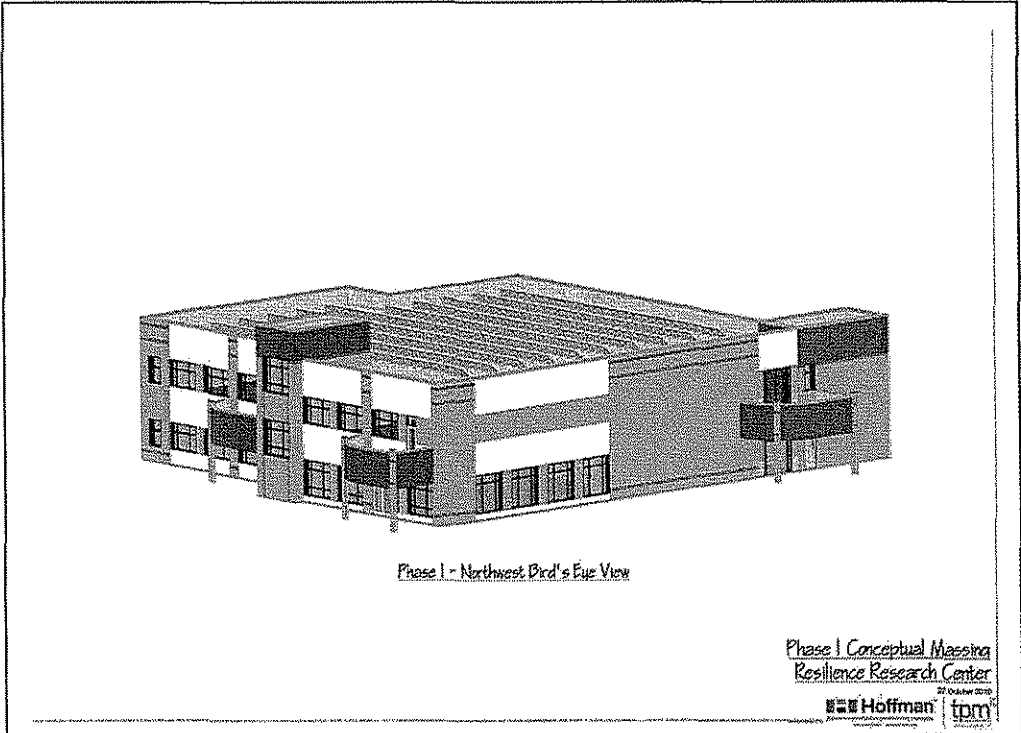
Second Floor

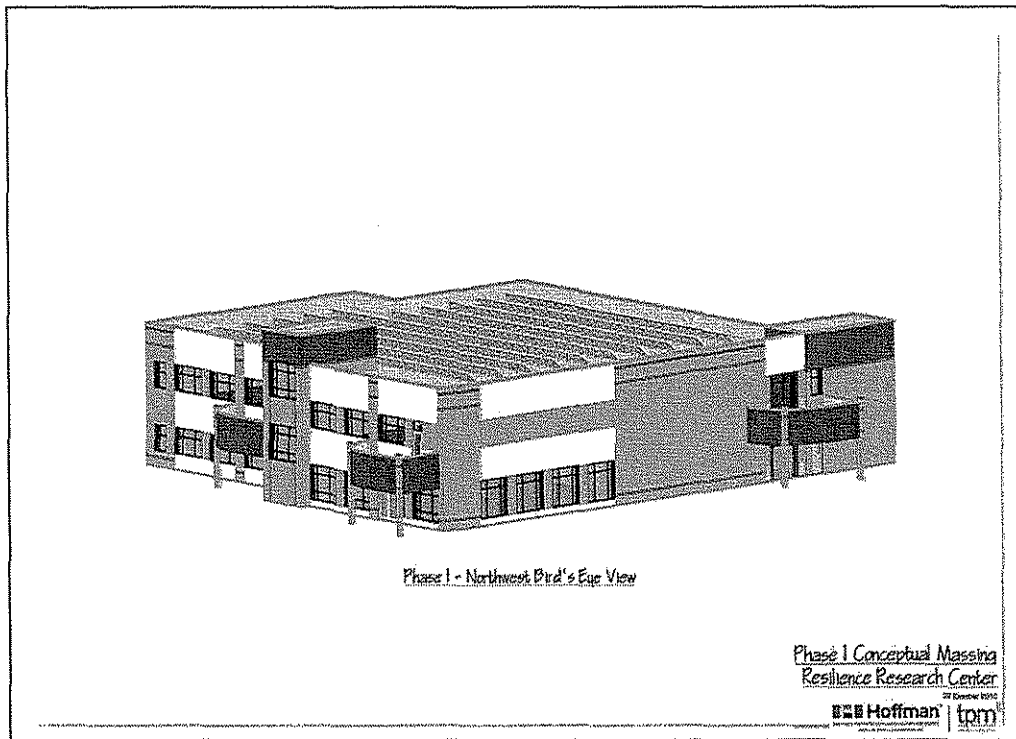
The second floor of Phase One is scheduled to be completed as the permanent home for Badger Rock Charter Middle School in January of 2012.



Phase I - Northeast Bird's Eye View

Phase I Conceptual Massing
 Resilience Research Center
 Hoffman | tpm





Construction Time Line

December 2010 –

- i. Final Zoning Complete
- ii. MMSD Approval
- iii. Deconstruction Permit

January 2011 –

- iv. Deconstruction of existing structure
- v. Recycling Framework / Site organization
- vi. Construction Documents

February 2011 –

- vii. Construction Documents Complete
- viii. Bid Package/Process
- ix. Bidding Process

March 2011 –

- x. Bidding Complete
- xi. Site Preparation
- xii. Building Construction Begins

April – August 2011 –

- xiii. Construction/Completion of school facilities
- xiv. School move into interim space (August)

September – January 2012 –

- xv. Construction / Completion of 2nd Floor School Space

- xvi. School moves into 2nd Floor Space
- xvii. Construction continues on remainder of facility
January- October 2012 –
- xviii. Construction of remainder of facility continues
- xix. Construction complete (September 2012)
- xx. Facility move in /operation (October 2012)

Contingency Plan - Interim

- b. Option 1- Reuse of 2 existing on-site classrooms. Based on our resilience mission and the desire to attain LEED Platinum the preferred option is to reuse the existing 2 temporary classrooms. The classrooms will be repositioned on the site, updated for HVAC, restrooms etc and given cosmetic updating. Under this option, after their interim use as temporary classroom space, these units will be repositioned on-site and utilized as support for site activities. This will function as a portion of the overall construction cost.
- c. Option 2 - Provision of a new temporary classroom on a lease, lease with purchase, purchase with buy back or repositioned on-site and utilized as support for site activities. . This will function as a portion of the overall construction cost.



December 6, 2010

Board of Education
Madison Metropolitan School District
545 West Dayton Street
Madison, Wisconsin 53703

Dear School Board Members:

I'm pleased to let you know that CUNA Mutual has made a commitment to adopt the proposed Badger Rock Middle School as part of our Adopt A School program through the Foundation for Madison's Public Schools.

We already have a team of employees working on arrangements for this partnership and look forward to providing both financial and in-kind support for the school. The school's location in a low-income neighborhood and its innovative, multiple connections to urban agriculture make this an exciting opportunity.

Sincerely,

A handwritten signature in black ink that reads 'Steven A. Goldberg'. The signature is written in a cursive style with a large, prominent 'S'.

Steven A. Goldberg
Executive Director
CUNA Mutual Group Foundation
P.O. Box 391
Madison, WI 53701
608-231-7755
steven.goldberg@cunamutual.com

cc: Dan Nerad



**Community Health Connections
Community-Academic Partnerships**

UW Institute for Clinical and Translational Research

December 6, 2010

Board of Education and
Superintendent Dan Nerad
Madison Metropolitan School District
MMSD Doyle Administration Building
545 W. Dayton St
Madison, WI 53703
board@madison.k12.wi.us

Dear Madison School Board Members and Superintendent Nerad,

We are writing to follow up on conversations we've had in recent weeks regarding potential ways in which Community Health Connections, a community engagement component of the UW Institute for Clinical and Translational Research, School of Medicine and Public Health, could assist efforts to further develop Badger Rock Middle School. Community Health Connections works to enhance community-engaged health research projects by "matching" innovative community health improvement projects and ideas with potential academic and financial resources, as well as other valued skills available on the UW Madison campus. (More information about us is contained in the attached descriptive flyer.)

As Badger Rock Middle School further develops and implements its plans, we have a few specific ideas as to how Community Health Connections could be of assistance to those efforts.

- As specific opportunities arise, Community Health Connections staff could be available to provide assistance to the school's grant-writing efforts, including helping to identify potential funding opportunities, formulate grant questions and objectives, and review and make suggestions for refinement for grant proposals.
- Our staff are already working to identify opportunities for students at UW-Madison to contribute to the school's efforts, through field experiences, Capstone projects and other service learning opportunities. In particular, the UW Masters of Public Health Program and the Morgridge Center for Public Service are both interested in continuing discussions regarding opportunities for their students at Badger Rock Middle School, with potential placement as early as spring/summer 2011.



UW ICTR Partners

School of Medicine and Public Health • School of Nursing • School of Pharmacy • School of Veterinary Medicine • College of Engineering • Marshfield Clinic

Community Health Connections • UW Institute for Clinical and Translational Research • 800 University Bay Drive, Suite 105 • Madison, WI 53705

- As specific academic resource needs arise over time, we would also be available to facilitate introductions and support growing partnerships between Badger Rock Middle School and our colleagues here at UW, including those located at the Collaborative Center for Health Equity, the Wisconsin Partnership Program, the College of Agriculture and Life Sciences, the Departments of Family Medicine and Population Health Sciences, as well as other departments/programs across campus.

We believe that the Badger Rock vision and planned campus represent an innovative model that will integrate concepts of sustainability, land stewardship, and community health and wellness into the school environment. We look forward to continuing discussions about how we might be able to bring added value, by connecting the school to resources and expertise existing on the UW Madison campus.

Sincerely,

John J. Frey, MD
Professor, Department of Family Medicine
Faculty Director,
Community Health Connections, UW ICTR

Nancy Cross Dunham, PhD
Associate Scientist
Research Director,
Community Health Connections, UW ICTR

Terry Cohn, PA
Southwest Regional Research Coordinator
Community Health Connections, UW ICTR



Dear School Board,

My name is Tom Browne, and I am an Assistant Dean in the College of Agricultural and Life Sciences (CALs) at the University of Wisconsin-Madison. I apologize for not being able to attend in person, but I wanted to express my enthusiastic support for the development and approval of the Badger Rock Middle School (BRMS). This is an exciting project that has many potential benefits, and we at UW-Madison are excited about the opportunity to collaborate on program initiatives with the Badger Rock Middle School Advisory Board and the Center for Resilient Cities.

It is our goal to see students in the Madison area, particularly those who are from traditionally underrepresented populations or low income families, receive opportunities for experiential learning and enhanced educational opportunities. The concept of a program that builds on the teaching of sustainable development activities such as growing food, and becoming environmentally conscious, correlate with many of the research activities we are engaging at the university. We have several student groups and organizations at the university who are eager to serve as mentors and tutors, and can participate in community service activities centered on concepts initiated at the school. Our faculty and staff are prepared to conduct information sessions in the classroom and in the community, on topics such as healthy eating. The model of education being proposed by the Center for Resilient Cities has been successfully implemented in Chicago with the Chicago High School for Agricultural Sciences, in which a failing public school was transformed into an Agriculture based charter school, and attendance and student performance have prospered. Many of these students are the most desired by universities around the country. We expect students at BRMS would be able to integrate the concepts of agriculture and applied sciences they are learning through hands on activities to their core curriculum of Math and Science, improving engagement in class room activities, and thus achieving better academic performance. The students coming through BRMS would be more engaged in high school in community service, leadership development, and college preparation activities, for which we can continue to be a resource.

Federal institutions such as the United States Department of Agriculture, and other partners in industry, are usually very encouraging of activities such as this. As the relationship between UW-Madison and BRMS grows, there are ample funding possibilities within these organizations to build on the shared research and program development activities we are proposing. The formation of college scholarships is an achievable goal when tied to a programmatic relationship between a university and an organization that serves student populations. We would be very eager to submit grant applications with staff from BRMS, and would be highly optimistic about the success rate.

This is a very innovative project, and will do a lot of good for the community and for the potential students that live there. I would be very interested in providing more information about how UW-Madison can be involved in the project. Thank you for your strong consideration of this proposal.

Sincerely,

Thomas Browne

College of Agricultural & Life Sciences
Undergraduate Programs & Services

116 Agricultural Hall University of Wisconsin-Madison 1450 Linden Drive Madison, Wisconsin 53706
608/262-3003 Fax: 608/265-5905 Email: undergrads@cals.wisc.edu www.cals.wisc.edu



Madison Teachers Inc.

821 Williamson Street
Madison, Wisconsin 53703-4503
(608) 257-0491 Fax - (608) 257-1168
www.madisonteachers.org

Appendix MMM-6-28

December 13, 2010

John A. Matthews, Executive Director

December 9, 2010

Maya Cole, President
Board of Education
Madison Metropolitan School District
1818 Keyes Avenue
Madison, WI 53711

Re: Charter Schools

Dear Ms. Cole:

Given recent discussions about charter schools, I thought it best to advise you of the history between MTI and the District on this topic.

As you are aware, charter schools fall into two categories: instrumentalities of a school district and non-instrumentalities of a school district. Discussions between MTI and District representatives many years ago resulted in agreement regarding the topic. The agreement provides that, because charter schools which operate as instrumentalities of the District, operate under the jurisdiction of the Board of Education, and are accountable to the Board of Education, the taxing agent for District residents, that MTI would have no objection to a charter school which is an instrumentality of the District. Wright and Nuestro Mundo fall into this category, as does Badger Rock. Thus, MTI has no objection to the establishment of Badger Rock.

As former Supt. Art Rainwater advised the Board, in 2004, regarding the establishment of 4-K (*copy enclosed*), the Collective Bargaining Agreement between the Board and MTI requires instruction to be by members of MTI's "teacher" bargaining unit.

Very truly yours,


John A. Matthews
Executive Director

JAM:vb
Enclosure
c: Board of Education
Daniel Nerad, Superintendent
Joe Sensenbrenner
Jamie Domini



To: Board of Education
From: Art Rainwater
Re: Reaction to Madison's Accredited Early Educators 4-K proposal
Date: October 13, 2004

There is no doubt that the provision of high quality research-based universal four-year old kindergarten (4-K) for our children would be a significant addition to our strategies for ensuring that all children are successful in school. It is also clear that implementing the program as a partnership between the early care and education community of Madison and the District would create the best approach to ensuring that we meet the needs of both the education of our children and the continuation of quality childcare for children who need it.

When the Board of Education adopts Four-year-old Kindergarten, it becomes a part of the MMSD core educational program. If funded with property tax and state aid dollars, it inherently becomes a part of Public Education and not an extension of childcare. With that distinction, it is the District's responsibility to ensure that all of the premises, regulations, laws and rules that govern and describe our beliefs about public education are accepted and implemented. Although it may be highly desirable to contract with others to provide the specific service, the responsibility and accountability for its success lies with the District. The current state law requires that if the District offers a 4-K program it must be available to all four-year old students in the District. This requirement directly influences the nature of the program that the District can support.

There are two major barriers to implementing the 4-K program:

- The District does not have funding available in the first year of the program to make it feasible to begin implementation.
- The District's current Collective Bargaining Agreement (CBA) with Madison Teachers Inc. (MTI) does not permit the District to allow anyone other than an MTI represented employee to perform the duties that require a Department of Public Instruction certification.

The following narrative will address each of these two major barriers and other issues that arise for the District from the proposal given to you by the Association.

FUNDING

The current revenue cap law, which determines our general operating budget, provides the prescribed amount of funding allowed for each child. The number of students is determined by calculating the rolling average of the District enrollment on the third Friday of September over the past three years. Therefore, the District would only have the funding necessary for 1/3 of the students enrolled in the 4-K program the first year.

As a means of helping fill the gap in funding caused by the rolling average the Association proposes fully funding the four-year old programs that they currently offer and allowing the District to count that funding toward the first year. DPI has responded to the Association proposal stating that only District contributions toward the program can count toward shared

revenue for the determination of revenue limits and state aid. Unfortunately, this means that the Association's offer does not bridge the gap caused by the 1/3 funding.

The Association also proposes to phase in the requirement that the program be open to all students. We have also looked at that same possibility and found that it would prolong for several years reaching full funding for the program. The phase in would result in the need for several years of bridge funding. Although DPI may be willing to accommodate compliance with the law through a short phase-in process, the length of the phase-in necessary to reach full funding under this plan would be not provide for universal access in a reasonable time.

In summary, the District needs access to \$4 million of one time funding in order to make the program viable. There appear to be no alternatives to this requirement. After our review of the need, it appears that only a large grant or a change in the current state law to allow full credit for four-year old children in the first year would resolve the funding dilemma. DPI's 2005-07 budget proposal includes funding for start up grants for new 4-K programs. However, the proposed funding will not support the implementation of a program the size of ours. The start up grants will only fund 1000 students statewide. There does not currently appear to be enough support in the legislature to change the current school finance law to include full credit for four year olds in the first year of implementation.

COLLECTIVE BARGAINING AGREEMENT

The District presented the requirements of the CBA in the position paper provided to the Board of Education on October 4, 2004. The conflict with the CBA arises when the District contracts services from private providers that then employ teachers that are not members of the MTI bargaining unit.

The only way to change the agreement would be through the negotiation process. A change would require the Board of Education (BOE) to include the needed revision in their proposal to MTI as negotiations of the next CBA in the spring of this year. Everyone must have a clear understanding that including the change in the negotiations does not mean that a positive settlement can be reached. A change in the status quo in contract negotiations is always difficult and may require concessions that are unacceptable or may result in a refusal to consider the proposed change.

In addition, several of the Association members employ teachers represented by AFSCME. We have not explored this conflict with either union at this time and do not know the extent of the problem created.

OTHER ISSUES

There are several other points that arise from the Association proposal.

- The Association proposal requires that the District not offer programming in a school setting until the fourth year. In order for the District to meet the law for universal access this would mean that any student who wants to access the 4-K program would have to enroll in one of the Association's sites. The Administration believes that this will

not provide the universal access required by law since it forces parents to choose childcare provided only by the Association if they want 4-K for their child.

- The Association proposal requires that we contract only with members of the Association. DPI advised us that if we contract with community-based programs these contracts should be "based on the individual centers ability to implement the 4-K program." The plan as envisioned by the Early Learning Initiative (ELI) for collaboration included the District providing teaching staff to childcare centers that do not have certified staff. The provision of a certified teacher by the District provides the capability for all childcare sites to have access to 4-K programming.

DPI has further commented that the MMSD "would not be advised to contract with community programs based only on their involvement with the Association." It is clear that the goal of a District funded 4-K program must be to provide the best educational opportunity for all of our four-year olds regardless of their childcare arrangement.

- The total amount of subsidy provided for each child is also a matter for continued discussion. The contract needs to provide sufficient funding to cover the cost of the teacher's time during the 2 ½ hours of instruction, appropriate planning time, materials, facility use and other direct expenses of the 4-K program. The District cannot provide funding to support other any costs of the center not directly related to providing the 4-K program.
- The type of curriculum offered and instructional strategies used will require a common understanding. Although the Wisconsin Model Early Learning Standards are required as the foundation for all programs, the final decision about curriculum, instructional strategies and assessments must rest with the District. Our responsibility and accountability for the program's success require nothing less.

The District is committed to the work begun by ELI and the collaborations that have been a basic part of its work. We are also committed to continue to meet to work out the issues that are within our collective ability to resolve. However, until there is a funding stream making the first year of operation possible, implementation is impossible.