



Appendix 000-3-9
9/24/2012

Date: September 20, 2012

TO: Board of Education

FROM: Jane Belmore, Superintendent

RE: Recommendations for Utilizing the Additional State Aid

I. Introduction

- A. Title or Topic: Recommendations for Utilizing the Additional State Aid
- B. Presenters: Jane Belmore and Erik Kass

C. Additional State Aid

Background Information: On September 3, the Board reviewed a memo outlining the administration's approach to making recommendations regarding the 11.8 million potential increased state aids. The content of the memo explained the following background.

The Board passed the preliminary 2012-13 budget on June 18. Included in that budget were projections for how much the district would receive in state aid.

As you know, those projections were conservative based on the unprecedented changes to state funding for education as well as our past experience. In some years, we've been hit with unexpected cuts to our state aid, even as enrollment increased. In this environment, we had to be conservative so we would not have to again deal with unexpected loss in revenue.

However, the state released new estimates on July 1, which now project our state aid to increase \$11.8 million from our original projection. The increase is thanks in large part to our successful 4K program. This is an important program aimed at closing gaps early in student learning. Because it increased our enrollment, our state aid also increased.

Now we have the good problem of figuring out how that state aid will fit into our budget.

Property Tax Relief

First, we must understand state revenue limits. You passed a preliminary budget on June 18 made up of state aid and property taxes. That budget did not use the district's full spending authority – approximately \$8.1 million in authority remains.

In fact, in the past three years, the district has not used its full authority in an effort to be mindful of the impact of property taxes on our constituents. And last year (for the 2011-12 school year), our levy decreased by .3%.

We are now projected to receive an additional \$11.8 million in state aid, but because of the state revenue limit, we only have the authority to increase our spending by \$8.1 million. That means that \$3.7 million of our projected \$11.8 million increase in state aid must be used to shift spending off of the property tax levy. This shift results in a property tax increase of

3.47%, which is down from the original increase of 4.95% that you approved in the preliminary budget.

In other words, we will immediately deliver \$3.7 million or nearly 1.5% in property tax relief for our constituents.

- D. Action Requested:
The Board provides Preliminary Approval of the recommendations for utilizing the additional state aid. Final approval will take place during the final budget discussions Oct. 22-Nov. 5.

II. Summary of Current Information

- A. Synthesis of Topic:
In Appendix A you will find the administration's short term one time as well as long term recommendations for the use of these additional funds. We used the **Decision Making Criteria** approved in the September 3:
1. **Requirements:** In addition to state revenue limits, we need to consider any other requirements that have changed since approval of the preliminary budget.
 2. **Innovation in closing gaps:** Our work is focused on improving achievement for all and seeing results this year. Any additional spending should reflect this top priority.
 3. **Short term action for the long term good:** We need to consider what we can accomplish in one year, while also leaving flexibility for the new superintendent and the next budget that person will build.
- B. Recommendations: See attached chart.

III. Implications

- A. Budget: We have planned for two years out taking into account short term needs and long term needs. The recommendations also take into account the second year and ongoing needs of the Achievement Gap Plan as well as the needs that will be funded by the 4K grant this year but require ongoing support next year and thereafter (See Memo regarding 4K Grant).
- B. Achievement Gap Plan: The recommendations are aligned to the plan, other actions to close the gap, or legal requirements.
- C. Implications for the Organization: The recommendations provide relief for property tax and address any additional costs of WRS. In addition the short term items and the long term staffing are needed to support core instruction or close achievement gaps.

IV. Supporting Documentation

- A. Recommendations for Utilizing Additional State Aid.

Recommendations for Utilizing Additional State Aid

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The recommendations below are in priority order based on discussion with staff around the three criteria set forth.

Recommendations	2012-13 Cost	2013-14 Cost	Description	Comment
Requirements				
Property Tax Relief (state revenue limits)	\$3,700,000	\$3,700,000	We are now projected to receive an additional \$11.8 million in state aid, but because of the state revenue limit, we only have the authority to increase our spending by \$8.1 million. That means that \$3.7 million of our projected \$11.8 million increase in state aid must be used to shift spending off of the property tax levy. This shift results in a property tax increase of 3.47%, which is down from the original increase of 4.95% that you approved in the preliminary budget. In other words, we will immediately deliver \$3.7 million or nearly 1.5% in property tax relief for our constituents.	Legal Requirement
WRS Increase	\$1,200,000	\$1,200,000	Administration recommends using the Property Tax Levy to plan for the maximum increase in WRS for the 2012-13 budget year in the amount of \$1,274,621. This approach will account for the maximum increase we can see for next year, and will position us better moving into the 2013-14 school year and beyond.	Legal Requirement
Requirements Total	\$4,900,000	\$4,900,000		
Short Term for Long Term Good/Closing Gaps				
Second Year of Achievement Gap Plan		\$3,700,000	Administration is recommending maintaining \$3,700,000 in under levy to fund the second year expansion of the plan.	AGP 1-17
4K from DPI Grant		\$624,186	The 4K enrollment was up by 100 students. We added two classroom teachers along with EA's to accommodate these students and funded one time for this year through the 4K grant. In addition funds to provide substitutes for the EAs have been added along with the funds needed for additional psychologist and social work needs. These positions will become an ongoing expense in 2012-13 and is accounted for in the Additional State Aide recommendation.	Instructional Support See 4K grant
Technology - iPads	\$1,580,000		Provide one to one use of iPads for teachers. Using iPads can make the work of teaching more effective, more efficient, and more rewarding. Our teachers will have one of the best tools to improve instruction, communicate with students and colleagues, develop or adopt digital learning tools and manage their classroom. If we recognize the teaching staff can benefit in these ways using this technology we make a bold statement to our staff and our community.	Instructional Support Technology Plan
Interim Chief of Staff Funding	\$100,000		We are recommending that the funds from Title 1 used to support the Chief of Staff position be moved to the operating budget to more appropriately align Title expenditures.	Transition to Interim Supt.
Technology - Wireless	\$650,000		Wireless networks were installed in all of our schools in 2010-11. For budgetary reasons the number of access points that were installed in the schools provided a minimum amount of bandwidth. This installation will not provide the bandwidth necessary to meet the wireless needs for the schools. In order to increase the wireless bandwidth in each school we will need to analyze the affect of having a minimum of thirty wireless devices in each classroom. We will need to increase the number of access points and upgrade the wireless management and communications devices.	Instructional Support Technology Plan
Short Term for Long Term Good/Closing Gaps Total	\$2,330,000	\$4,324,186		

Closing Gaps

2.0 Teacher Leaders	\$149,854	\$155,848	The AGP recommended 1 Elementary Teacher Leader for on-going support of Elementary Instructional Resource Teachers (supporting the implementation of Mondo) and 1 Secondary Teacher Leader as a member of the School Support Team for high schools to increase fidelity of literacy across the content areas/disciplinary literacy and English. We are recommending the restoration of these positions as critical to the literacy focus for our students.	AGP 1
Assistant Principal and Clerical	\$156,940	\$163,218	Former Superintendent Nerad's reorganization shifted responsibility for Alternative Programs to the administrator serving the school location. Both Lapham and Marquette principals serve as the on-site administrator for high school alternative programs. At the time the Work Learn alternative was shifted to Stephens Elementary School the student population was not at 550. Thus an assistant principal was not allocated. With the addition last year of 4K, the student population with 4K was close to 540 students. Though, we do not count 4K students equally, Stephens was close to our 550 count, which is when we typically add an assistant principal. In addition, Work and Learn enrolls between 60 to 75 students every semester. This brings the total number of students at Stephens to well over 600 students. This past year there were several issues involving Work and Learn students at Stephens. While these were not necessarily unusual for an alternative high school population, they did cause much concern with the Stephens community. Sally Schultz serves as the on-site administrator for Work to Learn at Stephens where she spends about two half days per week. The rest of the time the Stephens elementary principal is the only administrator on site. In addition to Stephens, Sally also provides direct support or oversight to thirteen programs at ten sites. Clearly, the Stephens campus is in need of additional administrative support. We would better coordinate the services to all of the students on the campus with additional administrative support. We request a 1.0 assistant principal for the Glenn Stephens campus. The projected cost for this position is \$126,041. The projected cost for this .5 clerical position is \$30,899.	Support for Alternative Program and Safety
Math Teachers .93	\$69,682	\$72,469	.93 FTE Teacher Allocation: The HS math interventionist will work with math staff to identify appropriate students, provide PD and assistance to the tutor coordinator and tutors, analyze assessments via Renaissance Learning (we already are using this but not to its full potential) and communicate with math teachers. A big plus is that the Math Interventionist will be able to generate a roster of students in IC, this has been a huge barrier for the community partners.	Supports Schools of Hope "double dose" of math into the school day.
Security Assistant (3)	\$132,731	\$138,187	3.0 Security Assistant FTE: The principals roles have assumed greater demands on instructional leadership. Principals work with key teacher leaders in their building to create job embedded professional learning aimed at continuous school improvement. A key aspect of this focused work is classroom observation, which includes informal walk-thrus, instructional rounds and evaluation. Black Hawk and O'Keefe Middle Schools are both near 500 students. Both of their schools host various Alternative Programs (TLC, SAPAR, LEAP and NEON). Additionally, both are shared K-8 campuses and do not have an Assistant Principal allocation. Hamilton Middle School does have an Assistant Principal. However, their enrollment is nearing 800 students and they too are a shared K-8 campus. Spring Harbor, James C. Wright and Badger Rock Middle Schools are the only remaining Middle Schools without a School Security Assistant	Saftey
High School REAL Grant Coordinators		\$155,848	Currently these positions are grant funded. This would allow for the High Schools to continue the important instructional work that has been the result of the REAL grant. 2.0 FTE	AGP 1

Secondary Unallocated 5.0	\$374,635	\$389,620	Currently the unallocated positions for elementary schools will begin the year with 13.45 FTE allocations to be used at schools of need for 2012-13. Historically we have begun the year with 17 – 19 unallocated positions that were used throughout the year to meet the needs of our schools. Administration is recommending the Board of Education fund 5.0 unallocated positions from the Property Tax Levy.	Foundational; changes made through ARRA and JobsED
PBS Coaches		\$498,714	Needed to ensure that all schools have Postive Behavior Support (PBS) coaches. PBS coaches in each school are necessary to support the implementation of MMSD's social and emotional standards and to ensure the safety of our schools. Currently these coaches are funded through Title I . This will no longer be appropriate for Title funding after this year. .2 per building for 14 schools 6.4 FTE	MMSD Social and Emotional Standards
Seed to Table	\$74,927	\$77,924	The Goodman Community Center has been piloting, expanding and refining the Seed to Table (STT) curriculum since January 2009. The curriculum is one of the career pathways and program components of the teen education and employment network, or TEENWorks. Students in the STT TEENworks receive a hands on approach to learning that integrates reading, math, science and social studies into their daily activities. Seed to Table is divided into three distinct focus areas: 1) Urban Agriculture- planning a garden, soil science, crop rotation, local crops, organic farming. They also tend chickens and keep bees. 2) Culinary Arts- cooking with the food they grow as well as other locally sourced foods. They learn to create and modify recipes and plan meal menus. They cook food that serves the participants of the center, including their peers. In gaining these skill they are able to earn money by working for the Ironworks Café or Working Class Catering Company. 3) Food Preservation- The Goodman Community Center gleans produce from local growers, 2nd Harvest, Community Action Coalition, and backyard gardeners and learns to preserve healthier foods for the non-growing season. The foods they preserve go back to the Dane County Food pantry network to be distributed to other food pantries throughout the county. Currently Goodman Staff are developing entrepreneurial components of the food preservation unit to help support the employment piece of the program. Students will be able to earn an hourly wage to market and sell their products to consumers.	Alternative
iPad Coach	\$74,927	\$77,924	The thirteen iPad teams that will be using the iPads with their students will need support to use the iPad as effectively as possible. The District has made a major commitment to add this new technology. As part of the iPad Initiative, the iPad teams are expected to work collegially and collect information on the effective use of iPads in teaching and learning. In order for them to have the most success they will need support from District staff. The addition of a full-time iPad Coach is proposed to work with the iPad teams providing professional development, direct classroom support and gathering information on the iPad Initiative.	Technology Plan
INSERT GAP PLAN OR DROP TAX RELIEF				
Closing Gaps Total	\$883,842	\$1,729,753		
Grand Total	\$8,113,842	\$10,953,939	Total recommended utilization.	
Total Additional Aid	\$11,800,000	\$11,800,000	Total Additional State Aid	
Provisional Status of Aid	\$3,686,158	\$846,061	Because the aid is provisional at this point we held this amount for adjustments.	