

2009-2011

BIENNIAL BUDGET REQUEST



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

ELIZABETH BURMASTER
STATE SUPERINTENDENT

2009-2011 Biennial Budget Request

Decision Item Narratives and Statutory Language

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A QUALITY
EDUCATION
FOR
EVERY
CHILD



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

September 2008

To the Citizens of Wisconsin:

It is my pleasure to present the Department of Public Instruction's education agenda for the 2009-11 biennium. We must be committed to public education as the foundation of democracy and economic security in Wisconsin in an increasingly competitive global economy. There is no room in Wisconsin for complacency when it comes to public education and economic development.

Public education in Wisconsin has been stretched to the limit. Wisconsin's dedicated educators and administrators have been resilient in balancing today's needs with tomorrow's expectations. However, unless we commit to reinvestment in our PK-12 system and making our students world ready, Wisconsin will lose our competitive edge in the 21st century.

Facing fifteen years of revenue caps and rising costs, school boards have struggled to preserve academic success and promote innovation. They have been forced into agonizing decisions to close schools, cut programs, eliminate services, and limit educational opportunities. Facing increasing child poverty, our schools and local communities have reached deeper and worked harder to increase support for Wisconsin's children and families in need. Facing job losses, increasing prices, and a struggling economy, Wisconsin families have been forced to make agonizing choices of their own, and have had to set tough priorities in their own family budgets.

When it comes to setting priorities, the people of Wisconsin have always recognized the vital importance of public education. Indeed, access to quality public education, no matter where you live in our state, has always been one of our most cherished values.

This is a state education budget that significantly reinvests in our PK-12 system. A budget that commits to two-thirds state funding. A budget that invests in workforce development, STEM education, global literacy and competitiveness to make our students world ready. A budget that prioritizes early childhood, small class sizes, and teacher recruitment. A budget that addresses increasing child poverty and the rising cost of transportation, special education, English language learners, and operating small, rural school districts.

And, a budget that, for the first time in 15 years, provides real revenue limit relief for all our schools.

We all know times are tight, and the 2009-11 biennial budget will be no exception. We also know that we won't be able to make all of the changes we want overnight, or in one biennium. But, by working together, we can begin the reinvestment that schools and communities need to keep our families, our children, and our state competitive in the 21st Century. By working together, we can make sure that education remains Wisconsin's top priority.

We at the department look forward to working with you, the Governor and Legislature to bring these proposals to fruition, to build on our successes and to move forward, world ready in Wisconsin.

Sincerely,

A handwritten signature in cursive script that reads 'Elizabeth Burmaster'.

Elizabeth Burmaster
State Superintendent

DPI 2009-11 Biennial Budget Decision Items

<u>Global Literacy & Competitiveness</u>	<u>DIN #</u>	<u>FY 10</u>			<u>FY11</u>		
		<u>Dollars</u>	<u>FTE</u>	<u>Source</u>	<u>Dollars</u>	<u>FTE</u>	<u>Source</u>
Wisconsin Education for STEM	4001						
Expand STEM Grants		\$0	0.00		\$938,500	0.00	GPR
WI STEM Academies		\$253,000	0.00	GPR	\$1,148,000	0.00	GPR
21st Century Math and Science Facility Upgrades		\$0	0.00		\$5,000,000	0.00	BR
Bonding Debt Service		\$0	0.00		\$400,000	0.00	GPR
Project Lead the Way		\$250,000		GPR	\$250,000	0.00	GPR
World Languages Initiative for Elementary Schools	4002	\$0	0.00		\$812,500	0.00	GPR
International Education	4003	\$37,000	0.00	GPR	\$37,000	0.00	GPR
Environmental Education Consultant	4004	\$74,800	1.00	GPR	\$97,600	1.00	GPR
Advanced Placement Grants	4005	\$443,000	0.00	GPR	\$443,000	0.00	GPR
Supporting Gifted & Talented Pupils	4006	\$227,000	0.00	GPR	\$227,000	0.00	GPR
<u>Increasing Student Achievement</u>							
Heritage Language Learning Initiative	4501	\$0	0.00		\$200,000	0.00	GPR
Tribal Language Revitalization	4502	\$260,000	0.00	PR-S	\$260,000	0.00	PR-S
Bilingual-Bicultural Education Aid Increase	4503	\$2,314,100	0.00	GPR	\$3,412,500	0.00	GPR
Expanded Bilingual-Bicultural Education Aid	4504	\$0	0.00	GPR	\$8,902,400	0.00	GPR
Alternative Education Grants	4505	\$5,000,000	0.00	GPR	\$5,000,000	0.00	GPR
School Nurse Grant Program	4506	\$1,280,000	0.00	GPR	\$1,280,000	0.00	GPR
School Safety Grants	4507	\$0	0.00	GPR	\$5,250,000	1.00	GPR
School Breakfast Reimbursement	4508	\$1,263,100	0.00	GPR	\$2,176,900	0.00	GPR
School Milk Program Reimbursement	4509	\$447,400	0.00	GPR	\$541,300	0.00	GPR
School Lunch Matching Reimbursement	4510	\$2,500,000	0.00	GPR	\$2,500,000	0.00	GPR
Preschool-Grade 5 Program	4511	\$367,700	0.00	GPR	\$367,700	0.00	GPR
SAGE Program - Reestimate	4512	\$3,711,200	0.00	GPR	\$5,441,400	0.00	GPR
Four Year Old Kindergarten Grants	4513	\$6,225,000	0.00	GPR	\$1,500,000	0.00	GPR
Head Start State Supplement	4514	\$2,934,000	0.00	GPR	\$2,934,000	0.00	GPR
Homeless Grants	4515	\$0	0.00	GPR	\$1,179,200	0.00	GPR
<u>Rural Initiative</u>							
Transportation Aid	5001	\$7,507,500	0.00	GPR	\$7,507,500	0.00	GPR
Sparsity Aid for Small/Rural Districts	5002	\$4,555,400	0.00	GPR	\$4,555,400	0.00	GPR
<u>Special Education</u>							
Special Education Categorical Aid Increase	5501	\$27,466,600	0.00	GPR	\$53,233,000	0.00	GPR
High Cost Special Education Categorical Aid Increase	5502	\$7,398,600	0.00	GPR	\$9,996,700	0.00	GPR
Operations/Resources at WCBVI	5503	\$317,300	0.00	GPR	\$238,900	0.00	GPR
Operations/Resources at WESP-DHH	5504	\$1,003,800	0.00	GPR	\$1,005,700	0.00	GPR
<u>Libraries</u>							
Badgerlink	6001	\$1,123,000	0.00	SEG	\$1,358,400	0.00	SEG
Public Library System Aid	6002	\$10,476,800	0.00	GPR	\$11,294,600	0.00	GPR
Library Delivery Services	6003	\$216,000	0.00	GPR	\$232,000	0.00	GPR
Library Service Contracts	6004	\$48,100	0.00	GPR	\$83,600	0.00	GPR
<u>Teacher Quality</u>							
Online Licensing System	6501	\$3,000,000	0.50	GPR/PR	\$300,000	0.50	GPR/PR
Teacher Recruitment - Loan Forgiveness Programs	6502				\$500,000 at HEAB		GPR
HEAB New High Need Teachers					\$237,900 at HEAB		GPR
HEAB Expand Minority Teachers		\$237,900 at HEAB		GPR			GPR
Elimination of Qualified Economic Offer	6503	\$0			\$0		
Master Educators & National Teacher Certification Reestimate	6504	\$417,900	0.00	GPR	\$735,300	0.00	GPR
<u>Agency Operations and Resources</u>							
Wisconsin Knowledge and Concepts Examination (WKCE)	7001	\$1,400,000	0.00	GPR	\$1,400,000	0.00	GPR
WI Alternate Assessment for Students w/ Disabilities	7002	\$1,100,000	0.00	GPR	\$1,100,000	0.00	GPR
Online Student Assessments	7003	\$500,000	0.00	GPR	\$3,000,000	0.00	GPR
WKCE in Spanish & Hmong	7004	\$250,000	0.00	GPR	\$250,000	0.00	GPR
Milwaukee Parental Choice Program Auditor	7005	\$71,300	1.00	GPR	\$92,900	1.00	GPR
MPCP & Open Enrollment Online Systems	7006	\$104,800	0.00	GPR	\$110,800	0.00	GPR
Longitudinal Data System	7007	\$211,100	3.00	GPR	\$275,000	3.00	GPR
Services for Drivers Position Authority	7008	\$0	0.30	PR	\$0	0.30	PR
Newsline for the Blind	7009	\$5,000	0.00	SEG	\$9,700	0.00	SEG
Liability Insurance Increase	7010	\$65,000	0.00	GPR	\$65,000	0.00	GPR
Program Revenue Reestimates	7011		0.00	PR		0.00	PR
Federal Program Reestimates	7012		0.00	FED		0.00	FED
<u>School Finance and Revenue Limits</u>							
General Equalization Aids	7501	\$187,025,100	0.00	GPR	\$379,188,100	0.00	GPR
Milwaukee Parental Choice Program Reestimate	7502	\$11,889,300	0.00	GPR	\$24,436,200	0.00	GPR
Milwaukee/Racine Charter School Program Reestimate	7503	\$9,303,500	0.00	GPR	\$15,500,000	0.00	GPR
Low Revenue Ceiling Adjustment	7504	\$0	0.00		\$0	0.00	
Revenue Limit - Flexibility	7505	\$0	0.00		\$0	0.00	
Totals		\$303,043,400	5.80		\$566,267,800	6.80	

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2009-2011 Biennial Budget Request Decision Item Narratives



**Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent
Madison, Wisconsin**

DPI 2009-11 BIENNIAL BUDGET REQUEST

DECISION ITEM 4004 – ENVIRONMENTAL EDUCATION CONSULTANT

101 – General program operations
s. 20.255 (1) (a)

FISCAL SUMMARY	
2009-10	2010-11
Request	Request
\$74,800	\$97,600
1.0 FTE	1.0 FTE

Request/Objective

The Department requests \$74,800 GPR in FY10 and \$97,600 GPR in FY11 and 1.0 FTE GPR position authority for an educational consultant position to serve as an environmental education (EE) consultant.

Background/Analysis of Need

Despite increased public attention to the environment since the inauguration of Earth Day in 1970, environmental challenges still loom large. Climate change, an ever diminishing water supply, invasive species of plants and animals, habitat depletion, and water and air pollution are issues that play a central role in policy debates.

Some people believe that there is a need for schools to have robust EE programs that not only teach environmental science, but that also stress the need for citizen involvement and solving problems through critical thinking and collaborative working relationships. The National Science Foundation (NSF) commented that a scientifically informed constituency on the environment is necessary to overcome environmental challenges. The NSF asserts that accomplishing this will require a “concerted and systematic approach to EE grounded in a broad and deep research base that offers a compelling invitation to lifelong learning.”

The argument to place increased emphasis on EE is articulated further by Richard Louv, author of *Lost Child in the Woods* (a book about getting children out of the house and into nature) and Chairperson of the Children and Nature Network, who urged policymakers to “leave no child inside.” In congressional testimony in February 2007 Louv said: “In a typical week, only six percent of children, ages nine to thirteen play outside on their own.” Studies by the National Sporting Goods Association, and American Sports Data, a research firm, show a dramatic decline in the past decade in such outdoor activities as swimming and fishing. Even bike riding is down 31 percent since 1995. In San Diego, California, according to a survey by nonprofit Aquatic Adventures, 90 percent of inner-city kids do not know how to swim; 34 percent have never been to the beach.”

The need for effective EE should be applicable to today’s pupils, since arguably, they will be more affected by environmental policy than any previous generation. How they manage their work lives and their households will be heavily influenced by environmental concerns.

In Wisconsin, statewide aggregate EE enrollment figures since 1999-2000 (the first year data was reported for EE) show that enrollment grew until 2004, when it leveled off and then receded a bit. Yearly changes varied from +15.9 percent in 2000-01 to -16.1 percent in 2004-05.

Table 1
Environmental Education Enrollment in Wisconsin
1999-2000 Through 2007-2008 School Years

Year	Total Enrollment	% Up (or Down) from Previous Year
1999-2000	9,864	--
2000-2001	11,429	15.9%
2001-2002	13,083	14.5
2002-2003	13,018	(.5)
2003-2004	14,382	10.5
2004-2005	12,060	(16.1)
2005-2006	11,942	(1.0)
2006-2007	12,580	5.3

Some states appear to be gearing up their efforts in EE. Examples:

- *Virginia* has developed a master plan for EE. The Office of Environmental Education in the Virginia Department of Environmental Quality coordinates environmental activities to meet the objectives outlined in the plan.
- *Kansas* has adopted an EE plan for 2006-08. Its goal “is to strengthen and mobilize Kansas’ conservation and EE network and its commitment to provide quality EE to children ages five to 18 (grades K-12).” Priorities include development of an information and dissemination structure which will improve coordination and communication between providers of EE; integration of EE within the structure of education and natural resources agencies in Kansas “and to obtain buy-in and commitment from key decision makers;” to implement a system of independent evaluation of EE materials; utilizing the model established by the *North American Association for Environmental Education’s EE materials: Guidelines for Excellence*; and expansion of existing professional development (PD) opportunities and resources that are designed to help teachers integrate EE into their classrooms.
- *Washington’s state* EE plan stressed that pupils in EE programs should learn critical thinking skills and should know how to work collaboratively “in the classroom and community to solve challenging environmental issues.” Knowledge and skills accumulated through participation in such a program should enable pupils “to work with government, businesses, universities and non-profit organizations.” The program aims to produce graduates “who understand that every issue includes more than one perspective and set of values; graduates who actively demonstrate their civic responsibilities by participating in decision-making processes; graduates who, as adults, contribute to a strong and healthy society, environment, and economy.”

At the federal level, the No Child Left Inside Coalition and other environmental groups are supporting an effort that would include EE in the reauthorization of the No Child Left Behind Act. Introduced in Congress by Rep. John Sarbanes of Maryland and Sen. Jack Reed of Rhode Island, the legislation makes new funding available for the development of rigorous standards, teacher training, and environmental literacy programs. If the legislation passes and is signed into law, states that have environmental literacy programs will be eligible for more funds.

An added benefit of EE is that it plays a significant role in science, technology, engineering, and mathematics (STEM) education. The subjects within environmental science studies contribute to the knowledge base of each STEM discipline. They are a unifier for STEM because the issues addressed in environmental science studies or in EE courses are global in nature. For example, pupils are typically asked to research such topics as global climate change, ozone depletion, or biodiversity and the climate and are asked to make decisions about the topics.

The Girl Scouts of America recognize the link between STEM and EE. They now have a badge that pupils can earn that combines environmental studies with STEM to examine various global issues.

The State of Wisconsin recognizes the importance of EE. Section PI 8.01 (2) (k), Wis. Admin. Code, requires school districts to write curriculum plans for EE for grades K-12. The state has adopted Model Academic Standards for EE. The Department formerly had an EE consultant, until the position was eliminated in the mid-1990s because of budget cuts. This proposal would restore the EE position and provide meaningful statewide leadership in curricular and instructional issues.

The new EE consultant would have as one of his or her responsibilities ensuring that the Department's EE program is state-of-the-art. Therefore the incumbent in this position would need to be current on trends in EE to make sure that Wisconsin's program is continually on the cutting edge.

Tasks to be performed by the requested environmental education consultant:

Provide leadership in state-of-the-art EE curriculum, instruction, and assessment by:

- Identifying, analyzing, and synthesizing state-of-the-art practices in EE curriculum, instruction, and assessment.
- Collaborating with professional science organizations, teachers, administrators, school boards, state and national EE projects, and the general public to implement state-of-the-art practices in EE curriculum, instruction, and assessment.
- Coordinating and developing an implementation plan for disseminating publications from the Department including the *Planning Curriculum in Environmental Education*, as well as material from the Department's website and applicable national publications.
- Identifying PD needs associated with the implementation of EE curriculum, instruction, and assessment.
- Developing and/or participating in PD programs relating to effective implementation of state-of-the-art EE curriculum, instruction, and assessment.

Provide leadership in the design, redesign, implementation, and evaluation of the state Model Academic Standards for EE by:

- Developing and implementing a plan to disseminate statewide EE standards.
- Assisting school districts and the general public with understanding and implementing the state Model Academic EE Standards.
- Assembling and coordinating a team to redesign the state Model Academic Standards as requested by the State Superintendent or by state or federal legislation.
- Identifying and developing strategies for PD needs associated with the state Model Academic Standards for EE or for the redesigned state standards for EE.
- Developing exemplary documents that include best practices used to explain the state EE standards.

Provide leadership in the development of EE implementation strategies for schools and districts by:

- Identifying, analyzing, and synthesizing promising approaches for improving EE learning by schools and districts, and organizations or institutions, in the state.
- Developing distribution strategies for promising EE district strategies.
- Assisting schools and districts with implementing existing EE curricula, such as the curricular programs developed at the Wisconsin Center for Environmental Education.

Collaborate with state and national higher education institutions implementing the federal No Child Left Behind (NCLB) Act under Title 2, Part B by:

- Developing strategies to assist state higher education institutions to interpret the Act and meet the program licensing requirements under ch. PI 34, Wis. Admin. Code, including the content guidelines and evaluation rubrics specific to teaching science, in order to have highly qualified teachers as required under the Act.

- Coordinating and developing strategies for EE teachers to use with their personal development plan under ch. PI 34, Wis. Admin. Code, in order to meet the teacher quality requirements under the Act.

Collaborate with state and national government agencies, national and state professional associations and institutions in improving EE by:

- Representing the Department at state, regional, and national organizations which promote improvement in EE teaching and/or EE.
- Representing the Department as specified by the State Superintendent. (Examples include the Wisconsin Environmental Education Board and EE curriculum projects.)
- Actively participating in state and national EE associations.
- Writing proposals or cooperating with representatives of other institutions in writing proposals to state, federal, and private agencies for funding of projects to improve EE consistent with Department objectives.

Perform duties related to Department functions by:

- Serving on teams to recommend, develop, and implement Department policies and procedures.
- Cooperating with efforts related to the No Child Left Behind Act and other federally-supported education initiatives.
- Assisting and contributing to Department efforts/initiatives as invited and/or assigned.

Statutory Language

The Department is not proposing any statutory language related to this request.