

# MILWAUKEE PUBLIC SCHOOLS

Testimony of Audra Millen  
Legislative Policy Specialist, Milwaukee Public Schools

SENATE EDUCATION COMMITTEE  
Testimony in support of SB262

October 24, 2001  
Madison, WI

Thank you Chairman Grobschmidt and Committee members.

I am honored to address this committee and to testify in strong support of SB262. This bill addresses one of the most critical K-12 education issues facing our school districts. The nationwide shortage of certified teachers, especially in areas of specific expertise such as math, science, and special needs children, is troubling, particularly because research consistently demonstrates that teacher quality is one of the strongest predictors of student performance.

Moreover, this bill represents an appropriate and commendable role for the legislature to play in addressing education policy, because teacher shortages are primarily due to economic and demographic realities that are beyond the control of school districts. Students who graduate with skills in math and science are often lured away from education careers by private sector positions that can offer more competitive compensation. The increasing population of special education students has made it necessary for schools districts to look for alternative sources to staff those classrooms, as the traditional schools of education are not currently meeting those needs. In addition, the success of the SAGE program puts

increasing pressure on schools to find additional teachers for all classrooms. The result of these factors and others has been a 20% increase in emergency certificates statewide (Milwaukee Journal Sentinel, Sunday, October 21).

This problem is exacerbated in districts with high percentages of low-income children where teaching challenges make it particularly difficult to attract and retain quality teachers. To demonstrate, at the beginning of the school year, Milwaukee Public Schools had 46 vacancies in high school math and 52 vacancies in science alone. Such shortages hinder efforts to increase Advanced Placement offerings and to improve academic outcomes in these areas, which are becoming increasingly critical for success in the 21<sup>st</sup> century marketplace. In the area of special education, the district had 340 vacancies at the start of the year. This represents over 27% of our total 1,246 special education teaching positions district-wide.

Certainly, this is not the first year that MPS has faced such shortages and the district has taken steps to address this issues by tapping into alternative teaching programs and establishing its own program, the Milwaukee Teacher Education Center (MTEC). Participants in this program receive instruction while they are teaching in our classrooms on permit licenses. This year MTEC formed a partnership with Cardinal Stritch University to include special education among its alternative teaching program options. Regular education teachers can also receive emergency special education licenses while they are pursuing certification. Through these initiatives, the district has been able to fill 240 of the initial 340 positions with permit teachers, 158 of whom are simultaneously pursuing certification through Cardinal Stritch or UW-M, and 82 positions with emergency licensed teachers. The remaining vacancies are currently staffed with substitute teachers.

While these non-traditional sources have demonstrated promising results and most participants will eventually become certified, they cannot take the place of traditional schools of education. Certified teachers enter the classroom prepared with training in special education pedagogy, alternative assessments, coordination of outside services, nursing practices, etc. All of our children deserve to be in classrooms with highly trained teachers, and therefore, we must provide the necessary incentives to ensure that the supply of specialty teachers meets our growing demand. SB262 will help to achieve that goal by decreasing the financial burden on students who choose a career in education. We applaud the sponsors of SB262 and encourage the committee to consider this bill favorably.

Thank you.

### Fiscal Estimate - 2001 Session

Original     
  Updated     
  Corrected     
  Supplemental

<b>LRB Number</b> <b>01-2076/1</b>	<b>Introduction Number</b> <b>SB-262</b>
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**Subject**  
 Loan program for teachers of math, science and special education in MPS and low-income school districts

**Fiscal Effect**

**State:**

<input type="checkbox"/> No State Fiscal Effect	<input type="checkbox"/> Increase Existing Revenues	<input checked="" type="checkbox"/> Increase Costs - May be possible to absorb within agency's budget <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<input type="checkbox"/> Indeterminate	<input type="checkbox"/> Decrease Existing Revenues	
<input type="checkbox"/> Increase Existing Appropriations		<input type="checkbox"/> Decrease Costs
<input type="checkbox"/> Decrease Existing Appropriations		
<input checked="" type="checkbox"/> Create New Appropriations		

**Local:**

<input type="checkbox"/> No Local Government Costs		<b>5. Types of Local Government Units Affected</b>
<input type="checkbox"/> Indeterminate		
1. <input type="checkbox"/> Increase Costs	3. <input type="checkbox"/> Increase Revenue	<input type="checkbox"/> Towns <input type="checkbox"/> Village <input type="checkbox"/> Cities
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	<input type="checkbox"/> Counties <input type="checkbox"/> Others
2. <input type="checkbox"/> Decrease Costs	4. <input type="checkbox"/> Decrease Revenue	<input type="checkbox"/> School Districts <input type="checkbox"/> WTCS Districts
<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	<input type="checkbox"/> Permissive <input type="checkbox"/> Mandatory	

<b>Fund Sources Affected</b>	<b>Affected Ch. 20 Appropriations</b>
<input checked="" type="checkbox"/> GPR <input type="checkbox"/> FED <input type="checkbox"/> PRO <input type="checkbox"/> PRS <input type="checkbox"/> SEG <input type="checkbox"/> SEGS 20.255 (1) (dz) and 20.255 (1) (gz)	

<b>Agency/Prepared By</b> DPI/ Thomas Johnson (608) 266-2819	<b>Authorized Signature</b> Faye Stark (608) 266-1966	<b>Date</b> 10/4/01
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## Fiscal Estimate Narratives

DPI 10/4/01

LRB Number 01-2076/1	Introduction Number SB-262	Estimate Type Original
<b>Subject</b> Loan program for teachers of math, science and special education in MPS and low-income school districts		

### Assumptions Used in Arriving at Fiscal Estimate

This bill creates a loan program, to be administered by the department of public instruction (DPI), to defray the educational costs of Wisconsin residents who are enrolled at least half-time in a degree-granting program in Wisconsin or an adjacent state that prepares them to be licensed as teachers of mathematics, science or special education. The department is required to give preference to persons who are likely to work in the Milwaukee Public Schools (MPS), or in a district in which at least 50% of the pupils enrolled qualify for a free or reduced-lunch. The maximum loan that a person may receive during any fiscal year may not exceed \$10,000.

The Wisconsin Educator Supply/Demand Project, 1999, reported that 353 Wisconsin newly hired educators without experience were hired to teach mathematics, science and special education in Wisconsin public schools in 1998-99. In the same year, 73 out-of-state mathematics, science and special education educators without experience were also hired. The department estimates that 100 of these teachers were hired in MPS. In 1998-99, twelve school districts had 50% of the pupils enrolled qualify for a free or reduced-price lunch. If each of these districts hired one new mathematics, science or special education teacher under this bill, the number of affected teachers would have been 112 in 1988-99 (100 in MPS + 12 in 50% free and reduced lunch districts).

It is unknown how many students are enrolled at least half-time in a degree-granting program in Wisconsin, or in an adjacent state that prepares them to be licensed as teachers of mathematics, science or special education. However, if this bill had been in effect in 1998-99 and all newly hired mathematics, science and special education teachers had borrowed the maximum amount allowed, the total maximum amount loaned would have been \$4,260,000 (353 in-state + 73 out-of-state X \$10,000). If only those teachers hired in Milwaukee and districts with 50% free and reduced pupils were affected, the total amount loaned would have been \$1,120,000 (112 X \$10,000). If loans were made for less than \$10,000 each, these totals would be proportionally lowered.

The bill would also create a loan repayment appropriation [20.255 (1)(gz)] at the department. However, it is unknown how many, if any, of these loans and the dollar amount of the loans would be forgiven annually. Therefore, revenues generated from loan repayment are indeterminate.

The department could not discharge the responsibilities of this program with existing staff, and would need to hire a 0.50 FTE Financial Specialist 3 at an annual cost of \$19,100 to manage this program. One-time costs to support this position are estimated to be \$3,000.

### Long-Range Fiscal Implications

## Fiscal Estimate Worksheet - 2001 Session

Detailed Estimate of Annual Fiscal Effect

Original     
  Updated     
  Corrected     
  Supplemental

**LRB Number 01-2076/1**      **Introduction Number SB-262**

**Subject**  
 Loan program for teachers of math, science and special education in MPS and low-income school districts

**I. One-time Costs or Revenue Impacts for State and/or Local Government (do not include in annualized fiscal effect):**  
 \$3,000

II. Annualized Costs:	Annualized Fiscal Impact on funds from:	
	Increased Costs	Decreased Costs

A. State Costs by Category		
State Operations - Salaries and Fringes	\$18,100	
(FTE Position Changes)	(0.5 FTE)	
State Operations - Other Costs	1,000	
Local Assistance		
Aids to Individuals or Organizations	4,260,000	
<b>TOTAL State Costs by Category</b>	<b>\$4,279,100</b>	<b>\$</b>

B. State Costs by Source of Funds		
GPR	4,279,100	
FED		
PRO/PRS		
SEG/SEG-S		

**III. State Revenues - Complete this only when proposal will increase or decrease state revenues (e.g., tax increase, decrease in license fee, etc.)**

	Increased Rev	Decreased Rev
GPR Taxes	\$	\$
GPR Earned		
FED		
PRO/PRS		
SEG/SEG-S		
<b>TOTAL State Revenues</b>	<b>\$</b>	<b>\$</b>

NET ANNUALIZED FISCAL IMPACT		
	State	Local
NET CHANGE IN COSTS	\$4,279,100	\$
NET CHANGE IN REVENUE	\$	\$

<b>Agency/Prepared By</b>	<b>Authorized Signature</b>	<b>Date</b>
DPI/ Thomas Johnson (608) 266-2819	Faye Stark (608) 266-1966	10/4/01

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NET CHANGE IN REVENUE	\$	\$

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