

State of Wisconsin

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Joint Committee on Finance

MEMORANDUM

To: Members
Joint Committee on Finance

From: Senator Alberta Darling
Representative John Nygren

Date: October 4, 2016

Re: s. 16.515/16.505(2), Stats. Request

Attached is a copy of a request from the Department of Administration, received October 4, 2016, pursuant to s. 16.515/16.505(2), Stats., on behalf of the Department of Public Instruction.

Please review the material and notify **Senator Darling** or **Representative Nygren** no later than **Friday, October 21, 2016**, if you have any concerns about the request or if you would like the Committee to meet formally to consider it.

Also, please contact us if you need further information.

Attachments

AD:JN;jm



**WISCONSIN DEPARTMENT OF
ADMINISTRATION**

SCOTT WALKER
GOVERNOR
SCOTT A. NEITZEL
SECRETARY
Office of the Secretary
Post Office Box 7864
Madison, WI 53707-7864
Voice (608) 266-1741
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Date: October 4, 2016
To: The Honorable Alberta Darling, Co-Chair
Joint Committee on Finance
The Honorable John Nygren, Co-Chair
Joint Committee on Finance
From: Scott A. Neitzel, Secretary
Department of Administration
Subject: s. 16.515/16.505(2) Request(s)

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Enclosed are request(s) that have been approved by this department under the authority granted in s. 16.515 and s. 16.505(2). The explanation for each request is included in the attached materials. Listed below is a summary of each item:

<u>AGENCY</u>	<u>DESCRIPTION</u>	<u>2015-16</u>		<u>2016-17*</u>	
		<u>AMOUNT</u>	<u>FTE</u>	<u>AMOUNT</u>	<u>FTE</u>
DPI 20.255(1)(ke)	Funds transferred from other state agencies; program operations				1.0

* Extend project position through 12/31/2017.

As provided in s. 16.515, the request(s) will be approved on October 25, 2016, unless we are notified prior to that time that the Joint Committee on Finance wishes to meet in formal session about any of the requests.

Please contact Kirsten Grinde at 266-1353, or the analyst who reviewed the request in the Division of Executive Budget and Finance, if you have any additional questions.

Attachments

Date: September 20, 2016

To: Michael Heifetz
State Budget Director

From: Nathan Schwanz
Executive Budget and Policy Analyst

Subject: Section 16.515/16.505(2) Request(s)

Attached is a s. 16.515/505(2) request analysis for your approval and processing. Listed below is a summary of each item:

DOA RECOMMENDATION:

<u>AGENCY</u>	<u>DESCRIPTION</u>	<u>2015-16</u>		<u>2016-17*</u>	
		<u>AMOUNT</u>	<u>FTE</u>	<u>AMOUNT</u>	<u>FTE</u>
DPI 20.255(1)(ke)	Funds transferred from other state agencies; program operations				1.0

* Extend project position through 12/31/2017.

AGENCY REQUEST:

<u>AGENCY</u>	<u>DESCRIPTION</u>	<u>2015-16</u>		<u>2016-17*</u>	
		<u>AMOUNT</u>	<u>FTE</u>	<u>AMOUNT</u>	<u>FTE</u>
DPI 20.255(1)(ke)	Funds transferred from other state agencies; program operations				1.0

* Extend project position through 12/31/2017.

MJK
MGH APPROVAL 09-29-16 (FORWARD TO GAIL TAPPEN)



**WISCONSIN DEPARTMENT OF
ADMINISTRATION**

SCOTT WALKER
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Date: September 20, 2016

To: Scott A. Neitzel, Secretary
Department of Administration

From: Nathan Schwanz
Executive Policy and Budget Analyst

Subject: Request under s. 16.505(2) from the Department of Public Instruction for the extension of a project position.

Request:

The Department of Public Instruction requests a one-year extension of a 1.0 FTE PR-S research analyst project position. The position is fully supported by federal grants. However, because the supporting grants are received by the Department of Children and Families, and the department does not receive the funds directly, the position is allocated to a program revenue, rather than a federal, appropriation. As a result, approval of the request to extend the position is required under s. 16.505.

Revenue Sources for Appropriation(s):

The revenue source for the position is federal Race to the Top – Early Learning Challenge grant funds through the Department of Children and Families, and transferred to the Department of Public Instruction's funds transferred from other state agencies; program operations appropriation under s. 20.255(1)(ke). This appropriation is a program revenue-service, all moneys received appropriation, and any expenditure authority adjustments will be handled administratively.

Background:

The position for which the extension is requested was originally approved by the Joint Committee on Finance on January 9, 2014, and the position is scheduled to terminate on December 31, 2016. The December 31, 2016, termination date was originally requested because the Race to the Top – Early Learning Challenge grant was scheduled to end on December 31, 2016.

Analysis:

The Race to the Top – Early Learning Challenge program was created to provide funding to states with the objective of improving the quality of early childhood

Scott A. Neitzel, Secretary
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September 20, 2016

programs and closing the achievement gap for high need students. The department and Department of Children and Families received an initial grant of \$22,700,000 for a four-year period beginning January 1, 2013. On June 24, 2016, the Department of Children and Families received notification from the U.S. Departments of Education and Health and Human Services of a no-cost extension of the Race to the Top – Early Learning Challenge grant expenditure period, through December 31, 2017.

The research analyst project position is responsible for analyzing, interpreting and communicating information on young children's early learning and development, using the Early Childhood Longitudinal Data System information to answer defined policy questions, and acting as a liaison to external system users and researchers.

Recommendation:

Approve the request. The state will receive sufficient federal funding to continue the position for an additional year. Further, the position's focus on increasing the supply of high quality early learning and development programs and helping families access these programs complements the state's efforts to close achievement gaps and improve student outcomes.

Date: August 26, 2016

To: Nathan Schwanz, Executive Policy and Budget Analyst
State Budget Office, Department of Administration

From: Erin Fath, Director
Policy and Budget Team *EF*

Subject: Request under s. 16.505 for Program Revenue - Service Project Position Authority (request to extend project position end date)

The Department of Public Instruction (DPI) requests, under s. 16.505, Wis. Stats., the extension of a 1.0 FTE PR-S Research Analyst – Advanced project position (#339165). This position conducts research and analysis as part of Wisconsin's federal Race to the Top-Early Learning Challenge (RTT-ELC) grant. Funding for the position is provided by the U.S. Departments of Education and Health and Human Services and is received by DPI from the Department of Children and Families (DCF). The federal budget period for the grant covers January 1, 2013, to December 31, 2016; however, DCF received notice of a no-cost extension for the grant, through December 31, 2017. The letter of approval from the U.S. DE and DHHS, dated June 24, 2016, is attached.

HISTORY

In 2011, the federal Departments of Education and Health and Human Services announced the creation of the RTT-ELC program to provide funding to states with the objective of improving the quality of early childhood programs and closing the achievement gap for high need children. In collaboration with DPI and the Wisconsin Department of Health Services (DHS), DCF applied for and received \$22,700,000 of second round RTT-ELC funding for a four-year period. The agencies requested a total of 9.50 FTE positions under the grant, including 7.00 FTE in DCF, 1.50 FTE in DPI and 1.00 FTE in DHS.

The grant application submitted by Wisconsin focused on the following priorities:

- Increasing the supply of high quality early learning and development programs, especially for children whose care is subsidized by Wisconsin Shares;
- Helping families with high needs to access these programs;
- Improving data systems to inform policy and practice decisions; and
- Aligning efforts across early learning and development sectors to leverage resources.

The research analyst position housed in DPI is essential to this mission because the individual in the position analyzes, interprets, and communicates information on young children's early learning and development, uses Early Childhood Longitudinal Data System (ECLDS) information to answer defined policy questions, and acts as a liaison to external system users and researchers.

EXTENSION REQUEST

This project position was authorized to start on January 9, 2014, and is scheduled to end December 31, 2016. DPI requests that the project position be extended through December 31, 2017, allowing DPI to

continue the work of the Research Analyst position related to the RTT-ELC grant through the end of the authorized no-cost extension period. (The four-year maximum authority for the project position would end on January 8, 2018). This position will remain on the Content and Learning team in DPI's Division of Academic Excellence.

The authority for this project position resides in the Department's appropriation under s. 20.255(1)(ke), *Funds transferred from other state agencies; program operations*. [APN 132]. This PR-S appropriation receives the federal RTT-ELC funding from DCF. If the requested extension to the end date is approved, the project position will continue to be funded from the federal RTT-ECL grant under the authorized no-cost extension. DPI has received assurances from DCF that there will be sufficient funding under the no-cost extension to support this project position in DPI.

A position description is attached. If you need further information, please contact me at 266-2804 or Ben Kopitzke at 266-1344.

Thank you in advance for your prompt consideration of this request.

Attachments



UNITED STATES DEPARTMENT OF EDUCATION
UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES



June 24, 2016

Eloise Anderson
Office of the Governor, State of Wisconsin
201 E. Washington Avenue
Madison, WI 53708

Dear Secretary Anderson:

This letter is in response to Wisconsin's request to amend its approved Race to the Top -- Early Learning Challenge (RTT-ELC) grant projects. The U.S. Department of Education approved Wisconsin's grant projects and scope of work, including supplemental funds, on December 18, 2013. On May 23, 2016, the Wisconsin Department of Children and Families submitted a request indicating the grantee would like to extend its grant period by one year by reallocating unspent funds in the amount of \$6,987,281 from its Year 4 budget to Year 5.

As you are aware, the Departments have the authority to approve amendments provided that such a change does not alter the scope or objectives of the approved proposal. On March 3, 2015, the Departments issued "Amendment Requests with No-Cost Extension Guidance and Principles" indicating the process by which amendments containing requests to provide additional time for a grantee to accomplish the reform goals and deliverables it committed to in its RTT-ELC application and approved Scope of Work would be reviewed and approved or denied. To determine whether approval could be granted, the Departments have applied the conditions noted in that document and compared it with RTT-ELC program requirements and conditions. In reviewing this request, project officers considered the State's explanation and plan for how the work will be sustained (or, if appropriate, completed) after the timeframe of the no-cost extension.

Based on the documentation submitted, Wisconsin has fulfilled the conditions specified. Under the approved amendment, the State will complete the implementation of the RTT-ELC grant by December 31, 2017. None of the changes proposed in this amendment change the scope or objectives of the grant.

The following no-cost extension amendment is approved, as described below:

Project 1 (Grants Management): Wisconsin is requesting to move \$648,721 from Year 4 to Year 5. These funds will be used to support a full-time Grant Manager and a Coordinator for the Great Lakes Inter-Tribal Council. Funds will also support continued tribal professional development related to the Wisconsin Model Early Learning Standards (WMELS), the Pyramid Model, screening, and other priorities. This project will continue the Children's Empowerment through Education (CETE) Network, providing subgrantees more time to implement plans and build stronger connections in their communities.

Project 2 (YoungStar Training and Technical Assistance): Wisconsin is requesting to move \$101,639 from Year 4 to Year 5. An additional \$97,692 will be added from the Project 8 budget. Funds will support an administrative assistant and an Inclusion Analyst until December 31, 2017.

Project 5 (Increase Quality of YoungStar): Wisconsin is requesting to move \$1,072,023 from Year 4 to Year 5. This will support an extension of existing health and wellness contracts until November 30, 2017. It will also support additional Registry coupons, Challenge Awards, and onsite coaching and mentoring, as well as allowing Educational Opportunities grantees and TEACH Scholarships to continue spending funds in 2017.

Content and Learning Team

Position Description: Research Analyst - Advanced

POSITION SUMMARY

Under the general supervision of the Director of the Content and Learning Team, this position performs complex research and evaluation work related to the Race to the Top-Early Learning Challenge (RTTT-ELC) grant, and the development and utilization of the Wisconsin Early Childhood Longitudinal Data System (ECLDS). This person is an analytic expert, working to support the grant's goals of building comprehensive early learning and development systems, and reducing achievement gaps between children with high needs and their peers. The position works closely with management, program, and information technology staff within and across partnering state agencies (including the Department of Public Instruction [DPI] Office of Early Learning, Department of Children and Families [DCF], and the Department of Health Services [DHS]), as well as partners such as school districts, academic and research institutions, counties, contractors, private and non-profit service providers, and policy makers. To carry out the responsibilities of this position, the incumbent utilizes exceptional research and statistical analysis skills, a high level of proficiency with computers and administrative data, and excellent communication and collaboration skills.

This person will work closely with other RTTT-ELC Research Analysts employed at DCF and DHS; however, this placement within DPI Office of Early Learning indicates a particular emphasis on the building of expertise regarding and utilization of DPI program-related data including but not limited to data from four and five year old kindergarten, early childhood special education, Title I, Head Start, dual language learners, and other relevant data.

Goals and Worker Activities

50% A. Develop and complete program and policy research and evaluation projects and reports related to RTTT-ELC goals and questions.

- A1. Serve as a lead analyst for the ECLDS data for the Office of Early Learning at DPI.
- A2. Build expertise in various data sources that hold data about young children, services they receive, and outcomes.
- A3. Consult with executive and program management, program staff, and other stakeholders to define the program, policy, or research questions and corresponding analyses, so that efforts result in relevant information to make program and service improvements.
- A4. Plan and carry out data analysis, using appropriate quantitative and qualitative methods, to provide results that meet defined objectives.

- A5. Apply advanced statistical analysis programming skills, such as SAS, Stata, SPSS, or R for data manipulation and analysis.
- A6. Coordinate activities with a wide range of other programs to develop policy recommendations for programs administered by DPI and other partnering agencies.
- A7. Produce tailored oral and written reports or publications to suit the targeted audience within a broad spectrum of stakeholders, including service and program providers and professionals, state agency managers and policymakers, the general public, legislators, and the news media.
- A8. Publish reports, articles or factsheets; present findings at conferences and meetings.
- A9. Monitor national research, report to management team and department managers on research opportunities, reported findings, and implications for ECLDS.

30% B. Build analytic capacity of partnering agencies to engage in meaningful early childhood program and policy research, connected with the ECLDS.

- B1. Lead development, implementation, and promotion of early childhood research agenda integrating health, education, family support, and child well-being data for the Office of Early Learning.
- B2. Provide expert consultation to department staff and other stakeholders about the administrative data available through the ECLDS and other databases containing data on young children, including communication of appropriate data usage and limitations.
- B3. Identify, analyze, and bring to appropriate stakeholders' attention emerging issues relating to early childhood programs, policies, and data base development.
- B4. Work with internal and external partners to produce data products that meet community needs and enable further research and analysis by DPI staff or other research partners.
- B5. Work with DPI technology staff to test and evaluate information systems and applications as needed.
- B6. Identify data gaps and design appropriate methods for collecting data that fills these gaps.
- B7. Ensure data quality and work with staff to improve data reliability.

- B8. Assist with development of internal and external training regarding ECLDS data analysis and use.
- B9. Contribute to publishing and updating of meta-data including but not limited to codebooks and data dictionaries to assist users of data
- B10. With early childhood staff, management, and ECLDS leadership, incorporate research and evaluation agenda and needs into strategic planning efforts.
- B11. Work with program staff to incorporate data products and research results into policies and practices.
- B12. Explore new opportunities, internal and external, for using ECLDS data to support the RTTT goals.
- B13. Act as a liaison to the Wisconsin early childhood research community, building relationships and fostering opportunities for collaboration, including jointly writing grants with research organizations.
- B14. Recommend development and implementation plans for appropriate storage and dissemination of reports, records, and data files.

20% C. Serve as analytic expert for the administrative team and department managers on data and research matters related to the ECLDS and early childhood research and evaluation.

- C1. Interpret research and evaluation efforts that are relevant to department programs and policies, including conducting literature reviews, identifying best practices, and national benchmarks.
- C2. Serve as liaison with external research partners to improve connections between the ECLDS research agenda and partnering agencies' needs and individual researchers' agendas.
- C3. Make effective recommendations of use of internal and external contracted research and evaluation resources.
- C4. Serve as contract administrator and provide support to external evaluators and researchers, including coordination and implementation of Data Sharing Agreements as needed.
- C5. Represent DPI on statewide and local committees and workgroups, including, but not limited to the ECLDS Data Governance Research and Review Committee.
- C6. Participate in meetings with public and private entities as needed.

- C7. Serve as early childhood and evaluation expert on grant application and implementation teams as requested.
- C8. Review the results of analyses by partner and/or external researchers to ensure consistency, accuracy, and completeness.
- C9. Respond to short-term, ad hoc data, information, and analysis requests and carry out other duties as requested.

Knowledge and Skills

- Extensive knowledge of research and evaluation design and methodology using quantitative and qualitative data, such as survey research, program evaluation and statistical analysis techniques.
- Knowledge of early childhood and family support programs housed at DPI, including but not limited to four and five year old kindergarten, early childhood special education, Title I, Head Start, dual language learners, and other related programs and relevant data.
- Knowledge of early childhood and family support programs with data housed at partnering agencies and outside of state government, including but not limited to home visiting, child care, child welfare, health care, and other related programs.
- High level of policy analysis skills, including analyzing, summarizing, and making recommendations concerning departmental, local, state, and federal policies related to early childhood programming and research, with an emphasis on making appropriate recommendations supported by the data.
- High level of skill in effective project management including the coordination and implementation of complex research and evaluation projects.
- High level of skill in using statistical software such as mainframe or PC SAS, Stata, SPSS, or R; and Office applications such as Access, Excel, and PowerPoint.
- High level of skill in using administrative databases to conduct analysis.
- High level of skill in developing oral and written deliverables for agency administrators, program managers and staff, and other community stakeholders.
- Excellent communication and writing skills, including public speaking and effective communications with a wide range of diverse audiences, including executives, contract agencies, advocates, and front-line program staff.
- Ability to summarize and synthesize existing research done by others to support policy decisions.
- Ability to synthesize and explain complex issues to a wide audience through a variety of methods.

- Ability to balance the needs of data for research with state, federal, and departmental guidelines regarding privacy.
- Ability to work independently and make complex decisions within the scope of one's responsibility.
- Ability to interpret rules, regulations, etc. affecting early childhood and family programs including early childhood education, and other related programs.