Association of Metropolitan School Districts

2021 Session Preview

Jan. 8, 2021
Stabilize Education Funding

Supt. Christine Tucci Osorio
North St. Paul-Maplewood-Oakdale Public School District
Stabilize Education Funding

1. Overview: School Finance Working Group

2. Recommendations:
   a. Mitigate the Impact of COVID-19
   b. Stabilize School Funding
   c. Increase Support for English Language Programs
   d. Increase Support for Special Education Programs
# Overview: School Finance Working Group

**September 2019 - November 2020**

| Goal: Stabilize/Restore Education Funding - Ensure Taxpayer Equity |
| Membership & Committee Structure |
| Historical Perspective: 20-year Decline in Public School Funding |
| Current Pressure Points with Recommendations |

**Final Report of the MN School Finance Working Group 11.5.20**

# Mitigate the Impacts of COVID-19 on School Funding

<table>
<thead>
<tr>
<th>COVID-19 Challenges</th>
<th>AMSD Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decline in Public School Enrollment</td>
<td>Allow school districts to use the greater of the 2019 or 2020 pupil counts for general education and compensatory funding</td>
</tr>
<tr>
<td>Incomplete Data for F/R Eligibility</td>
<td></td>
</tr>
<tr>
<td>Economy Impacts Ability to Renew Local Operating Referenda</td>
<td>Allow locally-elected school boards to renew an existing operating referendum</td>
</tr>
</tbody>
</table>
Stabilize and Restore State Funding for Education
## Increase Support for English Language Programs

<table>
<thead>
<tr>
<th>Since 2000, Minnesota has seen a 200% increase in students receiving EL services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of Minnesota’s EL students attend AMSD member districts</td>
</tr>
<tr>
<td>In 2018-19 School Year, AMSD Districts Spent $129 Million on Important EL Services.</td>
</tr>
<tr>
<td>Of this, the state only covered $36 Million</td>
</tr>
</tbody>
</table>
Increase Support for Special Education Programs
Closing Opportunity Gaps

Supt. Kim Hiel
Fridley Public Schools
Close Opportunity Gaps

Attract, Develop and Retain Quality Teachers

Strategic Alternatives to Address Teacher Shortage:

- Maintain Multiple Pathways to licensure
  1. Non-traditional staff (i.e. CTE, Ojibwe Teacher)
  2. Diverse Staff- Black, Indigenous, People of Color (BIPOC)
Tiered Licensing Assists in Hiring Needed Staff

**CTE License**

To be eligible for a CTE or Career Pathways license, an applicant must meet at least one of the following requirements:

- Hold an Associate's degree or higher in the area directly related to the requested licensure field;
- Hold a professional certification in an area directly related to the requested licensure field; or
- Have five years of verified work experience in an area directly related to the requested licensure field.

**Tier 2 License Examples:**

- Business
- American sign Language
- Theater Arts
Teacher Recruitment/Retention Strategies

Goal: To maintain a strong teaching profession

- Standard Licensed Teacher
- Teachers of Color

Are the strategies working?

Some districts showing some success!

Current Methods/Strategies:
- Job Fairs
- Hiring Incentives
- Competitive Salary
- Grow Your Own Program
- Mentorship Programs
- Professional Development Opportunities
## 16. School district efforts to recruit standard-licensed teachers

<table>
<thead>
<tr>
<th>措施</th>
<th>N</th>
<th>Made no difference</th>
<th>Made slight difference</th>
<th>Made some difference</th>
<th>Made a very big difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>提供招聘激励</td>
<td>56</td>
<td>30.4%</td>
<td>30.4%</td>
<td>33.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>提供有竞争力的薪水</td>
<td>252</td>
<td>25.0%</td>
<td>25.4%</td>
<td>38.1%</td>
<td>11.5%</td>
</tr>
<tr>
<td>创建人才管道计划（例如：留任模型，自己培养）</td>
<td>103</td>
<td>11.7%</td>
<td>43.7%</td>
<td>27.2%</td>
<td>17.5%</td>
</tr>
<tr>
<td>提供职位发布</td>
<td>233</td>
<td>27.9%</td>
<td>35.6%</td>
<td>31.3%</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

来源：学校区域调查
N=数量的区域受访者

*Minnesota Teacher Supply and Demand  Wilder Research, January 2019*
## School district efforts to retain standard-licensed teachers

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Made no difference</th>
<th>Made slight difference</th>
<th>Made some difference</th>
<th>Made a very big difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide mentorship programs</td>
<td>275</td>
<td>11.3%</td>
<td>19.6%</td>
<td>46.9%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Provide professional development opportunities</td>
<td>295</td>
<td>11.2%</td>
<td>15.9%</td>
<td>50.5%</td>
<td>22.4%</td>
</tr>
<tr>
<td>Offer promotions or increase salaries</td>
<td>177</td>
<td>9.6%</td>
<td>24.3%</td>
<td>46.9%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Offer Teacher on Special Assignment (TOSA) opportunities</td>
<td>148</td>
<td>31.1%</td>
<td>27.0%</td>
<td>33.8%</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

Source: School district survey.
N= number of district respondents
## 18. School district efforts to recruit teachers of color

<table>
<thead>
<tr>
<th>Approach</th>
<th>N</th>
<th>Made no difference</th>
<th>Made slight difference</th>
<th>Made some difference</th>
<th>Made a very big difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide hiring incentives</td>
<td>58</td>
<td>69.0%</td>
<td>12.1%</td>
<td>15.5%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Provide a competitive salary</td>
<td>236</td>
<td>59.3%</td>
<td>14.4%</td>
<td>22.9%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Create a pipeline program (e.g., residency models, Grow Your Own)</td>
<td>110</td>
<td>50.0%</td>
<td>22.7%</td>
<td>18.2%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Offer position postings beyond where districts usually post</td>
<td>210</td>
<td>58.6%</td>
<td>20.0%</td>
<td>18.6%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

**Minnesota Teacher Supply and Demand**

Wilder Research, January 2019
### 19. School district efforts to retain teachers of color

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Made no difference</th>
<th>Made slight difference</th>
<th>Made some difference</th>
<th>Made a very big difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide mentorship programs</td>
<td>238</td>
<td>48.3%</td>
<td>16.0%</td>
<td>26.5%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Provide professional development opportunities</td>
<td>262</td>
<td>46.2%</td>
<td>16.0%</td>
<td>29.8%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Offer promotions or increase salaries</td>
<td>172</td>
<td>51.7%</td>
<td>18.0%</td>
<td>23.8%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Offer Teacher on Special Assignment (TOSA) opportunities</td>
<td>154</td>
<td>68.8%</td>
<td>11.0%</td>
<td>18.2%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

Source: School district survey
Alternatives through a Non-traditional Lens

Create an educational system:
- Relational
- Representation
- Genuine Authentic Relationships

Teacher College Programs
- Multiple Classes required in Cultural Competency-consistent across colleges
- Pedagogy on Culturally Responsive Teaching (CRT)

Licensure Requirements
- PELSB - Implicit bias and CRT required impactful hours for renewal of licenses
- Professional Development required on anti bias work

Non-Traditional
- Affinity Spaces
- College Teacher Programs
- Licensure requirements
- Professional Development
- Evaluations
- Implicit and Anti-bias training
Culture and Climate of Educational Institutions

Expectation of an equitable and inclusive environment

- Cultural competency area on superintendent, principal, teacher, non-licensed staff evaluations
- Require equity and Inclusion professional development trainings for all staff in the district
- Funding for professional development in the area of anti bias work
- MDE- ensure best practices are being used and identify future practices
- Representation at the table for all levels of work
Enhance Taxpayer Equity, Reduce Mandates & Encourage Innovation and Ensure Safe Schools

Supt. Mike Redmond
Shakopee Public Schools
INDEX THE FORMULA TO INFLATION

Highlighting this part of the AMSD legislative platform

- Easy to overlook, but it is a very important part of the platform
- Key thought #1:
  - It seems to me to be a shared goal of educational leaders and many legislators to increase the formula, at the least, by the rate of inflation
  - When employee salary/benefits increase by exactly the rate of actual costs (inflation and other costs) their Real Income increases by zero.
- Buying/spending power has not changed.
Stabilize and Restore State Funding for Education
INDEX THE FORMULA TO INFLATION

Highlighting this part of the AMSD legislative platform

- Key thought #2:
  - As Superintendent Tucci Osorio shared earlier in this presentation, and I believe nearly all of us agree, our system of school finance should be improved. It needs to be more understandable, more efficient, and more equitable.
  - If we were not spending so much time, every two years, ‘discussing’ the percentage increase to the per pupil formula, we could instead be using this time to reform the system of school finance in Minnesota.
INDEX THE FORMULA TO INFLATION

Perhaps, instead of being 137 pages in length, this excellent research and explanations (thank you Tim Strom and others) could be reduced to 60-70 pages, or something of that nature.
Enhance Taxpayer Equity

- Operating levies are easier to pass in districts with higher property wealth
- The quality of education a child receives should not be dependent on where they live
- Increase equalization to reduce taxpayer & education disparities
- Allow locally elected school boards to renew existing operation levies
EXPAND ALLOWABLE USES OF LTFM

Issue of local control

Issue of flexibility in determining spending priorities

Example:

- Sometimes there isn’t enough Safe Schools revenue to do all the prioritized safety projects.

- Sometimes projects that can be completed via LTFM revenue, if they were compared using the same values and priorities would be lower on the list than certain safety projects.
REduce MANDATES

Issue of local control

Issue of unintended outcomes

Example:

- Civics requirement
  - Civics education is important!
  - Mandating an additional course, or even an additional assessment, at a specific grade level will rarely, if ever, accomplish the intended goal. Instead, it often creates negative unintended consequences.
    - Course registrations is a ‘zero sum game’. If an additional course is required, another course will no longer receive a student registration.
    - Curriculum design is constructed to enhance student learning
      - Matching levels of student development with appropriate learning activities
      - Adding a discrete component to the design, without a comprehensive understanding of the design, is unlikely to improve the overall performance of the system (true in curriculum, engineering, and other systems)
ENCOURAGE INNOVATION

Eliminate artificial impediments to student learning
  ● Allow local control of school calendars in all districts, at all times

Implement a competency-based education model in place of seat time requirements
  ● Eliminate concepts such as work completion
  ● Introduce concepts such as design thinking, student agency, performance outcomes, and assessment for learning

Replace high school MCA exams with a nationally-recognized college entrance exam
Thank You
for attending!

More information about the 2021 Legislative Session can be found on the AMSD website at:

https://www.amsd.org/2021session/