2024 Session Preview

February 2, 2024
www.amsd.org/preview2024

*Note: This meeting is being recorded
Marcus Hill
Board Member
School District 197
Mendota Heights-West
St. Paul-Eagan
School District 197

- 5,073 E-12 enrollment
- 793 ESL Students
- 1,087 Special Education

Learner Demographics

- Asian 3.4%
- Black or African American 13.4%
- Two or More Races 6.9%
- Hispanic or Latino 27.3%
- White 47%

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.
Household Analogy - Budget
Our Family Budget

Parent 1 = State and local revenue

Parent 2 = Federal revenue
Our Family Expenses

In the 2022-2023 school year, we defict spent by $1.6 million and that was with COVID federal dollars in place.
Our Family Budget

Parent 1 =
Increases in state funding +
operating levy

Parent 2 =
Federal funding went down
Our Family Expenses

- Inflationary increases - groceries to childcare
- Grandpa’s moving in

That leaves us with $2,000 per year (~3%) we can spend, instead of $10,000 some thought we might get from Parent 1’s salary bump.
We spent about the same amount we got in salary for four years in a row.

$9,000

COVID + INFLATION

-$3,000

-$2,000

$4,000

NEW REALITY
Budget Summary

- Our revenue went up—and we are grateful!—but...
- We lost federal revenue.
- We were deficit spending due to decades of under-investment.
- Doing what we are already doing will cost more again due to inflation.
- There are new things we are required to do with some of the new revenue, yet some new things aren’t fully funded.

The net new money we have to settle contracts is FAR less than some think we have.
Our Requests

● Please help us help others understand…
  ○ We are a public, non-profit, tax-funded institution. Our budget is public. We are not like the auto industry or any other for-profit.
  ○ We can’t “hide” money
  ○ Most of the “new” money was needed to catch up.
● “Why haven’t you settled yet?” Let’s talk about this question.
● We are working in good faith to reach common ground, balancing our common desire to pay our staff more with the desire to avoid cuts to our programming for students.
Funding Stability — Thank you

- Linking formula to inflation
- Progress on cross-subsidies
- Board renewal of operating referendum
Continue to Stabilize Ed Funding

- Comp Ed hold harmless funding permanent
- Fully fund Unemployment and ESST
- Fully fund READ Act
- Restore purchasing power of local optional revenue and link it to the formula
Continue to Stabilize Funding

- Restore managerial rights: repeal requirement for boards to negotiate e-learning days and staff to student ratios
- Extend board renewal authority to capital project/tech levies
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E-12 Students
870,019 Statewide - 9,300 District 742

- Free & Reduced: 71.3% Statewide, 43.4% District 742
- IEPs: 17.6% Statewide, 23.0% District 742
- Multilingual: 9.2% Statewide, 22.5% District 742

[Map of Minnesota with District 742 highlighted]
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Race Ethnicity of Students Served

- Black: 11.7% (Statewide), 41.2% (District 742)
- White: 62.3% (Statewide), 38.0% (District 742)
- Hispanic/Latino: 10.6% (Statewide), 9.2% (District 742)
- Two or more races: 5.0% (Statewide), 7.4% (District 742)
- Asian: 7.0% (Statewide), 2.7% (District 742)
- Native American: 3.2% (Statewide), 1.1% (District 742)
- Native Hawaiian or Pacific Islander: 0.1% (Statewide), 0.2% (District 742)
- Other Indigenous Peoples: 0.1% (Statewide), 0.1% (District 742)
Financial Landscape

Projected SPED cross subsidy for 23-24 is $7,025,351
Projected EL cross subsidy for 23-24 is $2,936,369

- Increases in the per pupil formula allowance have not kept up with inflation
- Increased costs to continue existing programming
  - curriculum and instructional resources
  - transportation
Financial Landscape

Unemployment Insurance & Paid Family Medical Leave

- 6th highest cost for UI in state - $830,699 Paid to Date
- Paid Family Medical Leave
St. Cloud Area School District Agrees

Establish an ongoing funding stream for Unemployment Insurance costs and for Paid Family Medical Leave
LTFM and School Safety
St. Cloud Area School District Agrees

- Remove the per pupil limit on in the LTFRM revenue program
- Expand allowable uses of revenue to include security modifications to buildings (including technology), and remodeling and additions to existing space
- Increase the Safe Schools levy from $36 to $108 per pupil
School Resource Officers
Student Perceptions about SROs

- Aware that there is an SRO is at their school: 85%
- If know of unsafe or illegal activity, would tell the school SRO: 68%
- If needed help, would feel comfortable going to SRO: 61%
- Think it is a good idea to have an SRO at their school: 93%

Source: 2022 Minnesota Student Survey
Clarify language related to the use of physical restraints to ensure the safety of students and staff.
A learner-centric culture prioritizes individual aspirations and interests through personalized learning experiences that value agency, foster belonging, and celebrate growth, equipping each learner with the ability to visualize their own future by creating it - Farmington Area Public Schools Strategic Framework
Farmington Area Public Schools
- 6673 E-12 enrollment
- 18% Special Education
- 27% Educational Benefits
- 7% Multilingual
- Learner Demographics
  - Asian 5%
  - Black or African American 6%
  - Two or More Races 6%
  - Hispanic or Latino 10%
  - White 72%
Non-Negotiable Costs Continue to Rise (almost 5 percent year over year the last 5 years)

- Transportation
- Utilities
- Insurance
- Learning Resources

Added Costs

- Unemployment Insurance
- Paid Family Medical Leave
- Read Act

Recurring Cost

- Contract Roll-Up
- Staffing
Financial Reality

FY24

- 4 percent — approximately $2 million
- FY25 employee roll up costs — approximately $1.5 million
- Special Education Cross Sub Increase — approximately $3.7 million
- FY23 utilized approximately $3.5 million in federal funds
Financial Reality

General Fund
Revenues Per ADM Served

- Independent School District No. 192
- State Average

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Student Centered Learning
Profiles of a Lifelong Learner

PROFILE OF A LIFELONG LEARNER

Objective 1
All learners possess the capacity and resiliency to create opportunities and master challenges through:

COLLABORATION
- Respectfully working with others in meaningful and productive ways.
- Flexible, open minded, confident and adaptable when working with and leading teams from others.
- Ability to understand oneself and others in a way that will allow for growth.

SELF-DIRECTION AND RESILIENCY
- Accept feedback, both positive and constructive. Use of feedback to reflect and plan a new course of action as you go.
- Self-directed learner with effective time management skills.
- Demonstrable adversity through perseverance, self-advocacy and a growth mindset.
- Self-focus as an opportunity to grow.
- Ownership of choices and the resulting outcomes.

CREATIVE AND CRITICAL THINKING
- Develop and implement solutions to unique challenges.
- Reflect on past learning experiences when faced with new situations and challenges.
- Questions, reasons and weight evidence to reach conclusions.
- Demonstrate originality and inventiveness in work and understand the need for work ethic in achieving new ideas.

EFFECTIVE COMMUNICATION
- Refined open to communicating with a variety of people, familiar and unfamiliar.
- Articulate thoughts and ideas effectively using verbal, written, electronic, and visual skills in a variety of forms and contexts.

PROFILE OF A LIFELONG LEARNER

Objective 2
All Learners Continuously Achieve Their Academic and Personal Goals through:

AGENCY
- Create advantageous goals.
- Start action before goals.
- A relentless and effective part of the learning process.
- Understand the pace of control is inside them.

FLEXIBILITY AND ADAPTABILITY
- Accept feedback, both positive and constructive. Use of feedback to reflect and plan a new course of action as you go.
- Self-directed learner with effective time management skills.
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SELF-DIRECTION AND RESILIENCY
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PROFILE OF A LIFELONG LEARNER

Objective 3
Each learner leads beneficial change locally and globally through:

AUTHENTIC APPLICATION
- Apply their skills, passions, and interests to serve others.
- Awareness of the world around them.
- Ability to respond empathically.
- Strong sense of self.
- Understands their intrinsic motivations.

COLLABORATION
- Respectfully working with others in meaningful and productive ways.
- Flexible, open-minded, confident and adaptable when working with and leading teams from others.
- Ability to understand oneself and others in a way that will allow for growth.

SERVICE
- Exhibit the civic responsibility as a member of their community.
- Recognize where things can be better and take action.
- Ability to respond empathically.
- Awareness of the world around you.
- Problem solving skills based upon options.

PROBLEM SOLVING
- Develop and implement solutions to unique challenges.
- Reflect on past learning experiences when faced with new situations and challenges.
- Questions, reasons and weight evidence to reach conclusions.
- Demonstrate originality and inventiveness in work and understand the need for work ethic in achieving new ideas.
Student Centered Learning

Reimagine Minnesota (2016)
- Excellence for each student
  - See All
  - Serve All
  - Support All
- Barriers to this work
  - Inequitable resources
  - Rigidity at all levels of the current system
  - Assessment system
  - Gaps in alignment between policy and action
Student Centered Learning

Recommendations (KnowledgeWorks Report 12.2023)

- Codify a definition of personalized, competency based learning by specifically modifying 120B.018
- Expand the state’s statutory definition of “seat time” in 120A.41 to include experiences taking place outside of traditional classroom settings
- MDE should develop a model statewide portrait of a graduate to serve as a resource for districts
- MDE should evolve MN system of assessment to better support deeper learning
Thank You
for attending!

More information about the 2024 Legislative Session can be found on the AMSD website at:

https://www.amsd.org/2024session/