



Association of Metropolitan School Districts

2021 Session Preview



Jan. 8, 2021



2021 Legislative Session Preview

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**





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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](#)

www.amsd.org/doc/sfwg/



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Mitigate the Impacts of COVID-19 on School Funding

COVID-19 Challenges	AMS D Recommendation
Decline in Public School Enrollment	Allow school districts to use the greater of the 2019 or 2020 pupil counts for general education and compensatory funding
Incomplete Data for F/R Eligibility	
Economy Impacts Ability to Renew Local Operating Referenda	Allow locally-elected school boards to renew an existing operating referendum

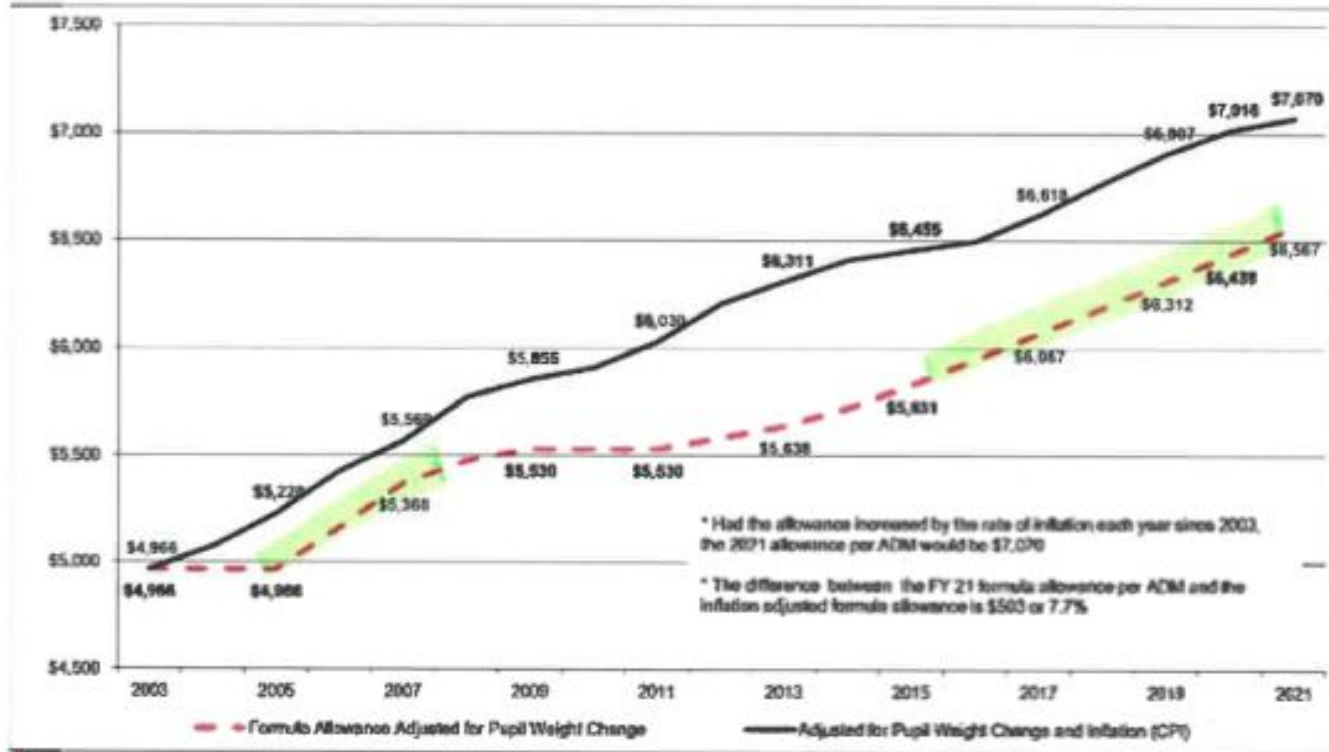


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Stabilize and Restore State Funding for Education



General Education Formula Allowance, 2003-2021
Adjusted for Pupil Weight Change and Inflation (CPI)



Source: Minnesota Department of Education, June, 2020



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Increase Support for English Language Programs

Since 2000, Minnesota has seen a 200% increase in students receiving EL services.

70% of Minnesota's EL students attend AMSD member districts

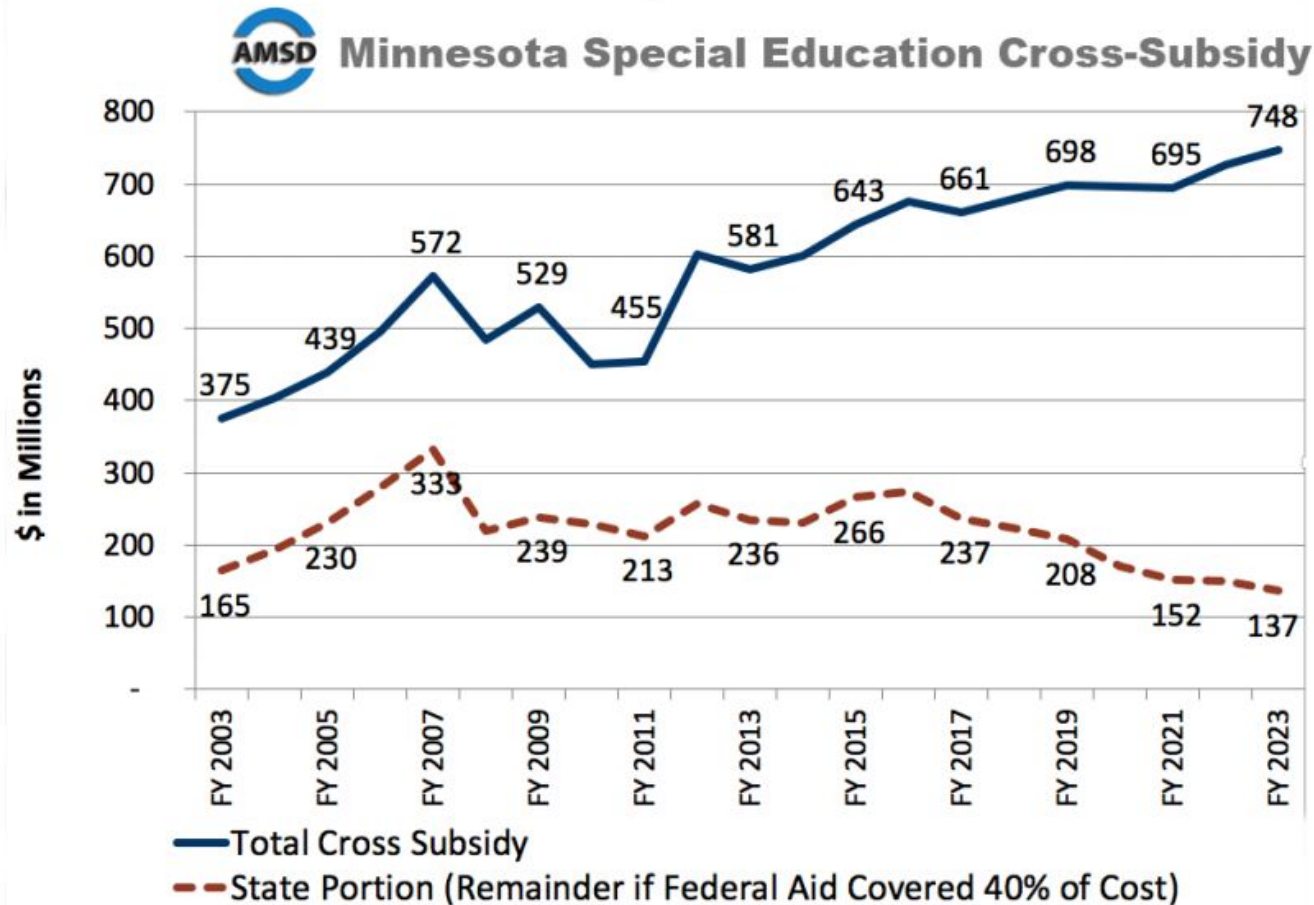
In 2018-19 School Year, AMSD Districts Spent \$129 Million on Important EL Services.

Of this, the state only covered \$36 Million



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Increase Support for Special Education Programs



Source: Minnesota Department of Education, Feb. 2020



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Closing Opportunity Gaps

Supt. Kim Hiel
Fridley Public Schools



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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



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16. School district efforts to recruit standard-licensed teachers

	N	Made no difference	Made slight difference	Made some difference	Made a very big difference
Provide hiring incentives	56	30.4%	30.4%	33.9%	5.4%
Provide a competitive salary	252	25.0%	25.4%	38.1%	11.5%
Create a pipeline program (e.g., residency models, Grow Your Own)	103	11.7%	43.7%	27.2%	17.5%
Offer position postings beyond where districts usually post	233	27.9%	35.6%	31.3%	5.2%

Source. School district survey

N= number of district respondents



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17. School district efforts to retain standard-licensed teachers

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

Source. School district survey.
N= number of district respondents



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18. School district efforts to recruit teachers of color

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



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19. School district efforts to retain teachers of color

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

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



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Enhance Taxpayer Equity, Reduce Mandates & Encourage Innovation and Ensure Safe Schools

**Supt. Mike Redmond
Shakopee Public Schools**



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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.

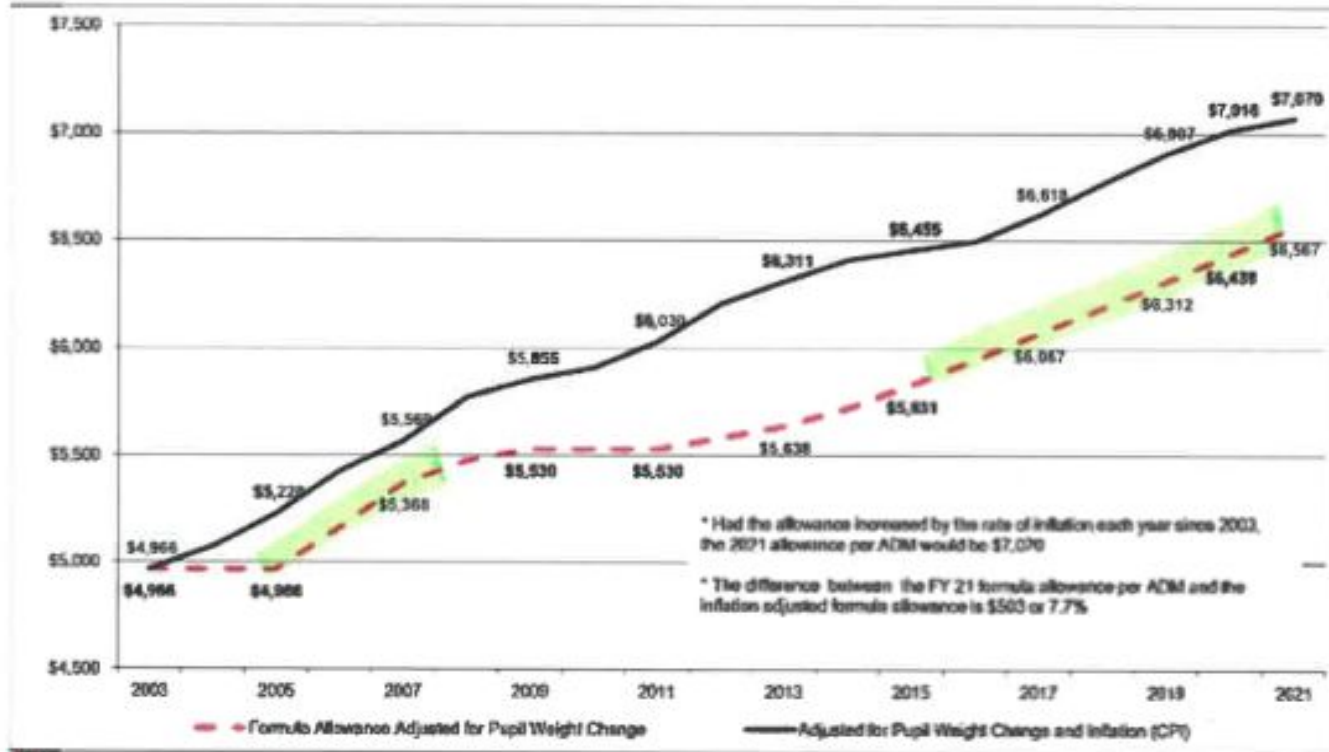


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Stabilize and Restore State Funding for Education



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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.



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Minnesota School Finance: A Guide for Legislators



About this Publication

This guidebook explains how public elementary and secondary schools are funded in Minnesota.

By Tim Strom, Legislative Analyst
November 2020

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.



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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



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Thank You

for attending!

**More information about the 2021 Legislative Session
can be found on the AMS D website at:**

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