

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING
Administration Building
360 Colborne Street

June 12, 2018
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Superintendent's Announcements

B. Legislative Wrap-Up

1. Introduction

2. Presentation 3

3. Discussion

C. March 31st, 2018 Quarterly Financial Update Report

1. Introduction

2. Presentation 14

3. Discussion

4. Action (Acceptance of the Report)

D. FY 19 Budget Update

1. Introduction

2. Presentation 27

3. Discussion

E. Policy Update

1. Introduction

2. Presentation 48

3. Discussion

F. Latino Consent Decree PAC Report

1. Introduction

2. Presentation 55

3. Discussion

4. Action (Acceptance of the Report)

G. Referendum Feasibility Study Results and Recommendation

1. Introduction

2. Presentation

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3. Discussion

III. ADJOURNMENT



Legislative Update

Mary Dougherty Gilbert
Legislative Liaison

What Happened?

- Major Federal Tax Bill passed in December
- Parkland school shooting in February
- Nearly 1,000 page omnibus supplemental budget with hundreds of policy provisions — created high stakes showdown with Governor — **VETOED**
- Both tax bills — included unacceptable corporate reductions and tax spending — versus individual relief — **VETOED**
- Bonding bill — one half the size of the Governor's

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SPPS 2018 Legislative Agenda

- **Focus on mandates** — SPED work group, removed several unfunded mandates, hearings for EL, teacher summer corrections and SUTR
- **Stabilize funding for PreK** — base funding included in Governor's and House bill, St. Paul provision in all three
- **Expand local control** — complicated referendum language was not included in either tax bill



SPPS 2018 Legislative Agenda (cont.)

- **St. Paul Teacher Pension** funding and reform — **PASSED**
- **Increase supports for at-risk families** — included in bonding bill
- Ensure funding support and flexibility in **testing** — some provisions Governor's bill



Major Accomplishment — Pension Bill

St. Paul Teacher Pension employer increases:

- \$2.066 million in FY19 — increase 6.5 to 7.335 percent
- \$4.529 million in FY20 — increase 7.335 to 8.17 percent
- \$5.4 million in FY21 — increase 8.17 to 8.38 percent
- Phase in up to 9% by FY24
- Employee contribution increase of .25% in FY23
- Plus \$5 million direct appropriation to fund
- Reduced liabilities by over \$100 million



Safety Grants Bonding Bill

Includes \$25 million in grants for school safety

- Up to \$500,000 per school building for security improvements
- First come, first serve basis
- MDE — likely a lottery by building — applications will exceed revenue
- One half must be outside of seven county metro area
- SPPS team working with MDE and MN Safety Center



Bonding — and other Supports for At-Risk Families

- Housing Infrastructure Bonding (HIB) — \$50 million
- Housing Infrastructure Bonding for Behavioral Housing — \$30 million
- Public Housing — \$10 million GO Bonds
- Mental Health Crisis Centers — \$30 million
- Homework starts at home — not in final omnibus bill
- School linked mental health grants — in vetoed bill
- MA school social work reimbursement — continues HHS

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Real Progress In Spite of Vetoed Bills

- Record number of legislators visited school sites
- Coordinated with education organizations to prioritize Special Education and EL funding reform — set the table for next session
- Multiple unfunded mandates were eliminated from final bills
- Other priorities, i.e. Teacher of Color, summer corrections also received hearings and commitments

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Other Hot Button Issues

- **Transportation Constitutional Amendment** — didn't pass
- **Gun legislation** — limits on background checks, loop holes for sale, age limits failed
- **Transit** — no bonding for Metro Transit in bonding bill or included in Constitutional amendment. Mpls and St. Paul Chambers have teamed up to lead transit discussion for metro area with broader coalition
- **Met Council** — governance change — **VETOED**



Upcoming Elections — High Stakes

- Governor — primaries in both parties
- Two US Senate seats — 35 seats up, 26 held by Democrats
- Four competitive congressional seats — Need to flip 24 GOP seats, keep 194 seats
- MN House and Senate Majority also could change



Questions?



June 8, 2018

To: Board of Directors, Saint Paul Public Schools
From: Marie Schrul, Chief Financial Officer 
Subject: Quarterly Financial Report for the quarter ending March 31, 2018

Attached are the following items for discussion at the Committee of the Board meeting on Tuesday, June 12, 2018:

- Highlights of the quarterly financial report
- Quarterly financial report for the period ending March 31, 2018
- Glossary of financial terms

I am looking forward to our discussion on this topic at Tuesday's meeting.

COB Action Item

Recommendation: Acceptance of the quarterly financial report for the period ending March 31, 2018.

**SAINT PAUL PUBLIC SCHOOLS
QUARTERLY FINANCIAL REPORT**

FOR THE PERIOD ENDING

March 31, 2018

March 31, 2018 Quarterly Financial Report

The March 31, 2018 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2017-18 budget and it includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2018.

A budget is a living, viable document. Once the budget is adopted in June, the Board is asked 3 times during the following year to look at and approve the changes that occur in the District's revenue and expenditures in each of the 7 funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report.

Reminder: The fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board, known as GASB 54. The unassigned fund balance in the General Fund is required to maintain a balance of 5% as referred to in Board policy. The fund balance in the Food Service fund is controlled by federal USDA regulations.

Highlights in the report include the following:

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The General Fund includes the five fund balance categories. Please refer to the financial definitions sheet for descriptions of fund balances.

General Fund revenue is projected to increase by \$8.8 m in the following areas: State aid of \$2.0 m due to enrollment; an increase of \$1.5 m in Compensatory Education revenue following a legislative formula change; a projected increase in Special Education revenue of \$1.2 m; Long Term Facilities Maintenance (LTFM) revenue of \$3.5 m that will remain in the General Fund and not transfer to the Building Construction fund due to State UFARS reporting requirements, and a projected increase of \$0.6 m in other revenue.

General Fund expenditures are projected to be increase by \$5.1 m. Some areas such as Facilities (LTFM), Custodial, and Substitute program budgets are projected to overspend their FY18 allocation amounts. In addition, the Intraschool fund is projected to have an increase in expenditures which is dedicated funding to student activities by site.

These changes result in a projected unassigned fund balance of 5.4%, which is within the 5% Board of Education policy.

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General Fund, Fully Financed: The Fully Financed fund must have revenue that equals expenditures. Revenue is projected to be under budget by \$8.2 m due to lower expenditures, mainly Title I (\$4.4 m) and Title II (\$1.8 m) because additional funding was received in late May. Revenues for Special Ed and Early Intervening Services have a (\$1.5 m) projected adjustment. The remaining \$0.5 m is other various grants that have less expenditures than anticipated. No change in fund balance is anticipated at this time.

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Food Service Fund: Revenue is projected to decrease by \$1.1 m due to a decrease in meals served (5.7% for breakfast and 3.4% for lunch). Reimbursement rates have increased by 2% to assist in offsetting the decrease. In addition, the Child and Adult Care Food Program (CACFP) has been integrated into more schools and programs this year for an increase in revenue of about \$0.5m more than last year.

Expenditures are projected to decrease by \$2.0 m. Projected reductions are in labor, food, and supply costs associated with the decrease in meals served and improvements in metrics tracking labor based on meals served per hour.

Fund balance is projected to increase by \$0.9 million.

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Community Service Fund: Revenue is projected to slightly increase in the areas of tuition and fees. Expenditures are projected to decrease by \$0.4 m in the salary and benefit categories. Fund Balance is projected to increase by \$0.1 m in the areas of Community Education, Discovery Club and Adult Basic Education.

Highlights of the March 31, 2018 Quarterly Financial Report (continued)

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Community Service, Fully Financed Fund: Revenue activity is projected to be lower than budget by \$2.3 m within individual Community Education fully financed grants. Expenditures are projected to lower than budget by \$2.4 m within individual Community Education fully financed grant programs. Fund Balance will increase by \$0.1 m in the restricted category for Community Service.

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Building Construction Fund: Revenue is projected to increase by \$129.7 m from the following: 2017C Certificates of Participation issue of \$60.2 m, 2018C Crosswinds Certificates of Participation issue of \$18.1 m and the 2018B Certificates of Participation issue of \$52.5 m.

Expenditures are projected to increase by \$89.3 m related to the Adams, Horace Mann and Humboldt projects funded by the 2017C Certificates of Participation issue, the 2018B Certificates of Participation issue, the 2018C Crosswinds Certificates of Participation issue, and an increase in Capital Bond expenditures related to the Facility Master Plan.

Fund Balance is projected to increase by \$13.8 m. Use of funds from the 2017C and 2018B Certificates of Participation are restricted to construction approved by the Commissioner of Education in accordance with the District's Desegregation plan specific to construction at Adams Spanish Immersion, Horace Mann, Humboldt, American Indian Magnet, Obama and Phalen Lake Hmong Studies.

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Debt Service Fund: Fund balance is projected to increase by \$4.1 million due to the net effect of the escrow activity for bond refunding and the net change of revenue and expenditures.

**Saint Paul Public Schools
General Fund
Results of Operations
Budget vs. Projected as of March 31, 2018**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance				
7/1/2017	\$92,514,781	\$92,514,781		
Revenue	\$521,446,074	530,225,800	8,779,726	1.68%
Expenditures	527,807,437	532,870,250	(5,062,813)	-0.96%
Fund Balance 6/30/18		<u>\$89,870,331</u>		

Revenue

Revenue is projected to increase by \$8.8 m in the following areas: State aid of \$2.0 m due to enrollment; an increase of \$1.5 m in Compensatory Education revenue following a legislative formula change; a projected increase in Special Education revenue of \$1.2 m, an increase of \$0.6 m in other revenue, and Long Term Facilities Mtc (LTFM) revenue of \$3.5 m that will remain in the General Fund and not transfer to the Building Construction Fund due to UFARS reporting requirements.

Expenditures

Expenditures are projected to increase by \$5.1 m. Some areas such as Facilities (LTFM), Custodial and Substitute program budgets are projected to overspend their FY18 allocation amounts. In addition, the Intrасchool fund is projected to have an increase in expenditures which is dedicated funding related to student activities by site.

Fund Balance Details

	7/1/2017	6/30/2018	Increase (Decrease)
Nonspendable			
Inventory and Prepaid Expense	1,441,906	1,300,000	(141,906)
	1,441,906	1,300,000	(141,906)
Restricted			
Operating Capital	2,741,310	1,700,000	(1,041,310)
Achievement & Integration	483,147	0	(483,147)
Teacher Development	83,626	0	(83,626)
Long Term Facilities Maintenance	0	0	0
OPEB Revocable Trust	34,476,447	35,500,000	1,023,553
	37,784,530	37,200,000	(584,530)
Committed			
Severance Pay	2,538,018	2,538,018	0
	2,538,018	2,538,018	0
Assigned			
Contractual Obligations	3,482,217	4,000,000	517,783
Strong Schools Initiative	7,100,000	6,500,000	(600,000)
Site Based Operations	6,078,918	6,000,000	(78,918)
Intrасchool Activities	3,215,835	974,719	(2,241,116)
	19,876,970	17,474,719	(2,402,251)
Unassigned			
Health and Safety	(3,768,183)	0	3,768,183
Long Term Facilities Mtc (LTFM)	(1,094,424)	0	1,094,424
Unassigned	35,735,964	31,357,594	(4,378,370)
	30,873,357	31,357,594	484,237
Total Fund Balance	<u>\$92,514,781</u>	<u>\$89,870,331</u>	<u>(\$2,644,450)</u>

- Unassigned fund balance is estimated to be \$31.4 million in the General Fund.
- Projected UFARS General Fund expenditures for the year are \$577.6 million.
- Unassigned fund balance on 06/30/18 of \$31.4 million represents 5.4% of current year expenditures which is within the limit of current Board policy.

Saint Paul Public Schools
Fully Financed General Fund
Results of Operations
Budget vs. Projected as of March 31, 2018

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2017	\$135,083	\$135,083		
Revenue	52,984,759	44,733,987	(8,250,772)	(15.6%)
Expenditures	52,984,759	44,733,987	8,250,772	15.6%
Fund Balance 6/30/2018		<u>\$135,083</u>		

Revenue

Revenues are projected to be under budget by \$8.2 m due to lower expenditures, mainly Title I by \$4.4 m and Title II by \$1.8 m. Revenues for Special Ed and Early Intervening Services have a \$1.5 m projected adjustment. The remaining \$0.5 m is a mixture of various grants having less expenditures than anticipated. Revenues must equal expenditures in this fund.

Expenditures

Expenditures are projected to be under budget by \$8.2 m mainly due to additional revenue received late May for Title I of \$4.4m and Title II of \$1.8m. Expenditures for Special Ed and Early Intervening Services have a \$1.5 m projected adjustment. The remaining \$0.5 m is a mixture of various grants having less expenditures than anticipated. Revenues must equal expenditures in this fund.

Fund Balance

Fund Balance is projected to remain unchanged.

**Saint Paul Public Schools
Food Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2018**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2017	\$5,711,180	\$5,711,180		
Revenue	29,366,500	28,253,739	(1,112,761)	(3.8%)
Expenditures	29,366,500	27,325,594	2,040,906	6.9%
Fund Balance 6/30/2018		<u>\$6,639,325</u>		

Revenue

Revenue is projected to decrease by \$1.1 m due to a projected decrease in meals served this year. The projection for meal participation is (5.7%) for Breakfast and (3.4%) for lunch based on reviewing statewide attendance & District adjusted enrollment data. Reimbursement rates have increased this year about 2% to offset some of the revenue decreases. In addition, the Child and Adult Care Food Program (CACFP) has been integrated into more schools and programs this year for an increase in revenue of about \$0.5m over last year.

Expenditures

Expenditures are projected to decrease by \$2.0 m. Projected reductions are in labor, food, and supply costs associated with the decrease in meals served and improvements in metrics tracking labor based on meals served per hour.

Fund Balance

Fund balance is projected to increase by \$0.9 m. The projected fund balance is below the maximum allowed fund balance defined as 3 months of average monthly expenses.

**Saint Paul Public Schools
Community Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2018**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2017	\$2,846,753	\$2,846,753		
Revenue	23,563,001	23,595,015	32,014	0.1%
Expenditures	23,878,458	23,453,691	424,767	1.8%
Fund Balance 6/30/2018		<u>\$2,988,077</u>		

Revenue

Revenue is projected to slightly increase in the areas of tuition and fees.

Expenditures

Expenditures are projected to decrease by \$0.4 m in the areas of salary and benefits.

Fund Balance

Fund Balance is projected to increase by \$0.1 m in the areas of Community Education, Discovery Club and Adult Basic Education.

Saint Paul Public Schools
Fully Financed Community Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2018

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2017	\$1,008,464	\$1,008,464		
Revenue	8,599,518	6,329,068	(2,270,450)	(26.4%)
Expenditures	8,599,518	6,195,844	2,403,675	28.0%
Fund Balance 6/30/2018		<u>\$1,141,689</u>		

Revenue

Revenue activity is projected to be lower than budget by \$2.3 m within individual Community Education fully financed grant programs.

Expenditures

Expenditure activity is projected to be lower than budget by \$2.4 m within individual Community Education fully financed grant programs.

Fund Balance

Fund Balance will increase by \$0.1 m in the restricted category for Community Service.

Saint Paul Public Schools
Building Construction Fund
Results of Operations
Budget vs. Projected as of March 31, 2018

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Capital Bond Issues	\$20,805,924	\$20,805,924		
LTFM	0	0		
Certificates of Participation	9,715,008	9,715,008		
Fund Balance 7/1/17	30,520,932	30,520,932		
Capital Bond Issues	15,000,000	15,000,000	0	
LTFM	15,994,856	14,820,738	(1,174,118)	
Certificates of Participation	0	130,877,314	130,877,314	
Revenue	30,994,856	160,698,052	129,703,196	N/A
Capital Bond Issues	23,000,000	52,478,100	(29,478,100)	
LTFM	15,994,856	14,820,738	1,174,118	
Certificates of Participation	18,623,805	79,602,597	(60,978,792)	
Expenditures	57,618,661	146,901,435	(89,282,774)	N/A
Capital Bond Issues	12,805,924	(16,672,176)		
LTFM	0	0		
Certificates of Participation	(8,908,797)	60,989,725		
Fund Balance 6/30/18		\$44,317,549		

Revenue

Revenue is projected to increase by \$129.7 m from the following: 2017C Certificates of Participation issue of \$60.2m, 2018C Crosswinds Certificates of Participation issue of \$18.1m and the 2018B Certificates of Participation issue of \$52.5 m.

Expenditures

Expenditures are projected to increase by \$89.3 m related to the Adams, Horace Mann and Humboldt projects funded by the 2017C Certificates of Participation issue, the 2018B Certificates of Participation issue, the 2018C Crosswinds Certificates of Participation issue, and an increase in Capital Bond expenditures related to the Facility Master Plan.

Fund Balance

Fund Balance is projected to increase by \$13.8 m. Use of funds from the 2017C and 2018B Certificates of Participation are restricted to construction approved by the Commissioner of Education in accordance with the District's Desegregation plan specific to construction at Adams Spanish Immersion, Horace Mann, Humboldt, American Indian Magnet, Obama and Phalen Lake Hmong Studies.

Saint Paul Public Schools
Debt Service Fund
Results of Operations
Budget vs. Projected as of March 31, 2018

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance	\$8,995,916	\$8,995,916		
Escrow Balance	50,101,593	50,101,593		
Fund Balance 7/1/17	59,097,509	59,097,509		
Revenue	37,860,000	38,011,864	151,864	
Refunding - Escrow	0	17,842,524	17,842,524	
Revenue	37,860,000	55,854,388	17,994,388	N/A
Expenditures	36,382,123	36,499,269	(117,146)	
Escrow Payments	15,210,000	15,210,000	0	
Expenditures	51,592,123	51,709,269	(117,146)	N/A
Fund Balance 6/30/18	10,473,793	10,508,511		
Escrow Balance	34,891,593	52,734,117		
Fund Balance 6/30/18		\$63,242,628		

Revenue

Revenue is projected to increase by \$18 m related to the 2017D Refunding issue, an increase in interest revenue and cell tower rental revenue.

Refunding - Escrow Activity

The 2017D General Obligation School Building Refunding Bonds were issued with proceeds placed in Escrow as required by bond covenants. Escrow payments related to the 2017D Refunding issue will pay interest on the issue and principal for the 2011A issue of \$16.7m on February 21, 2021.

Expenditures

Expenditures are projected to increase by \$0.1 m due to issuance costs for the 2017D General Obligation School Building Refunding Bonds.

Fund Balance

Fund Balance is projected to increase by \$4.1 m, of which \$2.6 m is added to Escrow fund balance. The remaining \$2.4 m is added to the District's Restricted Debt Service Fund balance for future Board approved debt obligations.

Saint Paul Public Schools

Quarterly Report Financial Definitions

Reporting Funds

General Fund

- Consists of all activities that are not accounted for in a special purpose fund. The activities include all regular and special education classroom activities, student and district support services, as well as building and grounds operations and maintenance

General Fund Fully Financed

- Contains budgets with outside funding sources and specific uses. An outside funding source is either a private, state or federal grant or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Food Service Fund

- Must be established in a district that maintains a food service program for students
- Food Services are those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches and snacks in connection with school activities

Community Service Fund

- Must be established in a district that provides services to residents in the areas of: Adult Basic Education, Early Childhood Family Education, School Readiness, School Age Care, Adults with Disabilities, general enrichment, youth and senior programs, recreation and other similar services

Community Service Fully Financed

- Contains budgets with outside funding sources and specific uses. An outside funding source is either a private, state or federal grant, or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Construction Fund

- Records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District
- Building Construction funds are held in trust and expended only for authorized projects
- Resources may be used for general construction, building additions, architectural and engineering costs or equipment

Debt Service Fund

- Must be established in a district that has outstanding bonded indebtedness, for building construction or operating capital
- Must record activity for initial or refunded bonds. The School Board may authorize the investment of debt funds in certain types of securities as specified by law. The earnings accrued from such investments become a part of the Debt Service Fund

Governmental Accounting Standards Board (GASB) 54 Fund Balance Designations and Definitions

Non-Spendable Fund Balance

- includes amounts not in spendable form (inventory, prepaid expenditures) or
- amounts that are legally or contractually required to be maintained intact

Restricted Fund Balance

- includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (ex: OPEB trust, ALC)

Committed Fund Balance

- includes amounts constrained for a specific purpose by a government using its highest decision-making authority (School Board). Action by the same group would be required to change the constraints placed on these resources. The action to commit fund balances must occur prior to fiscal year end (ex: Severance)

Assigned Fund Balance

- includes amounts constrained with the intent to be used for a specific purpose. Intent is expressed by the School Board or by a body (committee) or individual authorized by the governing body (ex: School Carryover, SSSC 2.0 initiatives, Contractual Obligations which are mainly encumbrances, i.e. purchase orders that are pending, but not paid by 6/30)

Unassigned Fund Balance

- includes amounts not classified as non-spendable, restricted, committed or assigned
- Board Policy sets the minimum at 5% of the annual General Fund expenditures for that fiscal year



FY 2018-2019 Budget Update Committee of the Board

June 12, 2018

Marie Schrul, Chief Financial Officer

Purpose

- To provide an update on the FY 2018-19 budget to the Committee of the Board



Strong Schools, Strong Communities 2.0



Goal 1: Achievement for all students



Goal 2: Alignment of school programs



Goal 3: Sustainability to optimize classroom resources and academics

General Budget Information

- The budget meets contractual obligations
- FY19 Revenue budget based on current law
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Comp Ed and Title I follow the students on a one year delay (previous year's Oct 1 count)
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated

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Influencing Factors

- Fiscal Year end projections vs. actual revenue & expenditures impact fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue
- Bond ratings
- Inflation

FY 2018-19 General Fund Budget

Preliminary Big Picture (Feb)

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	FY18 Adopted (in \$M)	FY19 Preliminary (in \$M)	Difference (in \$M)
Revenue (current law)	\$521.4	\$528.0	\$6.6
Use of Fund Balance	0	0	0
Expenditures	\$521.4	\$545.2	(\$23.8)
Projected FY19 Shortfall	\$0	(\$17.2)	

Additional FY19 Revenue From Legislature

- The FY19 Proposed Budget includes the following estimates for additional General Education revenue

Description	Fund	Amount
Safe Schools (est.)	General	\$500,000
School Safety Grants (application-based)	Fully Financed	TBD
Voluntary Pre-K (application-based)	General	TBD
Total		\$500,000

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FY 2018-19 Recommendations to Address Projected Shortfall

Programs	Sites
Reduced Inflationary allocations \$4.4 million	Eliminate 1x only FY18 allocations of SSSC 2.0 program additions & legislative adjustments \$3.5 million
Enrollment related service/staffing reductions TBD	Enrollment related service/staffing reductions TBD
Vacant positions, staff attrition/retirements, negotiated contracts TBD	Vacant positions, staff attrition/retirements, negotiated contracts TBD
Targeted & 5% reductions \$6.8 million	

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General Fund Budget Categories

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Category	Description
Schools	Refers to all budgets for school sites in SPPS
School Service Support	Refers to program budgets that provide direct support services to schools (ex: Transportation, MLL, Special Education, Student Placement Center)
Districtwide Support	Refers to program budgets that provide support to all areas of the District (ex: Operations, Human Resources, Employee Benefits, Technology Services)
Administration	Refers to program budgets necessary to support governance, policy, and staff support to the Superintendent (ex: Board of Education, Superintendent, Legal Counsel)

FY19 Proposed General Fund

Big Picture – Expenditures

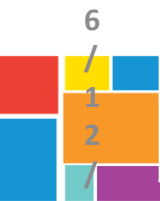
36	Area	FY18 Adopted	FY19 Proposed	FY18 vs FY19 Difference	% Diff
	Schools	\$247,365,968	\$247,054,701	(\$311,267)	(0.1%)
	School Service Support	\$180,513,043	\$188,012,225	\$7,499,182	4.2%
	District-wide Support*	\$90,033,697	\$96,088,310	\$6,054,613	6.7%
	Administration	\$3,533,366	\$3,575,871	42,505	1.2%
	Total	\$521,446,074	\$534,731,107		
	* Increase in District-wide Support for Long Term Facilities Mtc budget (in Fund 06 for FY18)	\$0	\$11,616,862	\$11,616,862	
6/12/18	Total w/LTFM addition	\$521,446,074	\$546,347,969		

Why a \$7.5 m Increase to School Support Services?

Area	FY18 Adopted	FY19 Proposed	FY18 vs FY19 Difference
School Support Services	\$180,513,043	\$188,012,225	\$7,499,182

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FY19 School Support Services Program Area (areas increasing)	Amount
Investments in Special Education	\$6,093,886
Investments in MLL	\$2,426,314
Substitute Teachers	\$800,000
Indian Education	\$95,249
Office of Leadership Development	\$127,203
Transportation	\$1,057,857
<i>All other program areas did not have an increase</i>	



Why a \$6.1 m Increase to District-wide Support Services?

Area	FY18 Adopted	FY19 Proposed	FY18 vs FY19 Difference
District-wide Support Services	\$90,033,697	\$96,088,310	\$6,054,613

FY19 District-wide Support Services Program Area (areas increasing)	Amount
Long Term Facilities Mtc (LTFM) General Fund – Facilities Master Plan (funding tied to property tax levy)	\$5,989,000
Utilities & Custodial (inflation & building expansions)	\$522,445
SUTR Program	\$648,000
Employee Benefits (Districtwide)	\$179,852
Insurance	\$300,000
Safety & Security	\$81,384
Communications	\$68,717
<i>All other program areas did not have an increase</i>	

FY19 Estimated General Fund Staffing Impacts as of 6/8/18

Area	FY19 Proposed Budget	FY19 Proposed FTE Reduction
Schools	\$247,054,701	(66.90)
School Service Support	\$188,012,225	(13.60)
District-wide Support (w/o LTFM transfer)	\$96,088,310	(25.63)
Administration	\$3,575,871	(0.95)
Total	\$534,731,107	(107.08)

FY19 Estimated School Staffing Impacts as of 6/8/18

Bargaining Unit	FY19 Proposed FTE Reduction
Asst Principals	(2.0)
Teachers	(24.0)
Educational Asst	(3.8)
Teaching Asst	(22.8)
School & Community Service Professionals	(13.8)
Clerical	(0.5)
Total FTEs	(66.9)

FY19 Estimated School Service Support Program Staffing Impacts as of 6/12/18

Program	FY19 Proposed FTE Reduction
Student Placement Center	(1.0)
American Indian Studies (impact with Federal grant ending)	(2.0)
OTL/Instructional Services	(1.6)
Counseling & Guidance	(3.0)
Transportation	(1.0)
Early Ed/Pre-K	(2.0)
MLL	(3.0)
Total FTEs	(13.6)

FY19 Estimated Districtwide Support Program Staffing Impacts as of 6/12/18

Program	FY19 Proposed FTE Reduction
Finance	(2.63)
Family & Community Engagement	(1.0)
Communications	(1.0)
Human Resources	(4.0)
Research Evaluation & Assessment	(1.0)
Technology Services	(4.0)
Operations & Maintenance	(2.0)
Custodial	(10.0)
Total FTEs	(25.63)

FY19 Estimated Administration Program Staffing Impacts as of 6/12/18

Program	FY19 Proposed FTE Reduction
Office of Academics	(.35)
Office of Elementary & Secondary Ed Admin	(.50)
Office of Operations	(.10)
Total FTEs	(.95)

FY 2018-19 Budget Timeline

Date	Description
December 19, 2017	SPPS Board of Education Certifies Pay 18 Levy for FY 2018-19
December 2017 - January 2018	FY 2018-19 Revenue & Expenditure Projections (utilizing FY19 enrollment by grade projections and preliminary 10/1/17 by school by grade enrollment numbers)
February 13, 2018	Presentation of FY19 Budget Guidelines & Preliminary FY19 General Fund budget summary at the Committee of the Board meeting
February 20, 2018	FY19 General Fund budget summary presentation at BOE meeting
February 26, 2018	REA Office & Asst Supts provide final FY19 enrollment by school by grade projections to Finance Dept
February 27- March 29, 2018	Finance prepares FY19 budget allocations & system testing (pending Feb 26 vs. March enrollment & planning criteria are received by the Finance Dept)

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FY 2018-19 Budget Timeline

Date	Description
April 9, 2018	Distribute school allocations
April 16, 2018	Distribute General Fund program allocations
April 9-20, 2018	Joint FY19 Budget, Staffing, Enrollment meetings (Principals, Asst Supts, Human Resources, Finance, Title I, Student Placement)
45 April 16-26, 2018	Districtwide School Budget Presentation timeline for all principals to present budget information at their sites
May 4, 2018	School budgets returned Program budgets returned HR Staffing worksheets due
June 19, 2018	FY 2018-19 Budget adopted by the Board of Education



Budget Engagement Information

- Principal toolkit includes:
 - Budget worksheet with supporting documentation
- School Budget Presentations (April 16-26)
 - Budget Video & Talking Points
 - Powerpoint draft that can be tailored to site to use with staff and community
 - Communications will have a survey for parents & community who attend
- Budget Finance & Advisory (BFAC) Meetings
- Business Office Website
(<https://www.spps.org/business>)



Questions?

Policy Update

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Committee of the Board Meeting

June 12, 2018



Access for PSEO Students – Policy 535.00

- New policy required by state statute
- Ensures PSEO students have access to their school and technology resources
- Work Group recommendation: Advance to three reading process

Intellectual Property Rights – Policy 402.00

- New policy that was developed through collaboration of District and St. Paul Federation of Teachers
- Policy covers:
 - Definitions related to intellectual property (IP)
 - Explanation of U.S. Copyright Act
 - Summary of the conditions for IP rights ownership by district and employee
 - Statement of exceptions
- Work Group recommendation: Advance to three reading process

Questions?

Full policy and procedure manual can be found here:

<https://www.spps.org/Domain/13187>



Adopted:
Revised:

DRAFT 6/7/18 Saint Paul Public Schools Policy 535.00

535.00 ACCESS FOR POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

I. PURPOSE

Saint Paul Public Schools (“District”) supports the academic pursuits of all students, including those enrolled in courses as part of the Post-secondary Enrollment Options (PSEO) program. The purpose of this policy is to ensure PSEO students have reasonable access to school buildings and resources.

II. GENERAL STATEMENT OF POLICY

- A. A student enrolled in a PSEO course may remain at their school site during regular school hours.
- B. A student enrolled in a PSEO course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a PSEO course.
- C. As is the expectation for all students, PSEO students must comply with school rules and district policies, procedures, and regulations, such as the *Student Behavior Handbook: Rights and Responsibilities*.

LEGAL REFERENCES

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)

CROSS REFERENCES:

506.00 Student Discipline

Adopted:

DRAFT 6/7/18

Saint Paul Public Schools Policy

402.00

Revised:

402.00 INTELLECTUAL PROPERTY RIGHTS

I. PURPOSE

Saint Paul Public Schools (“District”) encourages innovation from District employees. The purpose of this policy is to inform employees of the law regarding the ownership rights of intellectual property and the resulting proprietary rights of the District to certain publications, instructional materials, inventions, and creations, which employees may develop or create, or assist in developing or creating, during work hours, using District resources and/or data, or within the scope of their employment.

II. DEFINITIONS

For the purpose of the policy, the following terms are defined as follows:

- A. Intellectual Property: Includes, but is not limited to, patents, copyrights, and trademarks.
- B. Employee: For the purpose of this policy, any staff person of the District, as well as any agent, independent contractor, or other person engaging in work for the District.
- C. Work: Includes curriculum, instructional materials, publications, inventions, multimedia, digital media, and other products of creative effort.

III. GENERAL STATEMENT OF POLICY

The Copyright Act (title 17 of U.S. Code established in 1976) states that materials created by employees in the scope of their employment are considered “work for hire” and owned by the employer. Furthermore, employees are compensated for their work. Therefore, the intellectual property rights for work produced by employees during work time, using District resources or data, and/or within the scope of their employment belong to the District.

IV. OWNERSHIP

- A. The District owns the intellectual property rights of any work created by any employee within the scope of their employment, unless such work is:
 - 1. Created entirely on the employee’s own time, outside of work hours;
 - 2. Created without using District resources and/or data;
 - 3. Not created to assist in the instruction of District students, development of staff and community, or the various systems supporting the District.

- B. An employee retains the intellectual property rights to work that is:
 - 1. Outside the scope of their employment with the District;
 - 2. Created outside of work hours;
 - 3. Developed without using District resources and/or data;
 - 4. Not created to assist the instruction of students, development of staff and community, or the development and improvement of various systems supporting the District.

V. EXCEPTIONS

The District seeks to promote a culture of innovation. Therefore, exceptions to the law have been developed to encourage creativity from District employees while assuring the District's interests and the interests of the employee are protected. Details of such exceptions are available in the supporting District guidelines and procedure.

LEGAL REFERENCES

U.S. Copyright Act (title 17 of U.S. Code established in 1976)

CROSS REFERENCES:

Saint Paul Public Schools Latino Consent Decree (LCD) Program



55 **2017-18 Latino Consent Decree Parent
Advisory Council Annual Report &
Recommendations**



LCD Parent Advisory Council

- The LCD Implementation Guide task force was established four years ago with the responsibility to present, before the end of each school year, the updates needed to reach the objective of creating a plan for full implementation of the Latino Consent Decree (LCD).



District and LCD Program Long-Term Goals

1. Create a plan for full implementation of the Latino Consent Decree (LCD).

2. Go beyond compliance.

LCD

3. Ensure that the Implementation Guide is created in a meaningful manner.

4. Have positive outcomes for our Latino/Hispanic students and families.

2017-18

RECOMMENDATIONS



I. Counseling Guidelines

59 The following describes specifically the district guidelines in regards to counseling and support in the schools to LCD eligible students.

From that perspective, the LCD Council has proposed the following revisions:

1. Access to Elective Courses
2. Access to Advanced Courses
3. Schedule
4. Professional Development
5. Program Coordination
6. Monitoring Graduation Requirements



Guideline 1

Access to Elective Classes

- Encourage students to enroll in elective classes in which students who qualify for the Latino Decree program and / or who identify as Latino or Hispanic have not been traditionally represented.



Guideline 2

Access to Advanced Courses

- Encourage and advocate for Latino students to have equitable access to all types of subjects, classes and opportunities otherwise known as:

- ☐ Career and Technical Education (CTE)
- ☐ Advanced Placement (AP)
- ☐ International Baccalaureate (IB)
- ☐ College in the School (CIS)
- ☐ Concurrent Enrollment
- ☐ Post-Secondary Enrollment Options (PSEO)
- ☐ Seals of Bilingualism and other existing or similar classes



Participation in Advanced Courses (Page 12)

	All students (11464)	0 credits	1-1.9 credits	2-3.9 credits	4-5.9 credits	6-7.9 credits	8+ credits	Participation Rate
Hispanic	1477	43%	1%	6%	9%	4%	36%	57%

Participation in AP Courses (Page 13)

	All students (7032)	0 credits	1-1.9 credits	2-3.9 credits	4-5.9 credits	6-7.9 credits	8+ credits	Participation Rate
Hispanic	748	83%	2%	3%	9%	0%	3%	17%

Participation in IB Courses (Page 14)

	All students (5188)	0 credits	1-1.9 credits	2-3.9 credits	4-5.9 credits	6-7.9 credits	8+ credits	Participation Rate
Hispanic	627	68%	1%	4%	12%	2%	13%	32%



Guideline 3

Schedules

- Coordinate with Latino Consent Decree teachers in determining students' schedule.



Guideline 4

Professional Development

- School counselors will receive training and be knowledgeable of the Latino Consent Decree Program.

- ❑ Training must be conducted by November 30 of each school year.
- ❑ LCD program will be responsible for providing this training for counselors.



Guideline 5

Program Coordination

- Coordination will take place at the district level between the Office of College and Career Readiness (OCCR) and the Latino Consent Decree (LCD) Program.



Guideline 6

Graduation Requirements

- School counselors will monitor Latino Consent Decree students credit records to ensure all graduation requirements are fulfilled.



Graduation Progress Letter

A. The following is a list of remaining credits and courses your child needs in order to graduate:

(1 Quarter in a class = 1 credit)

___ World History	___ Geography	___ US History	___ Economics
			___ US Government
___ English 9	___ English 10	___ English 11	___ English 12
___ Intermediate Alg	___ Geometry	___ Algebra 2	___ Other Math
___ Other Sciences	___ Biology	___ Chemistry or Physics	___ Fine Arts
___ <u>Phy. Ed.</u>	___ Health	___ Career & Tech Ed	___ Electives

- ___ a. Your child is on track for graduation and is scheduled for all required credits and courses during the school day in senior year.
- ___ b. Your child is behind in required credits and courses at this time. Your child's counselor will provide support for a plan to meet requirements.
- ___ c. Graduation requirements for students with an IEP are individualized. If your child has an IEP, please contact your child's special education case manager about graduation requirements.

II. LCD Districtwide Parent Program

Latino Parent Engagement & Community Partnerships

- Continue strengthening the collaboration with community-based organizations and Saint Paul Public Schools district programs and schools.

- ☐ Parent Academy
- ☐ CLUES
- ☐ Latino Leadership Program (LLP)
- ☐ Special Education
- ☐ MLL
- ☐ Other



Parent Academy-LCD



Engaging Latino parents from the following schools:

- Adams Spanish Immersion
- Central High School
- Crossroads Montessori
- Farnsworth
- Hazel Park
- The Heights Community
- Highland Park Middle
- Humboldt
- Jie Ming Mandarin Immersion
- Linwood Monroe
- Wellstone Elementary



Parent Academy *(Appendix B, p. 27)*

Objectives	YES, I KNOW PRE-SURVEY	YES, I KNOW POST-SURVEY
I understand how to support my children in the development of good self-esteem.	14%	85%
I understand and I know how to review the academic standards of my children's grade.	0%	77%
I understand and I know how to review the children's academic report.	14%	85%
I understand and I know how to review the MCA scores.	7%	77%
I understand and I know how to review the classes my child is taking.	21%	69%
I often talk about the importance of attending college or another option after high school.	57%	77%
I believe that extracurricular activities are important in my child's education.	64%	92%
I know how to recognize the most common changes that occur during adolescence.	21%	62%
I know how to distinguish the difference between "normal" and "self-destructive" behaviors to prevent problems in the future.	21%	77%
I know how to identify the academic level my children should be in, based on the grade level Academic Standards.	7%	62%

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Sex Education for Families

Engaging families and youth from the following schools:

- Adams
- Battle Creek
- Capitol Hill
- Central High School
- Creative Arts
- Como Park H.S.
- Harding Senior
- Hazel Park
- Highland Park Middle
- Highland Park H.S.
- Jie Ming
- Linwood Monroe
- Riverview
- Wellstone Elementary





AMHERST H.
WILDER
FOUNDATION

Latino Leadership Program (LLP)



Engaging Latino parents
from the following
schools:

- Adams
- Barack and Michelle Obama
- Capitol Hill
- Central H.S.
- Crossroads Elementary
- Hazel Park
- Highland Park Middle
- Highland Park High School
- Jie Ming Mandarin Immersion
- LEAP
- Linwood Monroe
- Riverview
- Wellstone Elementary



Latino Senior Recognition

Recognizing Latino students from the following schools:

- Agape
- Central
- Como
- Creative Arts
- Gordon Parks
- Harding
- Highland
- Humboldt
- Johnson
- LEAP
- Open World
- Washington



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LCD Attendance Summary Report

SY 2017-2018 *(Page 20)*

- The LCD Districtwide Parent Program would like to report that its 2017-18 attendance to events and programs reached a new high mark with 1,235 people in total. This is an increase of 224 more people than last year's attendance (SY 2016-2017: 1,011).

LCD family attendance report uses an overall view of the total number of people, including parents, community members, organizations, children, youth and SPPS staff that regularly attend the meetings.



Questions?



Latino Consent Decree (LCD) Parent Advisory Council Annual Report & Recommendations for School Year 2018-2019

*Latino Consent Decree Program
Office of Family Engagement & Community Partnerships
Saint Paul Public Schools*

J U N E 2 0 1 8

The Annual Report with Recommendations for School Year 2018-19 is prepared by the Latino Consent Decree (LCD) Parent Advisory Council (PAC) of the Saint Paul Public Schools in accordance with the by-laws of the LCD Advisory Council.

The members of the Latino Consent Decree (LCD) Parent Advisory Council (PAC), community members, and district representatives submit the report to the Committee of the Board (COB) and the Superintendent of the Saint Paul Public Schools.

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Parent Advisory Council Members

Member	
Sandra Huge	Chair
Rosario Neri	Vice-chair
Elvis Galeana	Secretary
Veronica Alanis	Parent Member
Imelda Garcia	Parent Member
Karina Marin	Parent Member
Josue Sanchez	Parent Member
Lily Sandoval	Parent Member
Monica Vega	Parent Member
Maria Vigil	Parent Member
America Virgen	Parent Member
Patricia Perez-Jenkins	Community Member
Myrna Abrego	Staff
Emily Jacobson	Staff
Maetzin Saenz	Staff
Maria Steigauf	Staff

Office of Family Engagement & Community Partnerships

Office of Engagement	
Jackie Turner	Chief of Operations Officer
Heather Kilgore	Director
Latino Consent Decree (LCD) Program	
Pablo Matamoros	LCD Coordinator
Sara Reyes	LCD PAC District Liaison

Latino Consent Decree (LCD) Program Overview

Court Order (Consent Decree)

The Latino Consent Decree (LCD) is a legally binding court order (consent decree) which the Saint Paul Public Schools entered into as part of the settlement of the federal court case of Garcia et al vs. Independent School District 625. The final stipulation for this case (1984) details the full range of responsibilities which the Saint Paul Public Schools have agreed to, regarding the education of Latino students who have limited English proficiency.

Purpose of the Latino Consent Decree

The purpose of the Latino Consent Decree Program shall be to provide for the systematic development of basic cognitive, affective, and psychomotor skills and to bring such Latino students enrolled in the St. Paul Public Schools to the educational performance level that is expected by the District of non-limited English-speaking students whose primary language is English, and to enable them to perform successfully to the extent of their ability in classes in which instruction is given only in English.

LCD Parent Advisory Council (PAC)

Purpose

The general purpose of the Latino Consent Decree (LCD), Parent Advisory Council (PAC), is to serve as a forum for the expression of concerns and recommendations of Latino parents, representatives of community-based organizations and public school personnel, pertaining to the education of Spanish-speaking students in SPPS.

Function

Assist the Superintendent and Board by providing information and input on needs of Hispanic students in the District.

Responsibility

Review and make recommendations to the Superintendent/Board of Education to assist them in making informed decisions regarding the education of Spanish-speaking students.

Section I. Recommendations for School Year 2018-2019

Counseling Guidelines - Responsibilities to LCD Eligible Students

Recommendation 1: Review and revise counseling guidelines to meet the requirements of the LCD Stipulation.

During the past three years, the Saint Paul Public schools and the Latino Consent Decree (LCD) Program have moved forward with the initiative to review the LCD Stipulation Guide and emphasize greater accountability for LCD students' outcomes. One of the efforts, for the SY 2017-18, includes the revision of Chapter IX Counseling Guidelines under the consent decree.

The following describes specifically the district guidelines in regards to counseling and support in the schools to LCD eligible students. From that perspective, the LCD Council has proposed the following revisions:

1. Access to Elective Courses
2. Access to Advanced Courses
3. Schedule
4. Professional Development
5. Program Coordination
6. Monitoring Graduation Requirements

Guideline 1: Access to Elective Courses

School counselors will encourage students to enroll in elective classes in which students who qualify for the Latino Decree program and / or who identify as Latino or Hispanic have not been traditionally represented.

In order to ensure the success of LCD students, the LCD Council suggests counselors and school staff to:

- 1.1 Promote the benefits of taking elective courses. Electives classes offer options that will allow our Latino students to seek out their own and unique interests.
- 1.2 Include incoming middle school students when having open houses/showcases related to registration and course selection night.
- 1.3 Encourage the different academic departments to intentionally promote their electives classes during registration or school open houses by using the existing technology (ipads) and/or other.
- 1.4 Provide data regarding enrollment in elective courses to evaluate this academic area.

Guideline 2: Access to Advanced Courses

School counselors will encourage and advocate for Latino students to have equitable access to all types of subjects, classes and opportunities otherwise known as Career and Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB), College in the School (CIS), Concurrent Enrollment, Post-Secondary Enrollment Options (PSEO), Seals of Bilingualism and other existing or similar classes.

In order to ensure the success of LCD students, the LCD Council suggests counselors and school staff to:

2.1 Engage and involve parents/guardians in this process. Other ways to involve families include:

- Translating into Spanish the parent/guardian approval letter when scheduling changes/dropping a course.
- Translating into Spanish the letter that informs parents regarding their students' schedules.
- Using the existing Schoology platform as a training tool so parents can learn how to navigate this platform.

2.2 Collaborate with the LCD program and schools in offering targeted meetings with Latino/Hispanic students (Grades 6-11) and Latino/Hispanic professionals regarding the benefits of taking advanced classes.

Participation in Advanced Courses for Grades 9-12

Participation in Advanced Courses for Grades 9-12 SY 16-17 PRELIMINARY RESULTS SPPS Grades 9-12 Total (Includes All Schools)

	Total # of students	Percent of students participating in advanced courses:						Participation Rate
		0 credits	1 - 1.9 credits	2 - 3.9 credits	4 - 5.9 credits	6 - 7.9 credits	8+ credits	
Grade 9	2894	46%	1%	6%	7%	4%	36%	54%
Grade 10	2932	42%	1%	3%	11%	2%	41%	58%
Grade 11	2876	41%	1%	4%	12%	2%	40%	59%
Grade 12	2759	38%	2%	6%	10%	4%	40%	62%
All Students	11461	42%	1%	5%	10%	3%	39%	58%
American Indian	188	55%	3%	10%	6%	2%	24%	45%
Asian	4256	36%	1%	4%	13%	3%	42%	64%
Hispanic	1477	43%	1%	6%	9%	4%	36%	57%
Black	3377	59%	2%	6%	8%	2%	22%	41%
White	2163	23%	1%	3%	7%	2%	63%	77%
Female	5570	37%	1%	5%	10%	3%	44%	63%
Male	5891	46%	1%	5%	10%	3%	34%	54%
Low Income/FRL	8308	49%	1%	5%	11%	3%	31%	51%
Emergent Bilingual/EL	3295	62%	1%	6%	10%	3%	18%	38%
Special Education	1578	80%	1%	5%	6%	1%	7%	20%

Advanced courses are defined by course number learning level of 3 (Honors), 4 (PSEO), 5 (AP), 6 (Concurrent Honors/AP/IB/CIS), 7 (IB), or 9 (CIS).
Total # of students is based on students who received at least 1 final grade in any course in any department for the quarter.
* Data not reported due to small sample size (total # of students < 10).

Participation in AP Courses for Grades 9-12

Participation in AP Courses for Grades 9-12 SY 2016-17 PRELIMINARY RESULTS SPPS Grades 9-12 Total (Includes All AP Schools)

	Total # of students	Percent of students participating in AP courses:						Participation Rate
		0 credits	1 - 1.9 credits	2 - 3.9 credits	4 - 5.9 credits	6 - 7.9 credits	8+ credits	
Grade 9	1939	93%	1%	1%	6%	0%	0%	7%
Grade 10	1832	72%	1%	2%	21%	0%	4%	28%
Grade 11	1768	73%	1%	2%	12%	1%	11%	27%
Grade 12	1493	78%	1%	3%	9%	1%	9%	22%
All Students	7032	79%	1%	2%	12%	0%	6%	21%
American Indian	94	88%	1%	0%	10%	0%	1%	12%
Asian	2716	84%	1%	1%	12%	0%	3%	16%
Hispanic	748	83%	2%	3%	9%	0%	3%	17%
Black	2106	88%	2%	2%	6%	0%	2%	12%
White	1368	54%	1%	3%	23%	1%	18%	46%
Female	3426	77%	1%	2%	13%	1%	6%	23%
Male	3606	82%	1%	2%	10%	0%	5%	18%
Low Income/FRL	5116	86%	1%	2%	8%	0%	2%	14%
Emergent Bilingual/EL	1954	95%	1%	1%	3%	0%	0%	5%
Special Education	1057	96%	0%	0%	2%	0%	1%	4%

AP courses are defined by course number learning level of 5.

Total # of students is based on students who received at least 1 final grade in any course in any department for the quarter.

* Data not reported due to small sample size (total # of students < 10).

Participation in IB Courses for Grades 9-12

Participation in IB Courses for Grades 9-12 SY 16-17 PRELIMINARY RESULTS SPPS Grades 9-12 Total (Central, Harding, Highland Park)

	Total # of students	Percent of students participating in IB courses:						Participation Rate
		0 credits	1 - 1.9 credits	2 - 3.9 credits	4 - 5.9 credits	6 - 7.9 credits	8+ credits	
Grade 9	1320	94%	0%	1%	5%	0%	0%	6%
Grade 10	1380	80%	0%	1%	18%	0%	1%	20%
Grade 11	1306	45%	1%	4%	12%	2%	36%	55%
Grade 12	1182	41%	3%	7%	18%	3%	29%	59%
All Students	5188	66%	1%	3%	13%	1%	16%	34%
American Indian	72	79%	4%	1%	8%	1%	6%	21%
Asian	1660	68%	0%	2%	11%	1%	17%	32%
Hispanic	627	68%	1%	4%	12%	2%	13%	32%
Black	1492	79%	1%	3%	8%	1%	7%	21%
White	1337	47%	1%	3%	22%	1%	25%	53%
Female	2620	63%	1%	3%	14%	1%	17%	37%
Male	2568	68%	1%	3%	13%	1%	14%	32%
Low Income/FRL	3261	76%	1%	3%	9%	1%	11%	24%
Emergent Bilingual/EL	1122	90%	1%	2%	5%	0%	2%	10%
Special Education	604	95%	0%	1%	1%	0%	2%	5%

IB courses are defined by course number learning level of 7 plus W438211/W438221 at Highland Park.
Total # of students is based on students who received at least 1 final grade in any department for the quarter.
* Data not reported due to small sample size (total # of students < 10).

Saint Paul Public Schools

Department of Research, Evaluation, and Assessment (REA)

Guideline 3: Schedule

School counselors will coordinate closely with Latino Consent Decree teachers in determining students' schedule.

In order to ensure the success of LCD students, the LCD Council suggests counselors and school staff to:

3.1 Continue to engage and involve parents in the process of determining the students schedule.

3.2 Involve existing LCD Secondary Educational Assistants in the process of communicating and collaborating with parents about schedules and classes.

Current schools with LCD EAs are: Central Senior High, Como Park Senior High School, Harding Senior High School, Highland Park Senior High School, Humboldt Senior High School, Johnson Aerospace & Engineering High School and Washington Technology Magnet.

3.3 Work in collaboration with the Human Resources Department in the identification of LCD teachers in all secondary schools.

Guideline 4: Professional Development

School counselors will receive training and be knowledgeable of the Latino Consent Decree Program. The training must be conducted by November 30 of each school year. The LCD program will be responsible for providing this training for counselors.

In order to ensure the success of LCD students, the LCD Council suggests the school district to:

4.1 Collaborate with the Office of College and Career Readiness in planning a training that is culturally responsive to the educational needs of Latino students and their families. *“Educational Needs”, as defined in the consent decree, includes the intellectual, academic, linguistic, physical, emotional, cultural, adaptive behavior, sensory and social development needs of the Latino students.*

4.2 Schedule (as needed) an additional training, especially for new school counselors to the district and/or to share new information or updates regarding the educational needs of Latino students in secondary.

4.3 Offer the option for schools to have an on-site training during professional days and/or upon request.

Guideline 5: Program Coordination

Coordination will take place at the district level between the administrator assigned to the Office of College and Career Readiness (OCCR), district lead counselors, and the Latino Consent Decree district staff.

The purpose of this coordination must include but not be limited to:

5.1 Review and evaluate guidelines 1 and 2.

5.2 Professional Training for counselors (Guideline #4).

Guideline 6: Monitoring Graduation Requirements

School counselors will monitor Latino Consent Decree students credit records to ensure all graduation requirements are fulfilled.

In order to ensure the success of LCD students, the LCD Council suggests counselors and school staff to:

6.1 Purposely use, if not yet in place, the existing “graduation progress letter” to inform Latino/Hispanic parents about the graduation plan and/or if the graduation requirements of their students are being met.

6.2 Implement, if not yet in place, a monitoring/calendar system regarding the graduation progress letters. Seniors: End of Quarter 1; Juniors: End of Quarter 3; Sophomore and Freshman: End of Quarter 4.

6.3 Effectively use the help of Latino Consent Decree Bilingual Educational

Assistants in contacting parents regarding the graduation requirements and/or serve as liaisons between parents and school counselors.

6.4 Work in collaboration with the LCD Program in revising and implementing the existing LCD Parent Academy Secondary Curriculum at secondary school sites.

Section II. LCD Districtwide Parent Program

Latino Parent Engagement & Community Partnerships

RECOMMENDATION 2: Continue strengthening the collaboration with community-based organizations and Saint Paul Public Schools district programs and schools.

The involvement of Latino/Hispanic parents is necessary to ensure that their children's educational needs are being met. All Latino/Hispanic parents are encouraged to participate in the educational process and work with everyone, especially teachers and schools. The Latino Consent Decree Parent Advisory Council strongly recommends to continue strengthening the collaboration with community-based organizations, district programs and schools, such as: Amherst H. Wilder Foundation (Latino Leadership Program); Office of Family Engagement (Parent Academy Program) and CLUES (Sexual Health Education). The impact and support that these organizations, departments and programs offer to Latino/Hispanic families and their children in Saint Paul Public Schools are very positive and highly valued.

In Spring 2017, the LCD Parent Advisory Council recommended Saint Paul Public Schools to continue supporting the collaboration with community organizations and its programs for Latino parents in SPPS.

The following evaluations have been developed to support the benefits and the positive impact of these programs in our families and children. (Please see Appendix B: LCD- Parent Academy; Appendix C: CLUES; Appendix D: Latino Leadership Program)

Section III. LCD Attendance Summary Report SY 2017-2018

The 2017-2018 LCD family attendance report uses an overall view of the total number of people, including parents, community members, organizations, children, youth and SPSS staff that regularly attend the meetings.

ATTENDANCE SUMMARY REPORT 2017-2018				
LCD PARENT ADVISORY COUNCIL	DATE	ADULTS	YOUTH PROGRAM 13-16	CHILDREN
LCD PAC 1	September 12, 2017	13		7
LCD PAC 2	October 3, 2017	15		10
LCD PAC 3	November 8, 2017	10		5
LCD PAC 4	December 5, 2017	16		8
LCD PAC 5	January 16, 2018	10		5
LCD PAC 6	February 6, 2018	15		10
LCD PAC 7	March 6, 2018	14		5
LCD PAC 8	April 10, 2018	12		7
LCD PAC 9	May 8, 2018	7		5
LCD PAC 10 COB Presentation	June 12, 2018	N/A		N/A
LCD PARENT ACADEMY PROGRAM				
LCD Parent Academy Program	October 16, 2017	14		10
LCD Parent Academy Program	October 23, 2017	15		10
LCD Parent Academy Program	October 30, 2017	16		7
LCD Parent Academy Program	November 6, 2017	15		10
LCD Parent Academy Program	November 13, 2017	15		10
LCD Parent Academy Program Graduation	November 20, 2017	15		10
CLUES				
Sexual Education Program	February 1, 2018	15	10	5
Sexual Education Program	February 8, 2018	18	13	9
Sexual Education Program	February 15, 2018	15	11	5
Sexual Education Program	February 22, 2018	15	11	5
AMHERST H. WILDER FOUNDATION				
Latino Leadership Program	April 18, 2018	29		12
Latino Leadership Program	April 25, 2018	25		17
Latino Leadership Program	May 2, 2018	27		15
Latino Leadership Program	May 9, 2018	20		10
Latino Leadership Program	May 16, 2018	16		17
Latino Leadership Program	May 23, 2018	18		20
Latino Leadership Program	May 29, 2018	20		20
UNIVERSITY OF MINNESOTA				
SNAP-Ed	June 13, 2018	N/A		N/A
SNAP-Ed	June 20, 2018	N/A		N/A
SNAP-Ed	June 27, 2018	N/A		N/A
SPSS DISTRICT-WIDE PARTNERSHIPS				
Multilingual Families District-Wide Kick-off	September 29, 2017	25		28
Special Education Night	October 26, 2017	11		7
LCD Parent Meeting – L'Etoile Du Nord	November 30, 2017	10		7
Office of Multilingual Learning (MLL) Family Night	March 19th, 2018	cancelled		
LATINO COMMUNITY OUTREACH EVENTS				
5 De Mayo Parade	May 5, 2018	100+		
LCD LATINO SENIOR RECOGNITION				
2018 Latino Senior Recognition Ceremony	June 2, 2018	285		
Sub Total		881	45	309
TOTAL		1235		

*Not included: LCD PAC 10 COB Presentation (June 12, 2018); SNAP-ED University of Minnesota (June 2017)

Appendix A

Grade Distribution in Advanced Courses (9-12)

Grade Distribution in Advanced Courses for Grades 9-12

SY 16-17 PRELIMINARY RESULTS

SPPS Grades 9-12 Total (Includes All Schools)

For students in the listed student group, how many of their grades fell into the grade categories?

	A	B	C	D	CR	NC	I	Grades	Pass Rate	C or Better
	Total									
Grade 9	5974	4788	2485	1144	16	1003	7	15417	93%	86%
Grade 10	7972	6194	3204	1488	23	1220	5	20106	94%	86%
Grade 11	7038	5684	3224	1607	70	1414	23	19060	92%	84%
Grade 12	6259	4891	2685	1463	70	1244	3	16615	92%	83%
All Students	27243	21557	11598	5702	179	4881	38	71198	93%	85%
American Indian	131	178	130	82	9	133	2	665	80%	66%
Asian	10618	9120	4519	2073	51	1503	12	27896	95%	87%
Hispanic	2255	2337	1498	801	9	872	5	7777	89%	78%
Black	2701	3301	2383	1471	46	1390	9	11301	88%	74%
White	11538	6621	3068	1275	64	983	10	23559	96%	90%
Female	16317	11484	5771	2619	127	2271	21	38610	94%	87%
Male	10926	10073	5827	3083	52	2610	17	32588	92%	82%
Low Income/FRL	12161	12260	7053	3736	113	3376	23	38722	91%	81%
Emergent Bilingual/EL	2619	2715	1612	889	43	877	2	8757	90%	79%
Special Education	364	546	422	236	23	257	3	1851	86%	72%

Advanced courses are defined by course number (learning level of 3 (Honors), 4 (PSEO), 5 (AP), 6 (Concurrent Honors/AP/IB/CIS), 7 (IB), or 9 (CIS).

Passing course grades include A, B, C, and CR/P. C or better includes A, B, and C.

* Data not reported due to small sample size (total # of grades in advanced courses < 20).

Saint Paul Public Schools

Department of Research, Evaluation, and Assessment (REA)

Grade Distribution in AP Courses (9-12)

Grade Distribution in AP Courses for Grades 9-12 SY 2016-17 PRELIMINARY RESULTS SPPS Grades 9-12 Total (Includes All AP Schools)

For students in the listed student group, how many of their grades fell into the grade categories?

	A	B	C	D	CR	NC	I	Total Grades	Pass Rate	C or Better
Grade 9	102	152	108	57	0	67	0	486	86%	74%
Grade 10	832	689	391	170	1	119	0	2202	95%	87%
Grade 11	1266	778	496	234	7	190	1	2972	94%	85%
Grade 12	785	623	366	196	13	128	1	2112	94%	84%
All Students	2985	2242	1361	657	21	504	2	7772	93%	85%
American Indian	3	19	10	6	0	7	0	45	84%	71%
Asian	766	595	390	190	2	118	0	2061	94%	85%
Hispanic	147	152	122	73	0	64	0	558	89%	75%
Black	198	289	259	179	5	166	1	1097	85%	68%
White	1871	1187	580	209	14	149	1	4011	96%	91%
Female	1667	1194	678	307	10	257	1	4114	94%	86%
Male	1318	1048	683	350	11	247	1	3658	93%	83%
Low Income/FRL	868	895	664	377	8	305	1	3118	90%	78%
Emergent Bilingual/EL	82	81	77	43	2	47	0	332	86%	72%
Special Education	29	75	42	19	11	37	0	213	83%	69%

AP courses are defined by course number learning level of 5.

Passing course grades include A, B, C, D, and CR/P. C or better includes A, B, and C.

* Data not reported due to small sample size (total # of grades in AP courses < 20).

Grade Distribution in IB Courses (9-12)

Grade Distribution in IB Courses for Grades 9-12 SY 16-17 PRELIMINARY RESULTS SPPS Grades 9-12 Total (Central, Harding, Highland Park)

For students in the listed student group, how many of their grades fell into the grade categories?

	A	B	C	D	CR	NC	I	Total Grades	Pass Rate	C or Better
Grade 9	160	70	29	15	1	16	0	291	95%	89%
Grade 10	561	321	131	76	0	47	1	1137	96%	89%
Grade 11	2947	2142	1128	611	6	421	11	7266	94%	86%
Grade 12	2322	1688	966	565	2	415	1	5959	93%	84%
All Students	5990	4221	2254	1267	9	899	13	14653	94%	85%
American Indian	23	19	17	12	0	12	1	84	85%	70%
Asian	1900	1328	760	458	1	317	4	4768	93%	84%
Hispanic	509	437	289	192	1	159	3	1590	90%	78%
Black	467	610	477	285	1	211	4	2055	90%	76%
White	3091	1827	711	320	6	200	1	6156	97%	91%
Female	3807	2244	1130	572	4	403	8	8168	95%	88%
Male	2183	1977	1124	695	5	496	5	6485	92%	81%
Low Income/FRL	1801	1730	1148	751	4	593	9	6036	90%	78%
Emergent Bilingual/EL	143	125	77	72	2	75	1	495	85%	70%
Special Education	58	52	48	41	0	31	3	233	85%	68%

IB courses are defined by course number learning level of 7 plus W438211/W438221 at Highland Park.

Passing course grades include A, B, C, D, and CR/P. C or better includes A, B, and C.

* Data not reported due to small sample size (total # of grades in IB courses < 20).

Saint Paul Public Schools

Department of Research, Evaluation, and Assessment (REA)

Appendix B

PARENT ACADEMY PROGRAM – LCD PROGRAM

Evaluation Cohort I

January 2018

Prepared by:

Pablo Matamoros, LCD Coordinator

Sara Reyes, LCD-PAC District Liaison

Office of Family Engagement & Community Partnerships

Introduction

Saint Paul Public Schools' (SPPS) Latino Consent Decree (LCD) Parent Academy Program is designed especially for Latino parents/guardians of children that attend SPPS. This program provides Latino families with the necessary tools to support the success of their child's education.

The curriculum for the Parent Academy was adopted from the **Parent Institute of Quality Education (PIQE) Program** in San Diego, California. PIQE is a research-based model that has consistently shown its impact on increasing graduation rates for students of color. Significantly more of PIQE participants' students go on to college.

The LCD-Parent Academy Education Program Fall 2017: *LCD-PA Cohort I*, was extremely well-received. SPPS Latino parents engaged in powerful conversations about the future of their children as it relates specifically to high school graduation and post-secondary education. This opportunity is available through the LCD Program, Office of Family Engagement and without doubt, will further enrich the learning experience for our Latino parents and support the student learning at home and school.

Program Objectives

To encourage and support Latino parents of elementary, middle and high school children in Saint Paul Public Schools to take a participatory role in their children's education by:

- a) Learning how to navigate the school system
- b) Collaborating with teachers, counselor and principals
- c) Encouraging college attendance beginning in kindergarten
- d) Supporting their child's emotional and social development
- e) Creating a supportive home learning environment

Topics

The **Latino Consent Decree Parent Academy** assists Latino parents in navigating the SPPS system to become strong advocates for their child's education and make the best informed decisions. While attending the Latino Consent Decree (LCD) Parent Academy families learn about:

- I. Decision: Choose College
- II. Academic Preparation
- III. College Entrance Exams
- IV. Postsecondary Institutions
- V. Financial Aid

Districtwide Participants

In the Fall 2017 session, the Latino Consent Decree Program offered five sessions only for families with HLQ (Home Language Questionnaire) Spanish (all grades).

A. Families came from the following schools

- Adams Spanish Immersion
- Central High School

- Crossroads Montessori
- Farnsworth
- Hazel Park
- The Heights Community
- Highland Park Middle
- Humboldt
- Jie Ming Mandarin Immersion
- Linwood Monroe
- Wellstone Elementary

Elementary: 8
Middle: 1
Secondary: 2

B. Recruitment/Registration

- Registered: 26
- Attended at least 1-3 sessions: 19
- Met attendance graduation requirements of 4 sessions: 17

Female: 14
Male: 3

C. Language

- HLQ Spanish

D. Children

- 29

Birth-3: 3
PreK: 3
Elementary: 8
Middle: 6
Secondary 3

LCD- Parent Academy Pre & Post Survey

Overall results indicate parents show a significant difference in reported knowledge after participating in the LCD-Parent Academy Program. The survey was strictly aligned to the objectives of each lesson.

LCD-PARENT ACADEMY PRE & POST SURVEY

LESSON OBJECTIVES	YES, I KNOW PRE-SURVEY	YES, I KNOW POST-SURVEY
1. I understand how to support my children in the development of good self-esteem.	14%	85%
2. I understand and can navigate the public education system in Saint Paul schools.	21%	39%
3. I feel confident to speak with the principal of my child's school for reasons other than disciplinary or behavioral reasons for the child.	43%	69%
4. I feel confident to talk with my child's teacher for reasons other than disciplinary or behavioral reasons.	57%	77%
5. I understand and I know how to review the academic standards of my children's grade.	0%	77%
6. I understand and I know how to review the children's academic report.	14%	85%
7. I understand and I know how to review the MCA scores.	7%	77%
8. I understand and I know how to review the classes my child is taking.	21%	69%
9. I often talk about the importance of attending college or another option after high school.	57%	77%
10. I believe that extracurricular activities are important in my child's education.	64%	92%
11. I know how to recognize the most common changes that occur during adolescence.	21%	62%
12. I know how to distinguish the difference between "normal" and "self-destructive" behaviors to prevent problems in the future.	21%	77%
13. I know how to identify the academic level my children should be in, based on the grade level Academic Standards.	7%	62%
14. I am familiar with the classes my children should take in the middle school.	8%	77%
15. I know the requirements for admission to the university / college in Secondary School.	8%	77%
16. I understand the importance of positive self-esteem, especially during adolescence.	33%	77%
17. I understand the relationship between effective communication and self-esteem.	33%	69%
18. I understand the importance of good grades in academic success.	67%	92%
19. I know how to calculate the Grade Point Average (GPA).	8%	69%
20. I know the main reasons why students fail academically and drop out of school.	25%	77%
21. I am familiar with some options to help my children succeed academically (AVID Program, etc.).	0%	62%
22. I know about SAT or ACT college entrance exams.	0%	69%
23. I understand the importance of being in communication with the school, particularly with school counselors.	42%	100%
24. I understand the benefits of going to college.	58%	92%
25. I know how to identify the major systems of higher education in Minnesota.	8%	62%
26. I know the different types of financial aid available for college.	0%	77%

Parents Testimonials

Highlights

At the end of the six sessions we asked parents to give their feedback on the program, including the following:

- What are your hopes and dreams for their children?
- The importance of graduation from LCD-Parent Academy
- How much did you learn from this program?
- Plans for the future
- Other

“WE ARE READY”

BY K.M.

“Good evening. My name is K.M., I am one of the lucky parents who could participate in the Parents Academy. As many other parents I decided to attend this program because as well as the other parents who came to this classes, our dream is to see our children going to college.

In our countries sometimes we think is the responsibility of the school or the teacher to let us know if our kid needs help or what is the next step on their education.

Now; after finishing the program, many of us realize how important is that as a parents, we get more involved in the education of our children.

We learned

- *How to know if our children are meeting the criteria of a regular student.*
- *How to read the evaluations that the state sent us about the scores that our kids have, compared to the other students in the state of Minnesota. Before we didn't have any idea how to interpreter them.*
- *How to identify if our children are stronger in a specific area or like certain classes, knowing this empower us to encourage and support them to develop their interests or ability to their full potential.*
- *We also learned to monitor their grades closely. To look on how is their progress on every class to make sure they are UP TO GRADE. If we can help them in an early stage they will be able to walk the path that will bring them to a higher education and with this accomplish to be entering a College.*

At the same time, we agreed in class that even if we come from different cultures and backgrounds, we have different experience when we were younger, and our kids are going through a totally different scenario, we need to take the best out of the two cultures and walk with our children thru that bridge and connect both cultures. Now we are prepared if our kids are going thru some hormone change, now we know how to talk to them, respect their space, but always aware and vigilante in what they are involve on, we can help them if we see them struggling at some class, or if they need extra help, as well as how to look for scholarships, the different types of colleges out there and what are the minimum requirements. Now we are ready to increase the percentage of Hispanic students that will attend college. ”

Next Steps

The outcomes of this program continues to show significant difference in reported knowledge after participating in the LCD-Parent Academy Program.

The LCD Program recommends the following:

1. Continue the six-week program model for fall 2018
2. Embed and aligned the new PIQE Parents Outcomes to the curriculum
 - a. New knowledge
 - b. New Skills
 - c. Changed Attitudes
 - d. Better Conditions
 - e. Changed Status
3. Incorporate the Dual Capacity Framework
4. Implement the new PIQE School System Assessment for all personnel facilitating the LCD-PA program
5. Work and/or collaborate with Lee Her, Community Engagement Specialist Student Support, Minnesota Department of Education in aligning the LCD-Parent Academy to the Learning English for Academic Proficiency and Success (LEAPS) Act.

Appendix C

“HABLEMOS DE SEXUALIDAD” – CLUES

Evaluation Cohort II

February 2018

Prepared by:

Sara Reyes, LCD-PAC District Liaison

Introduction

CLUES was awarded funding from the Minnesota Department of Health's Eliminating Health Disparities Initiative in July 2016 to start this multi-generational sexual health education program.

Since receiving this grant, CLUES has facilitated workshops for parents and teens in partnership with a number of local schools and non-profit organizations, including the **Latino Consent Decree Program**, Office of Family Engagement & Community Partnership, Saint Paul Public Schools.

CLUES formed a partnership with the **LCD Program** in the fall of 2016 and together a series of four parent and youth workshops in February 2018.

The participants' responses were very positive and together, **CLUES** and **LCD** decided to repeat the program with the addition of teen workshops alongside the parent workshops.

Program Objectives

The primary aim of ***Hablemos de Sexualidad*** is to promote communication between parents/guardians and their children about healthy sexuality.

Youth participants will increase their sexual health knowledge – including the process of pregnancy, how to prevent pregnancy and STI's, how to properly use a condom – and

their communication skills, while also understanding their own personal and cultural values related to sexuality and sexual health.

In the long term, youth will apply their knowledge and skills to practice safer sex in intimate relationships.

Parent participants will recognize their role as their children's first sexual health educators, and learn strategies for engaging their children in regular, age-appropriate conversations about healthy sexuality.

Topics

While attending the Latino Consent Decree (LCD) families learn about:

- Sexuality – what it means
- Personal values
- Sexual & Reproductive anatomy and physiology
- Prevention of STI's and HIV
- Prevention of pregnancy
- Consent
- Healthy relationships
- Gender and sexual orientation
- Intimacy
- Sexual messages in the media

Districtwide Participants

In the Winter and Spring of 2018 sessions, the Latino Consent Decree Program offered four sessions only for parents and youth (13-16 years old) with HLQ (Home Language Questionnaire) Spanish (all grades).

E. Families and youth came from the following schools

- Adams Spanish Immersion
- Battle Creek
- Capitol Hill
- Central High School
- Creative Arts
- Como Park High School
- Harding Senior High School
- Hazel Park
- Highland Park Middle
- Highland Park High School
- Jie Ming Mandarin Immersion
- Linwood Monroe
- Riverview
- Wellstone Elementary

F. Recruitment/Registration

- Parents Registered: 27
- Youth Registered: 20
- Parents that attended at least 1-3 sessions: 15
- Youth that attended at least 1-3 sessions: 13
- Met attendance graduation requirements of 3 sessions: 15 parents and 13 youth.

Parents
Female: 15
Male: 5
Youth
Female: 5
Male: 9

G. Language

- HLQ Spanish
-

H. Children

- 29

Birth-3: 4
PreK: 2
Elementary: 9
Middle: 14
Secondary: 0

Summary of Post- Evaluation

Parents and youth evaluate the knowledge and skills gained, and their comfort related to talking to their kids or parents about sex after having participated in the workshops. (The post-evaluation is a brief, 8-question survey with simple yes/no or circle a number answers, for greater accessibility among diverse literacy levels.).

Parents Testimonials

Highlights

"I enjoyed it, I learned a lot. I have to put into practice everything we learned, most of all, for my daughters. I have to accept and learn how to handle the situation, even if it is difficult. I liked the class. I already knew some but I did not want to accept it. After the program my relationship with my daughters has improved. I have more communication. There is trust and they feel comfortable talking to me. I am here to help them and listen to them. "

"Everything was fine. The classes were very good and I learned a lot to get rid of my grief, embarrassment and to speak naturally. Just keep talking to the children so they can take care of themselves and protect them. "

"Interviewee: Before, I was embarrassed to be asked. But not now, I am already answering what they asked me. I explained to them what they needed.

Interviewer: So, has the way you talk to your children about sexuality changed?

Interviewed: Yes, more openly. "

Next Steps

Upon completing the current workshop series, we will review the post-evaluations and call parents to record their testimonials. This feedback will shape our 'next steps' and any modifications made to the program in the future.

The LCD Program recommends the following:

1. Continue the four-week program model for winter 2019
2. Explore the option of a Dual Capacity Framework for 2020

Appendix D

Latino Leadership Program (LLP) - Amherst H. Wilder Foundation

May 2018

Prepared by:

Sara Reyes, LCD-PAC District Liaison

Introduction

Wilder's Neighborhood Leadership Program (NLP) in partnership with the **Saint Paul Public School's Latino Consent Decree (LCD)** provides a unique training experience that prepares community members to becoming more involved in their communities, more active in their child's school and often leads them to seek out further leadership opportunities. Over the past seven years, 150+ Latino parents have graduated from the Latino Leadership Program.

The purpose of our Latino Leadership Program (LLP) is to help participants:

- Build leadership skills to be more actively engaged in community life.
- Develop a greater awareness of their potential as leaders in their community, and
- Make connections with other Latinos, institutions and organizations.

Program Objective

The program works to strengthen the ability of Latinos to become more engaged and effective in community work.

Topics

The sessions are conducted in Spanish and work to meet the skill building and community engagement needs and interests of the Latino participants. Topics covered include:

- leadership styles,
- teamwork,
- conflict resolution,
- public speaking,
- and taking action in the community.

The training methods include experiential learning activities, small group discussions, personal and shared reflections, and exchange of personal experiences.

Districtwide Participants

Approximately 30 will be accepted into the program. Participation is open to Saint Paul Public Schools Latino Families, Latinos who live or work in Saint Paul or the East Metro area. The program is geared to Latinos beginning their involvement, or seeking to get more involved, in the community.

I. Families came from the following schools

- Adams Spanish Immersion
- Barack and Michelle Obama
- Capitol Hill
- Central High School
- Crossroads Elementary
- Hazel Park
- Highland Park Middle
- Highland Park High School
- Jie Ming Mandarin Immersion
- LEAP
- Linwood Monroe
- Riverview
- Wellstone Elementary

J. Recruitment/Registration

- Applied to the program: 35
- Participants: 28
- Parents that attended at least 5-7 sessions: 20
- Met attendance graduation requirements of 5 sessions: 20

Parents Female: 25 Male: 3

K. Language

- HLQ Spanish

L. Children

- 26

Birth-3: 7 PreK: 9 Elementary: 8 Middle: 1 Secondary: 1

Parents Testimonials

Highlights

- “Thank you for all you do for the community. It was an honor to be part of the program. Please advise me as to how to sign up for the more intensive and comprehensive English component.
- “Thank you to Wilder and the LCD Program for this opportunity to give us the skills to become leaders. This program helped me to become a better citizen. We need leaders in our community, and now we are all leaders...”
- “Participants in Wilder’s leadership development programs don’t always see themselves as leaders in their communities. Changing that perception is a critical part of developing the capacity of community leaders.”

Acknowledgements

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CLUES

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Special Education

Jackie Kelly, Gail Ghene

Como Park Senior High School

Emily Jacobson

COLLEGES & UNIVERSITIES

University of Minnesota SNAP-ED

Rafael Flores

Public Sector Advisors



Survey outline

- Survey included interviews with 600 registered voters living within the boundaries of Saint Paul Public Schools.
- Interviews were completed between May 8th and May 27th.
- Approximate margin of error is $\pm 4.0\%$.

Who we called

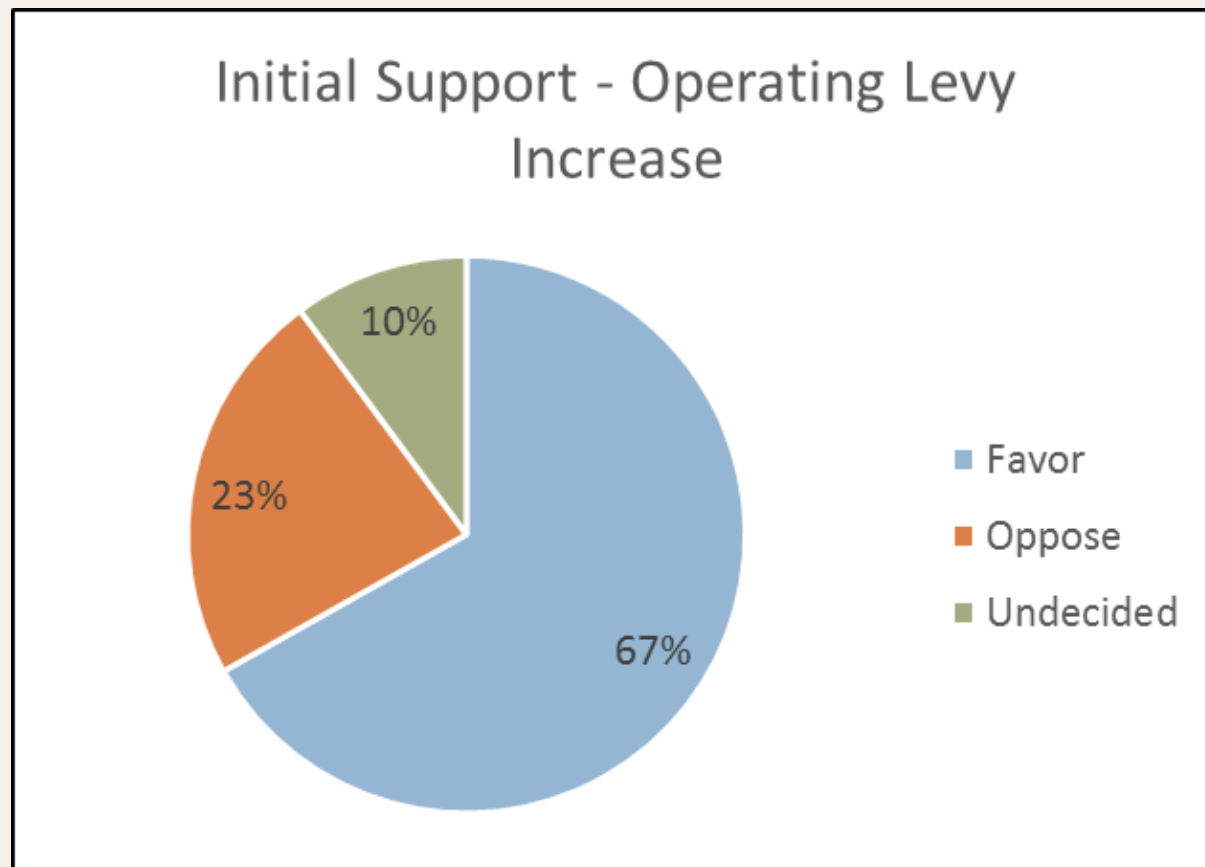
- Interviews included demographic targets intended to provide a representative sample of voters in the district.
- Cell phones were tracked, but were not a demographic target.

Increase operating levy – initial support

“Saint Paul Public Schools receives part of its funding from a voter-approved operating levy, which is used for educational programs and student services. The District is considering asking voters to agree to an increase in property taxes to raise additional funding. The increase in funding would allow the District to invest more in schools and avoid additional budget cuts.

Would you favor or oppose such a proposal?”

Increase operating levy – initial support *(cont.)*



Effects of information

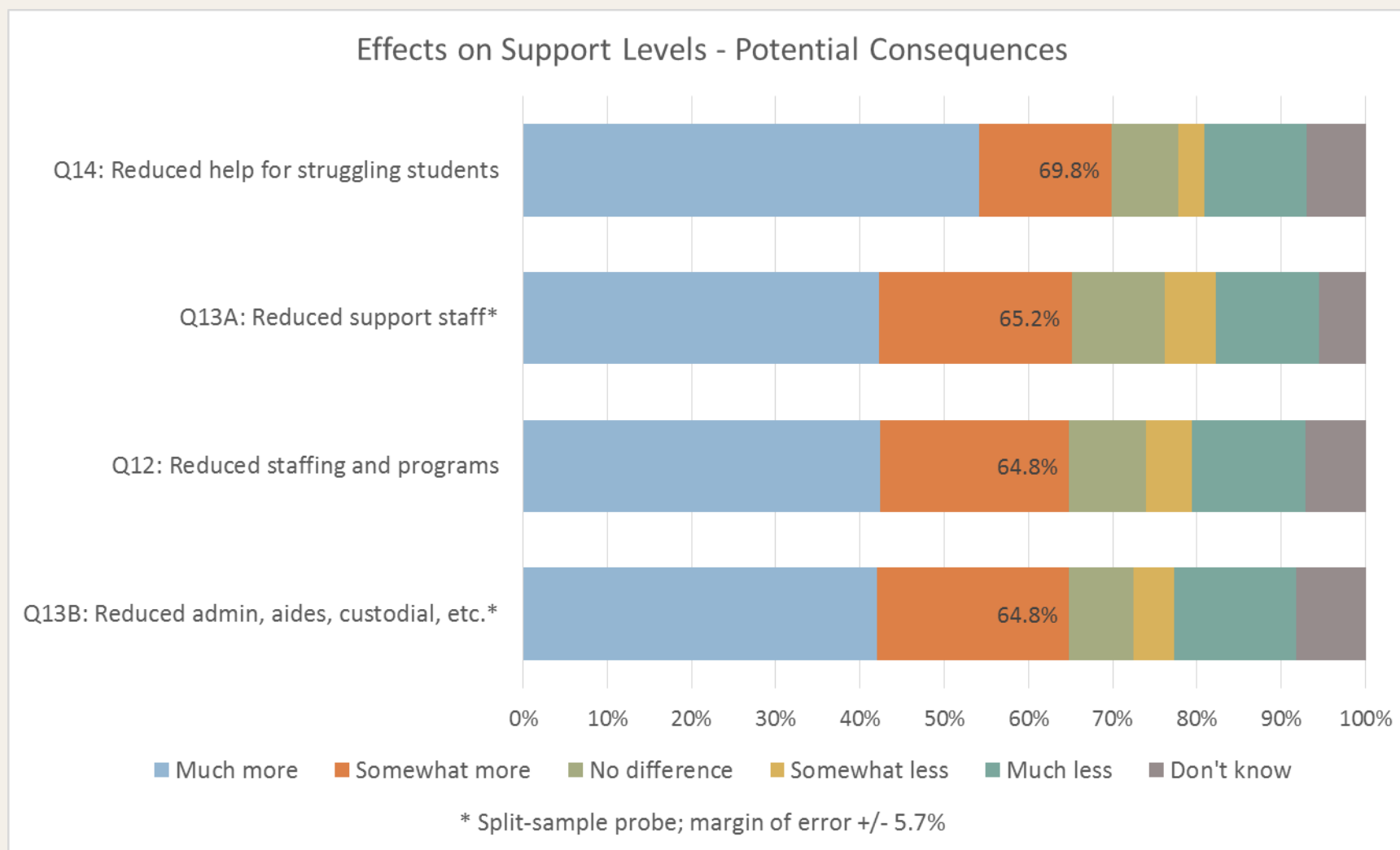
- Participants were given three sets of questions about the proposed operating levy:
 - Potential consequences if the levy was not approved.
 - Potential improvements that could be made if additional funding was approved.
 - Potential impacts related to the District's strategic plan.

Potential consequences

“I’m going to give you some statements about changes the District would need to make next year if the proposed levy increase is not approved.

For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an increase in the levy.”

Potential consequences (cont.)

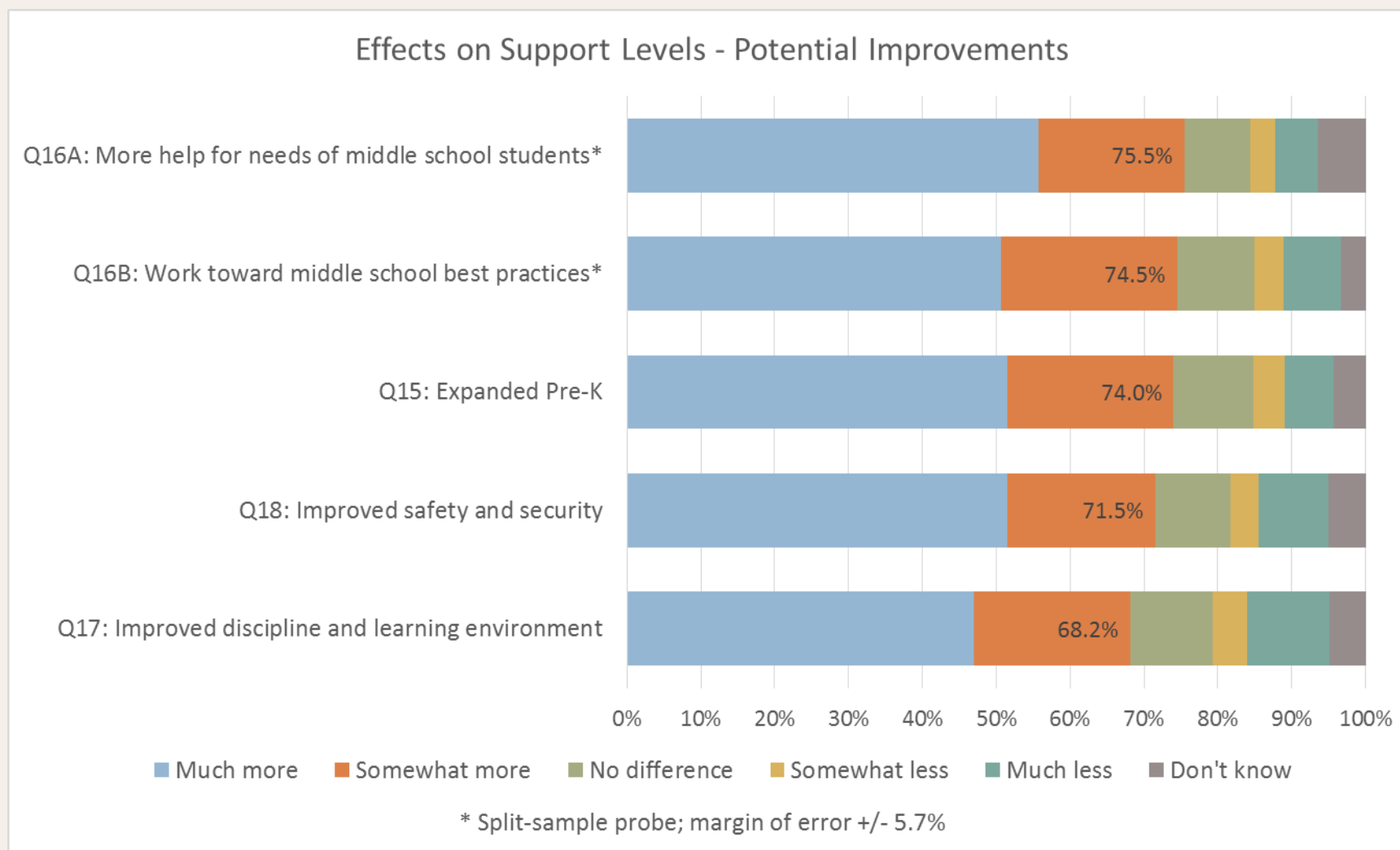


Potential improvements

“I’m going to give you some statements about changes the District would be able to make next year if the proposed levy increase is approved.

For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an increase in the levy.”

Potential improvements *(cont.)*



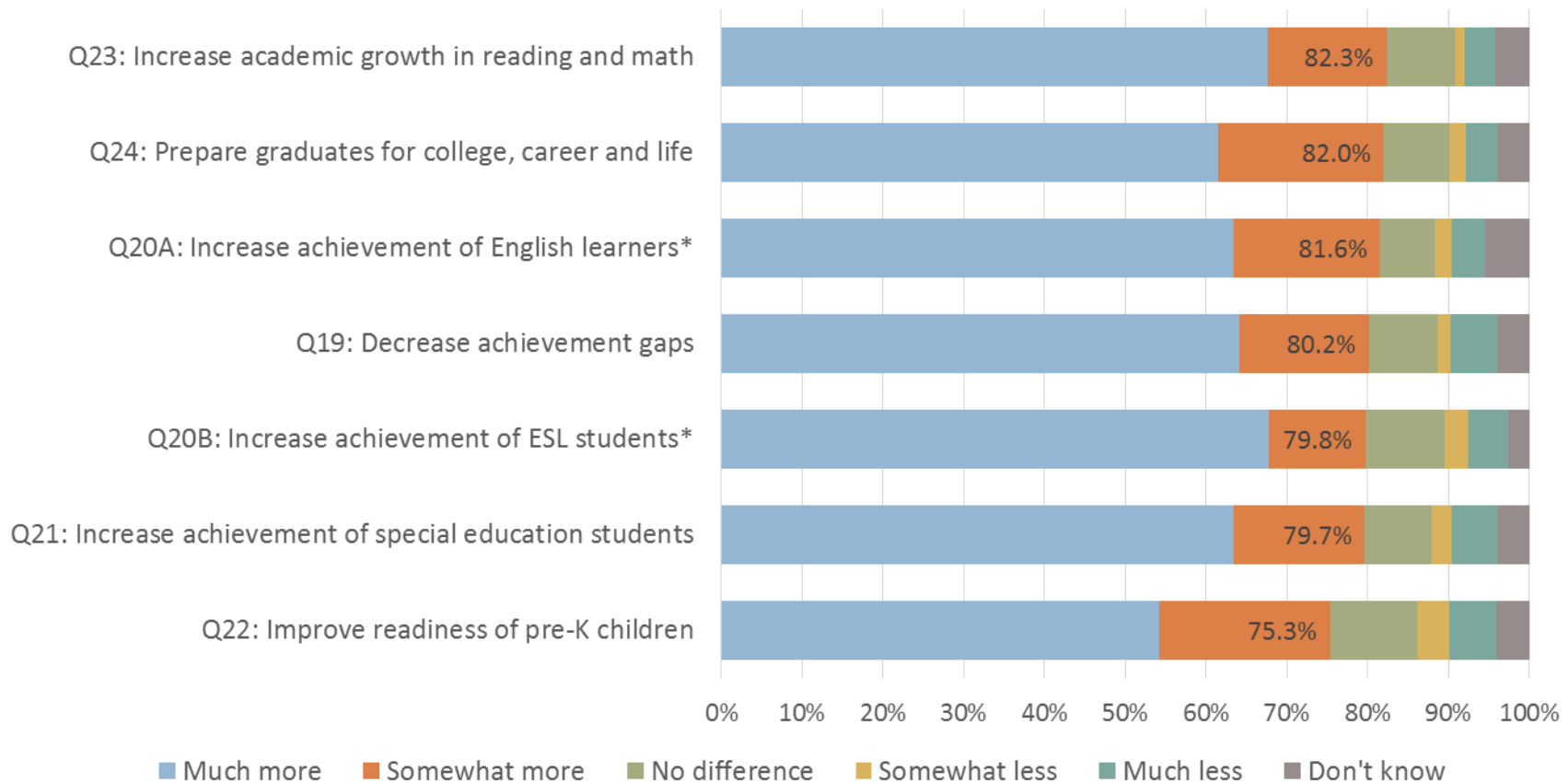
Strategic goals

“Next, I’m going to share some information about St. Paul Public Schools’ new strategic plan that will be implemented this year. An increase in the operating levy would provide additional funding to focus on six goals related to student learning and achievement.

For these six goals, I would like you to tell me if each would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support a levy increase.”

Strategic goals (cont.)

Effects on Support Levels - Strategic Goals



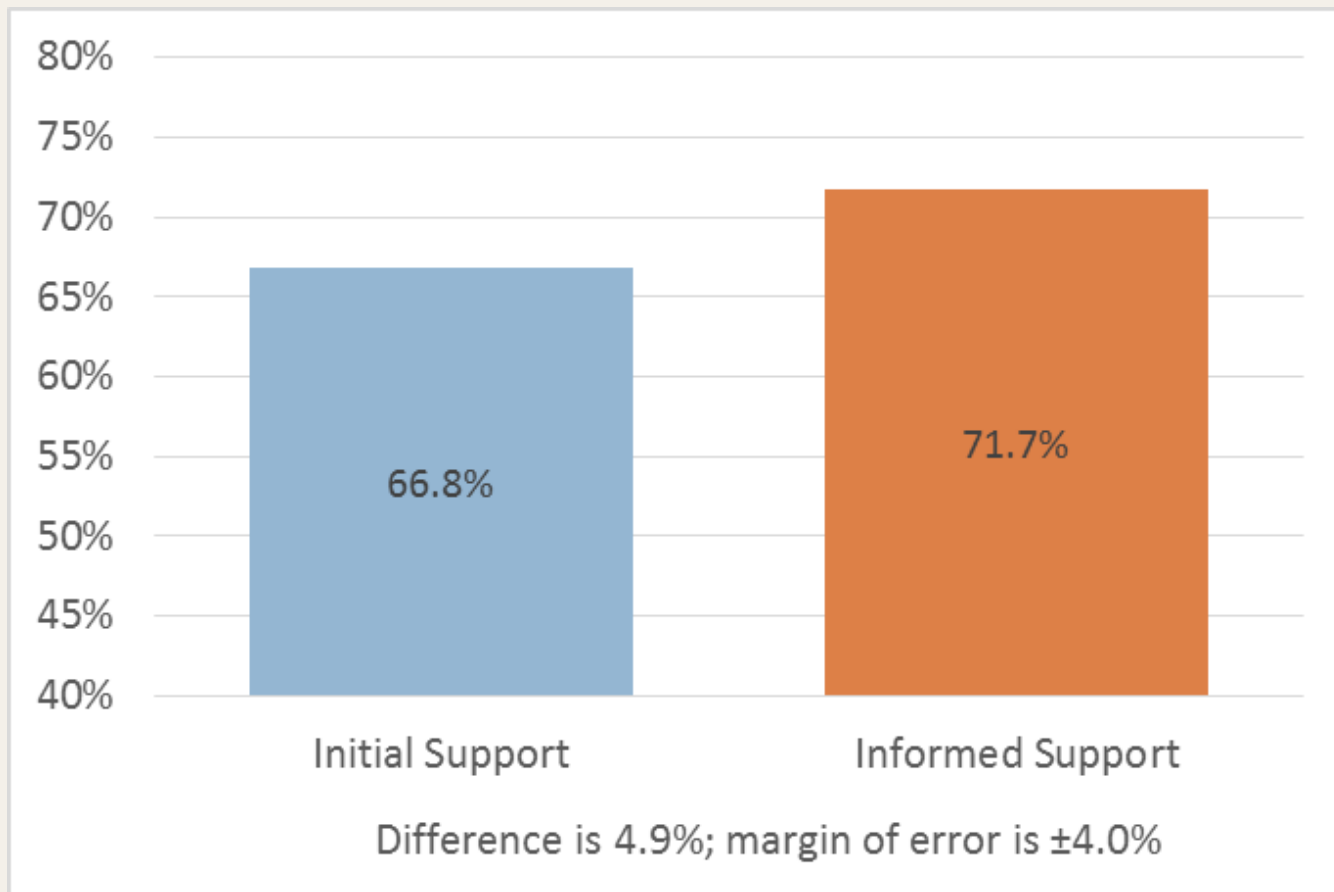
* Split-sample probe; margin of error +/- 5.7%

Impact of information about levy increase

“Now that you have heard more information about the proposal to raise additional funding for the District by increasing its operating levy, would you favor or oppose such a proposal?”

128

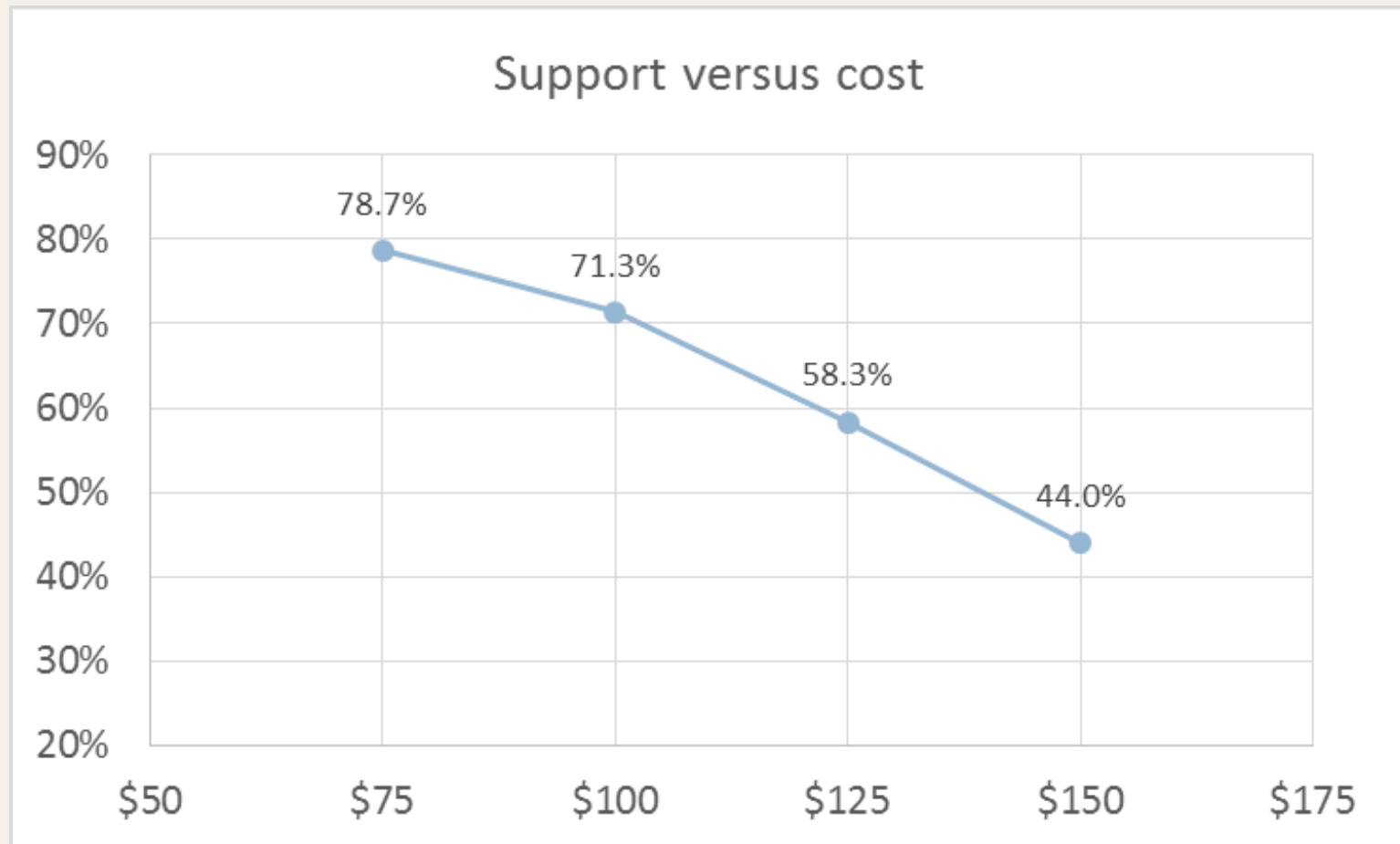
Impact of information (*cont.*)



Impact of cost information – levy increase

- Participants were asked about four potential property tax increases: \$75, \$100, \$125, and \$150 per year.
- To preclude responses given in anticipation of higher or lower options, dollar values were presented in random order.

Impact of cost information – levy increase



Potential tax impacts tested were \$75, \$100, \$125 and \$150.

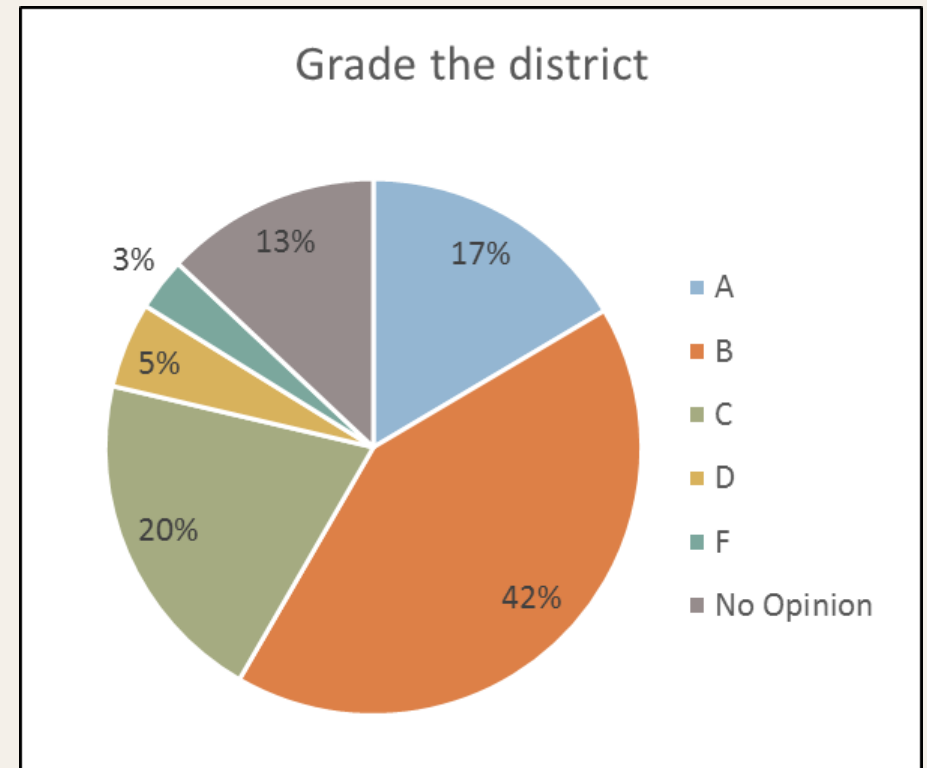
Grading the district

“Students are often given the grades of A, B, C, D and F to denote the quality of their work. Suppose that Saint Paul Public Schools were graded in the same way.

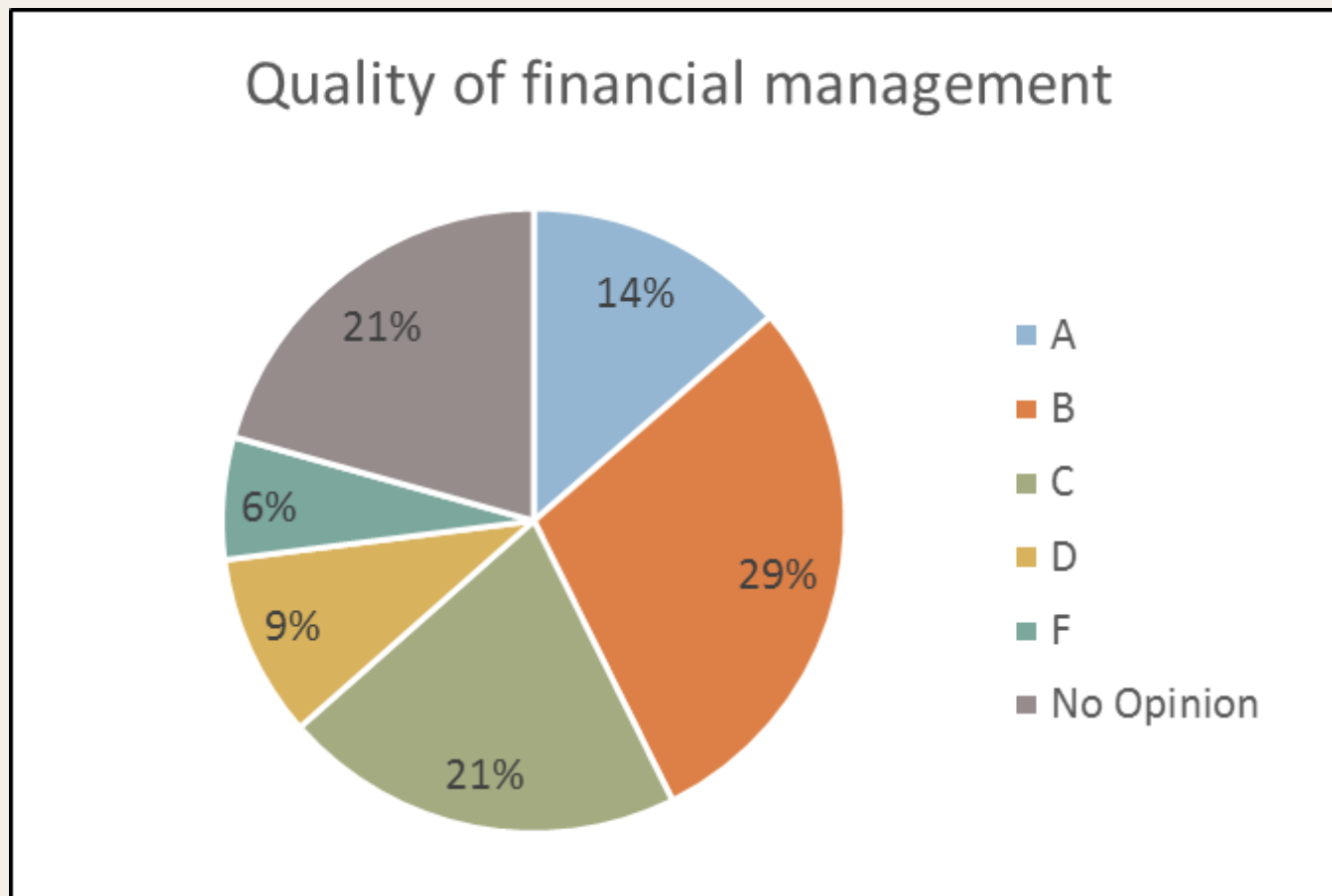
What grade would you give to the local public schools?”

Grading the district *(cont.)*

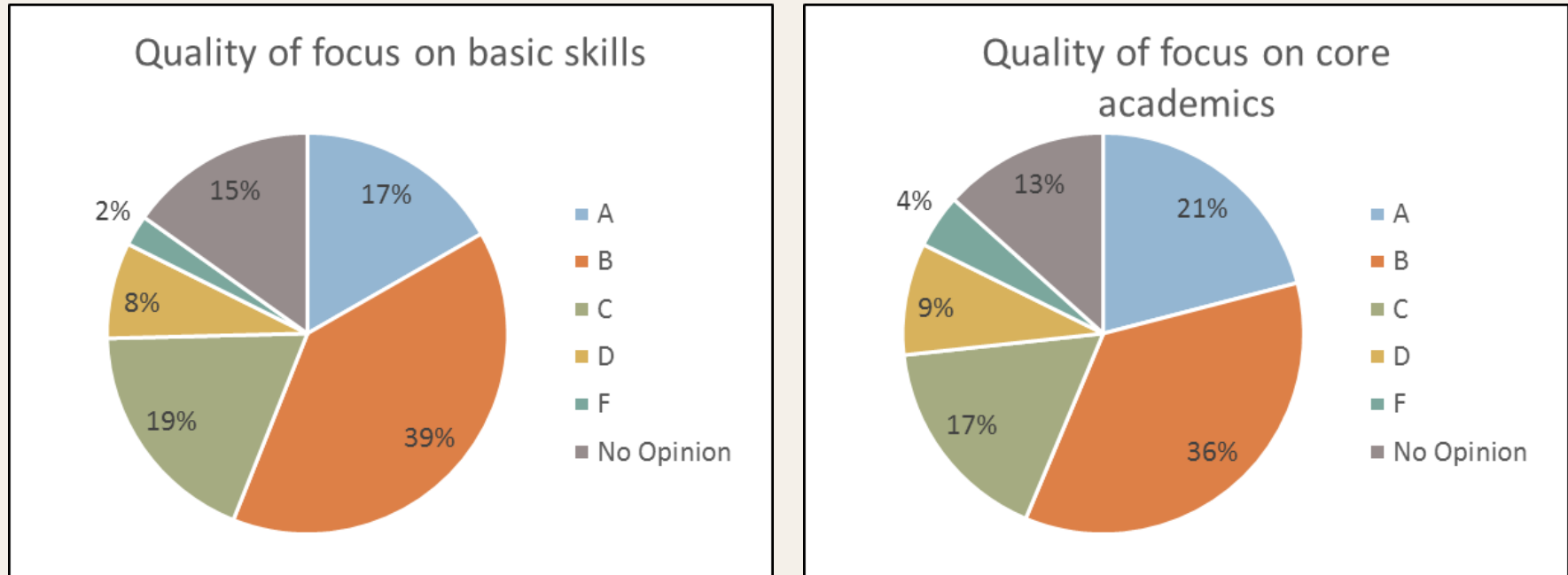
- 58% of respondents give A and B grades to the School District.
- 13% of participants could not offer a response.



Grading the district *(cont.)*



Grading the district (*cont.*)



Split sample; margin of error $\pm 5.7\%$.

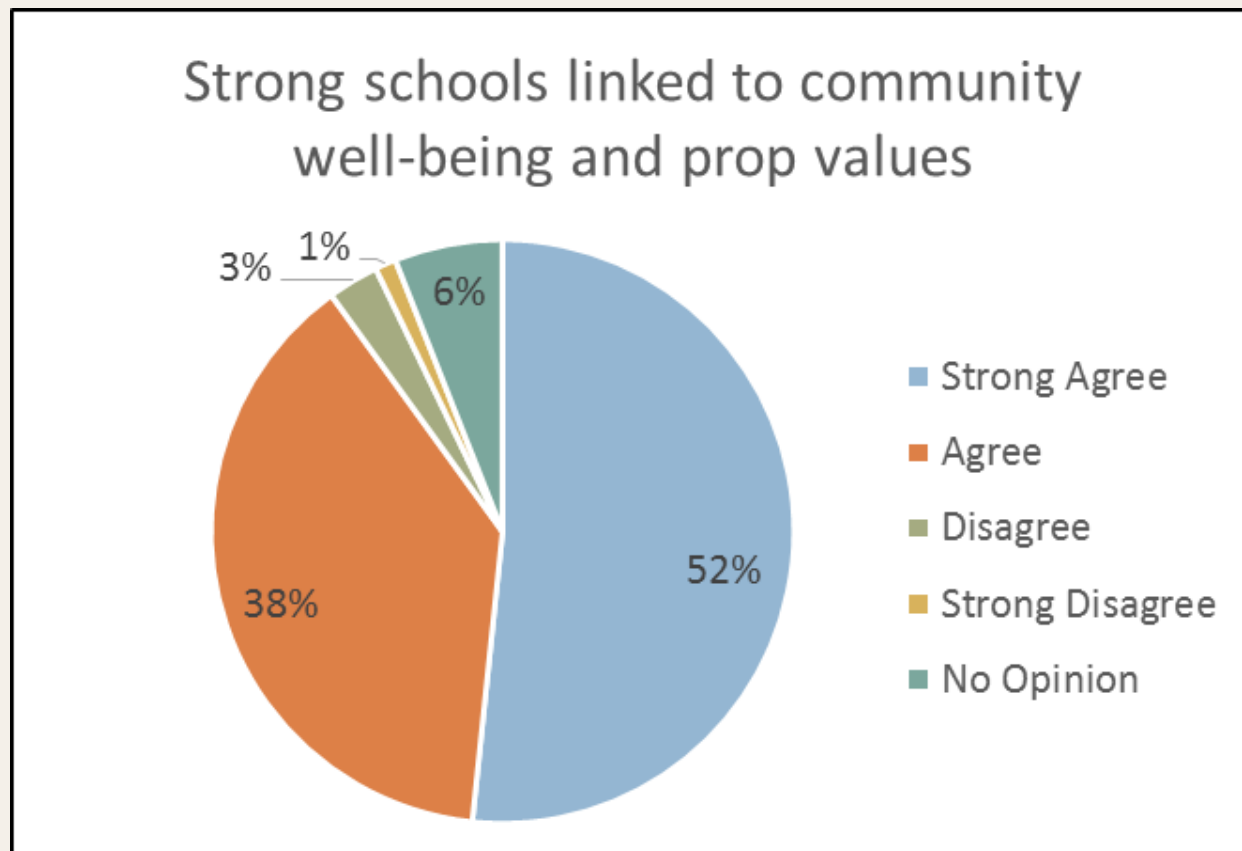
- Similar responses in each version of the question.

Grading the district *(cont.)*

- Participants were asked how much they agreed with the following statement:

“Strong public schools are directly linked to the well-being of our community and strong property values.”

Grading the district *(cont.)*



Thank You!

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