



# Reimagine Rdale: *Vision 2030 Team*

Meeting 2  
Feb. 25, 2025  
Cooper High School

# Land Acknowledgement

*We acknowledge Robbinsdale Area Schools is located on the homelands of the Dakota and Ojibwe people.*

*We recognize the painful history of genocide and forced assimilation of the Indigenous inhabitants of this land.*

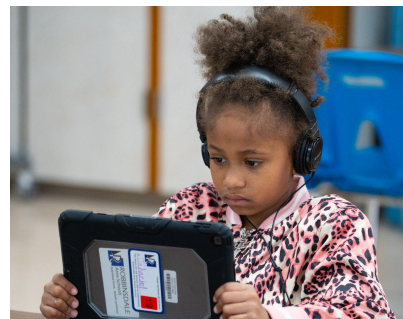
*We honor and respect the many Indigenous peoples who live on and hold sacred these lands, and we stand with members of these Nations to fight injustice in all of its forms.*

*We uphold the preservation of Dakota and Ojibwe languages, land based education, and tribal sovereignty.*

---

# Our Mission

*The mission of  
Robbinsdale Area Schools  
is to inspire and educate  
all learners to develop  
their unique potential and  
positively contribute to  
their community.*



# ***Vision 2030 Team: Purpose***

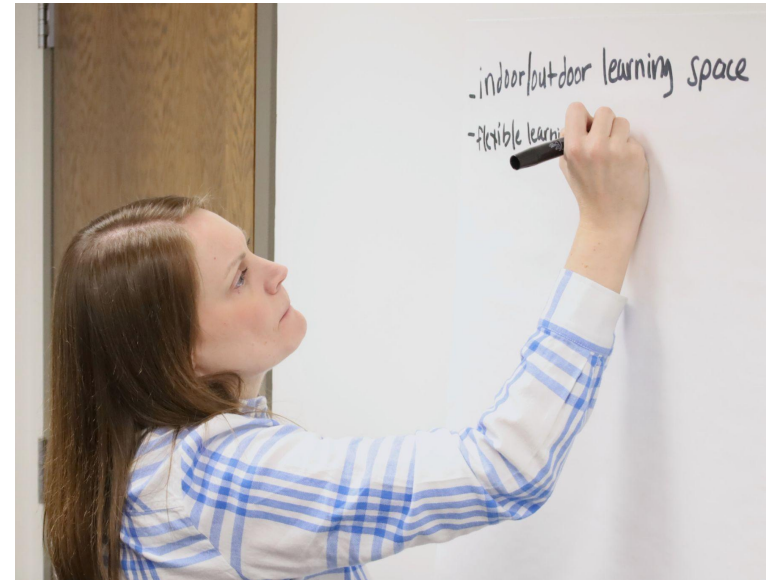
A community group reflective of the diverse makeup of our students and community population will engage in study, learning, and analysis to develop long-term recommendations for district priorities, financial stability, and considerations to reimagine the school district our students want, need, and deserve.





# ***Vision 2030 Team: Norms***

- Humor, joy and fun
- Speak your truth
- Have positive intent
- Be flexible in solution seeking
- Stay engaged
- Push one another and stay solution focused
- Use the equity magnifier
- Ensure all voices are heard
- Confidentiality of conversations that are not yet public



# ***Vision 2030 Team: Outcomes***

*Reimagine Rdale: Vision 2030 Team members will:*

- understand the most recent district demographic study and the impact on student enrollment and school district long-range planning;
- discuss current trends and educational research in comparison to understanding Rdale program offerings;
- continue to grow knowledge base and serve as key communicators and ambassadors of the authenticity of the community engagement process to elevate community voices; and
- connect with one another and begin to form a high functioning team.



# Opening Inclusion Activity

Introduce yourself at your table and share with one another what most resonated with you from the January meeting and what you have been thinking about since then.



# Follow up from January

- On Feb. 12 we had an abbreviated meeting for participants who missed the first full team meeting
- School Board engagement and parallel study was on the agenda for Feb. 18, but we ran out of time so that will occur March 3



# Questions From the Group

- *# of students enrolled in IB / AP and racial make up*
- *MCA data*
- *% participation in extracurricular activities in the state of MN to compare Rdale's stats to*
- *Breakdown by school of how many have completed the MN Student Survey so far.*
- **We're compiling your questions into a monthly shared document.**
- **Data regarding questions from last meeting is available in your packet.**

# Community Engagement

- Survey Responses: 4,079
- Community Engagement Meetings (3): 165
- Staff Engagement Meetings (8): 550
- Vision Team: 46
- Pop-Up Engagements (3): 345

Total so far: 5,185





# Shared Study and Learning

## Enrollment and Demographic Study

Dr. Hazel Reinhardt



# ROBBINSDALE AREA SCHOOLS ISD#281

ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

February 25, 2025

# COVID-19 EFFECTS

- Effects of Pandemic
  - Robbinsdale Area Schools
    - Kindergarten capture rate fell and has not returned to pre-Pandemic levels
    - Students shifted to other education options
      - Home school numbers increased
      - Open enrollment out and charter school enrollment increased but may not be Pandemic related

# CHANGE IN OTHER EDUCATION OPTIONS

Year	Nonpublic	Home School	Open Out	Charters
2014-15	1,379	273	1,620	961
2019-20	1,279	291	1,932	1,530
2020-21	1,223	371	2,043	1,520
2024-25	716	305	2,219	1,827

# PROJECTION ENVIRONMENT

- Low fertility
  - Fertility below replacement (2.11 children per woman at the end of childbearing). Minnesota at 1.75 in 2022 and falling
    - Number of births decreasing in U.S. and Minnesota
  - Fertility varies by race/ethnicity; urban/rural
- Population aging
  - Housing mix different; more apartments, condos, and townhomes. Unit types with few school age children per unit
  - Smaller percentage of households have children

# PROJECTION ENVIRONMENT

- Less mobility
  - U.S. fewer than 10 percent (8.4 percent) moved last year
    - Was 20 per cent per year since WWII
    - Mobility creates demand for housing
- Immigration from abroad slowed
  - Minnesota was very dependent on immigration for population growth in the past 25 years
- Minnesota population back to pattern of net out migration
  - Losing young adults—affects number of births
- Slow population growth
- Competition for students increasing in Minnesota



# KEY FINDINGS

- From 2014-15 to 2024-25
  - Robbinsdale Area Schools K-12 enrollment decreased by 1,916 students or -15.7 percent
    - “Perfect Enrollment Storm”
      - The district’s resident school age population decreased by 1,529 or -10.1 percent
      - Increased competition for students
        - Robbinsdale Area Schools had a net loss of 2,307 students to other public options in 2024-25
        - Robbinsdale Area Schools’ market share declined from 70.0 percent to 62.5 percent
    - Resident K-12 enrollment decreased by 2,092 students or -19.7 percent
  - Nonresidents make up 17.0 percent of total enrollment in 2024-25

# KEY FINDINGS

- **Hennepin and Suburban Hennepin County births decreased from 2008 to 2024**
- **Robbinsdale Area Schools experienced natural decrease every year in the past 10 years, which depresses enrollment growth**
- **Robbinsdale Area Schools experienced net *in* migration 6 out of the past 10 years. Net in migration in past 3 years**

# EDUCATION CHOICES

2023-24

	Minnesota	Robbinsdale Area Schools
Nonpublic settings	10.5%	10.1%
Traditional schools	7.5%	7.9%
Home schools	3.0%	2.2%
Public Options		
Open enrollment	9.3%	
In		16.6%
Out		14.3%
Charter schools	7.2%	13.2%
Capture Rate	72.6%	62.5%

# K-12 ENROLLMENT

Year	Total	Resident	Nonresident
2014-15	12,169	10,601	1,568
2015-16	12,499	10,611	1,888
2016-17	12,326	10,328	1,998
2017-18	12,014	10,068	1,946
2018-19	11,968	9,965	2,003
2019-20	11,814	9,910	1,904
2020-21	11,257	9,355	1,902
2021-22	10,855	9,069	1,786
2022-23	10,453	8,793	1,660
2023-24	10,213	8,508	1,705
2024-25	10,253	8,509	1,744

# COMPONENTS OF K-12 ENROLLMENT CHANGE

Fall to Fall	Total		Natural Increase/Decrease	Net Migration
	#	%		
2014 to 2015	330	2.7%	-199	529
2015 to 2016	-173	-1.4%	-240	67
2016 to 2017	-312	-2.5%	-179	-133
2017 to 2018	-46	-0.4%	-141	95
2018 to 2019	-154	-1.3%	-139	-15
2019 to 2020	-557	-4.7%	-333	-224
2020 to 2021	-402	-3.6%	-299	-103
2021 to 2022	-402	-3.7%	-424	22
2022 to 2023	-240	-2.3%	-366	126
2023 to 2024	40	0.4%	-224	264
Total	-1,916	---	-2,544	628

# K-12 ENROLLMENT

Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	928	918	865	845	863	895	731	793	705	709	736
1	917	928	893	847	830	854	834	733	780	713	711
2	954	942	907	875	862	806	790	806	711	762	743
3	904	945	944	876	870	823	757	745	791	703	774
4	870	969	1,032	958	888	841	796	720	741	776	708
5	932	862	945	994	949	870	798	728	700	717	747
6	839	1,108	965	884	957	925	798	729	676	706	713
7	901	967	1,002	916	881	955	889	779	748	708	725
8	916	969	945	985	915	858	891	859	756	739	700
9	946	962	958	972	1,019	989	912	973	943	832	831
10	974	936	935	957	951	1,011	989	901	953	953	837
11	971	888	911	901	949	923	980	966	874	935	946
12	1,117	1,105	1,024	1,004	1,034	1,064	1,092	1,123	1,075	960	1,082
Total	12,169	12,499	12,326	12,014	11,968	11,814	11,257	10,855	10,453	10,213	10,253



# COHORT SURVIVAL METHOD PROJECTIONS

- Cohort Survival Method
  - Both simple and complex
  - Ages each grade by moving it to the next higher grade in the following year
  - Requires making
    - Kindergarten projections
      - Resident births are a proxy
    - Assumptions about net migration or the survival rates from grade to grade

# DISTRICT PROJECTIONS

- Assumptions underlying these projections
  - The decline in resident births in Minnesota, Hennepin County and Suburban Hennepin County will have an effect
  - Suburban Hennepin County's share of Minnesota resident births is not likely to increase significantly
  - Robbinsdale Area Schools' share of Suburban Hennepin County resident births not likely to increase
  - Competition remains at its current percentages

# DECLINE IN RESIDENT LIVE BIRTHS

- 2008-2024
  - -14.3% Minnesota
  - -10.0% Suburban Hennepin County
- WHY?
  - Decline in fertility rates
  - Aging of the population

# RESIDENT LIVE BIRTHS

Year	Minnesota	Hennepin County	Suburban Hennepin County
2008	72,382	16,566	10,212
2009	70,617	16,344	10,017
2010	68,407	15,955	9,854
2011	68,416	15,943	9,894
2012	68,783	16,345	10,294
2013	69,183	16,584	10,468
2014	69,916	16,770	10,536
2015	69,835	16,829	10,626
2016	69,746	16,485	10,400
2017	68,603	16,333	10,451
2018	67,348	15,844	10,152
2019	66,033	15,430	9,908
2020	63,451	14,835	9,541
2021	64,444	14,722	9,773
2022	64,032	14,474	9,663
2023	61,727	13,841	9,048
2024*	62,036	14,178	9,186

# PROJECTED MINNESOTA 0-YEAR OLDS

Year	Projected Number	Adjusted Number
2021	70,274	
<b>2021 Actual</b>	<b>64,444</b>	
2022	64,897	
<b>2022 Actual</b>	<b>64,032</b>	
2023	65,396	
<b>2023 Actual</b>	<b>61,727</b>	
2024	65,895	
<b>2024 Actual*</b>	<b>62,036</b>	
2025	66,195	
2026	66,352	
2027	66,509	
2028	66,666	
2029	66,823	
2030	66,890	

# KINDERGARTEN PROJECTIONS

- Projected births (o-year-olds) statewide are very flat
- Hennepin County and Suburban Hennepin County also likely to be flat



# KINDERGARTEN AS A PERCENTAGE OF THE SUBURBAN COUNTY KINDERGARTEN POOL

Birth Years	Pool	Percentage	Kindergarten Year
2008; 2009	10,081	9.21%	2014-15
2009; 2010	9,908	9.27%	2015-16
2010; 2011	9,881	8.75%	2016-17
2011; 2012	10,162	8.32%	2017-18
2012; 2013	10,411	8.29%	2018-19
2013; 2014	10,513	8.51%	2019-20
2014; 2015	10,596	6.90%	2020-21
2015; 2016	10,475	7.57%	2021-22
2016; 2017	10,434	6.76%	2022-23
2017; 2018	10,251	6.92%	2023-24
2018; 2019	9,988	7.37%	2024-25
2019; 2020	9,662		2025-26
2020; 2021	9,697		2026-27
2021; 2022	9,699		2027-28
2022; 2023	9,251		2028-29
2023; 2024	9,141		2029-30

# KINDERGARTEN PROJECTIONS

- Kindergarten assumptions
  - Kindergarten/birth ratios
    - Low is 7.16% (average of the past four years)
    - High is 7.34% (average of the past six years)
  - Longer-term—2029-30 through 2034-35
    - In past 16 years, Suburban Hennepin County resident births fluctuated but increased from 14.11% of Minnesota resident births to 14.81% of Minnesota resident births
    - Hennepin County births based on 2024 population projections by the Minnesota State Demographic Center for Hennepin County

# SUBURBAN HENNEPIN COUNTY

## KINDERGARTEN POOL

Year	Pool
<b>2024-25</b>	<b>9,988</b>
<b>2025-26</b>	<b>9,662</b>
<b>2026-27</b>	<b>9,697</b>
<b>2027-28</b>	<b>9,699</b>
<b>2028-29</b>	<b>9,251</b>
<b>2029-30</b>	<b>9,141</b>
<b>2030-31</b>	<b>9,116</b>
<b>2031-32</b>	<b>9,068</b>
<b>2032-33</b>	<b>9,045</b>
<b>2033-34</b>	<b>9,018</b>
<b>2034-35</b>	<b>8,985</b>

Bold based on actual births

# KINDERGARTEN PROJECTIONS

- In the next ten years, the projected number of kindergarten students is lower than in the past ten years

# KINDERGARTEN PROJECTIONS

Year	@7.16%	@7.34%
2024-25	736	736
2025-26	692	709
2026-27	694	712
2027-28	694	712
2028-29	662	679
2029-30	654	671
2030-31	653	669
2031-32	649	666
2032-33	648	664
2033-34	646	662
2034-35	643	659
Total	6,635	6,803
Past ten years 8,060 Kindergarten students		

# NET MIGRATION

- Net migration has mostly been positive, especially in the past three years
- There is a consistent net inflow of students at Grade 9 and in the past three years in Grade 7
- Loss of students after Grade 10 is typical in Minnesota
- Inflow at Grade 12 reflects ALC

# NET MIGRATION

## YEAR TO YEAR

Grade	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22	22 to 23	23 to 24
K-5	73	19	-91	-2	-119	-244	-176	-71	-57	20
6-8	372	-25	-127	-41	-49	-172	-118	-55	29	7
9-12	84	73	85	138	153	192	191	148	154	237
Total	529	67	-133	95	-15	-224	-103	22	126	264

# NET MIGRATION YEAR TO YEAR

Grade	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22	22 to 23	23 to 24
K to 1	0	-25	-18	-15	-9	-61	2	-13	8	2
1 to 2	25	-21	-18	15	-24	-64	-28	-21	-18	30
2 to 3	-9	2	-31	-5	-39	-49	-45	-14	-8	12
3 to 4	65	87	14	12	-29	-27	-37	-3	-15	5
4 to 5	-8	-24	-38	-9	-18	-43	-68	-20	-24	-29
5 to 6	176	103	-61	-37	-24	-72	-69	-52	6	-4
6 to 7	128	-106	-49	-3	-2	-36	-19	20	32	19
7 to 8	68	-22	-17	-1	-23	-64	-30	-23	-9	-8
8 to 9	46	-11	27	34	74	54	82	84	76	92
9 to 10	-10	-27	-1	-21	-8	0	-11	-19	10	5
10 to 11	-86	-25	-34	-8	-28	-31	-23	-27	-18	-7
11 to 12	134	136	93	133	115	169	143	110	86	147
Total	529	67	-133	95	-15	-224	-103	22	126	264



# PROJECTED SURVIVAL RATES

Grade	Low Past Three Years	High Past Two Years
K to 1	0.999	1.007
1 to 2	0.997	1.010
2 to 3	0.996	1.003
3 to 4	0.995	0.994
4 to 5	0.968	0.966
5 to 6	0.977	1.002
<b>6 to 7</b>	<b>1.034</b>	<b>1.037</b>
7 to 8	0.982	0.989
<b>8 to 9</b>	<b>1.108</b>	<b>1.113</b>
9 to 10	0.999	1.009
10 to 11	0.981	0.987
11 to 12	1.123	1.128

# EFFECT OF SURVIVAL RATES IN TEN YEARS WITH LOW K ASSUMPTION

Survival Rates	Total	K-5	6-8	9-12
Past 3 Years	8,886	6,847	1,946	3,094
Past 2 Years	9,287	3,917	2,055	3,314

# EFFECT OF SURVIVAL RATES IN TEN YEARS

- Difference in survival rates
  - 401 students in total enrollment
  - 70 students K-5 or about 10 students per grade
  - 109 students 6-8 or about 36 students per grade
  - 220 students 9-12 or about 55 students per grade

# K-12 ENROLLMENT PROJECTIONS

- In ten years (2032-33)
  - K-12 enrollment projected to decrease
    - 2023-24 = 10,253
    - 2033-34
      - 8,886 to 9,457 or -13.3% to -7.8%
      - Most of the difference is the result of the migration assumptions, which mainly increases high school enrollment

# K-12 ENROLLMENT PROJECTIONS

Year	Low K Low Mig	High K Low Mig	Low K High Mig	High K High Mig
2024-25	10253	10,253	10,253	10,253
2025-26	10,000	10,017	10,065	10,082
2026-27	9,755	9,790	9,880	9,915
2027-28	9,649	9,701	9,830	9,884
2028-29	9,518	9,588	9,748	9,819
2029-30	9,433	9,520	9,709	9,797
2030-31	9,341	9,443	9,655	9,759
2031-32	9,233	9,350	9,585	9,705
2032-33	9,088	9,221	9,452	9,589
2033-34	9,029	9,177	9,413	9,566
2034-35	8,886	9,051	9,287	9,457

# K-12 ENROLLMENT PROJECTIONS

	K-5	6-8	9-12	Total
<b>2024-25</b>	<b>4,419</b>	<b>2,138</b>	<b>3,696</b>	<b>10,253</b>
<b>2029-30</b>				
Low K/Low Mig	4,081	2,124	3,228	9,433
High K/Low Mig	4,168	2,124	3,228	9,520
Low K/ High Mig	4,157	2,200	3,351	9,709
High K/High Mig	4,245	2,200	3,351	9,797
<b>2034-35</b>				
Low K/Low Mig	3,847	1,946	3,094	8,886
High K/Low Mig	3,944	1,996	3,112	9,051
Low K/ High Mig	3,917	2,055	3,314	9,287
High K/High Mig	4,016	2,108	3,334	9,457

# CHANGE IN ENROLLMENT

- 2025-2029
  - K-5 decreases 174 to 338 from 2024-25 enrollment
  - 6-8 decrease 14 or increases 62 from 2024-25 enrollment
  - 9-12 decreases 345 to 468 from 2024-25 enrollment
- 2034-35
  - K-5 decreases 403 to 572 from 2024-25 enrollment
  - 6-8 decreases 30 to 192 from 2024-25 enrollment
  - 9-12 decreases 362 to 602 from 2024-25 enrollment

# K-12 ENROLLMENT PROJECTIONS

What could make these district wide projections

- Too high
  - Projected kindergarten is too high (county kindergarten pool too large; Robbinsdale's capture rate decreases)
  - Fewer nonresident students enroll in the Robbinsdale Area Schools and/or more residents leave the district for their education
- Too low
  - Projected kindergarten is too low (county kindergarten pool too small; Robbinsdale's capture rate increases)
  - More nonresident students enroll in the Robbinsdale Area Schools and/or more residents stay in the district for their education



# WHAT ABOUT HOUSING?

- Relationship between housing and K-12 enrollment is complex
  - **Unit type** affects school age child per unit yield
    - Single-family detached units have the highest student yield per unit
  - Newer single-family detached units yield more students per unit than older single-family detached units
  - As single-family detached units sell, student yield usually increases in the new units. In older units, yield is likely to decrease
  - Market value of single-family detached units affect yield. Moderately to higher priced units have higher per unit yield
  - Senior units—no students

# YIELD PER UNIT TYPE

- Results of studies in four states—Minnesota, Wisconsin, Illinois, and Colorado
  - **Single family detached K-12 yield varies by school district and by attendance area within school districts**
  - Townhome yield is very consistent across all school districts across states—0.22
  - Apartments yield is very consistent across all school districts across states—0.11 to 0.15
  - Condominiums yield almost no school age children—0.02 to 0.05

# NEW HOUSING VERSUS ENROLLMENT

- 2020-2024, 632 additional housing units in the district but only 71 were single-family detached units
  - District's school age population declined
    - Other factors at play
      - Decline in births
      - More empty nesters
      - New residents with no school age children

# NEW HOUSING VERSUS ENROLLMENT

- 2025-2029, 842 to 890 projected housing units but only 58-61 are single-family detached
- Estimated school age population over five years
  - Townhomes—less than 50
  - Apartments—less than 60
  - Single-family detached—30 to 40
  - **However, these projected students do not automatically translate into additional students**
- **New housing units will not stop enrollment decline**



THANK YOU



ROBBINSDALE  
Area Schools

# Dinner



# Intentionality: Budget Reduction Process and *Reimagine Rdale: Vision 2030*



Ladies!

# ***Reduce, Reimagine, AND Lean into the Potential***

- *Transformative Potential-Based Leadership*
- *\$21 Million Reduction Process (Mind the Gap)*
- *Reimagine Rdale Process Review*



# Transformative Potential-Based Leadership

FRAMEWORK  
ESTABLISHING THE  
CONTEXT FOR  
CREATING THE  
CONDITIONS



# Why Potential-Based?

- Focusing on problems put the focus on fixing problems that bring us back to the existing system
- Allows for creativity
- Avoids deficit mindset
- Equitable approach



# Why Potential-Based?

- Burns (1971), “When leaders and followers elevate one another to higher levels of motivation and morality”-thus “transforming” them through shared values and purpose
- Everyone has a leadership role
- Relationships built on trust and collaboration
- Improve organization via innovation and transformation

# Wallowing in the Mud

- It's OK to wallow...to reflect, to dwell and to contemplate...it's OK to *pause*
- It's not OK to stay in the mud
- Get out of the mud and get to work



# Shellacked in Positivity is Not a Bad Thing\*\*

- Positive impacts of positivity: activate prefrontal cortex, reduce stress hormone cortisol, make it easier to reflect, better immunity, lower risk of premature death...
- Positive people boost your self-esteem and make you feel more hopeful about the future

\*\*Not talking about “toxic positivity” or the idea of avoiding or repressing negative events.

# **For the Good of the Group (FG<sup>2</sup>): Actions Steeped in Love & Kindness**

- Consideration of the community and stakeholders is centered in the work
- Actions have impact
- Accountability to “the Group”

*Uncover where  
potential exists*

**TPBL**

*Wallow (Study, PDSA)*

*Act  $FG^2$*

*Transformation*



# AI Framing Request

**Hi Claude: I have a leadership issue related to envisioning our work as a school district during a time of budget reductions. Can you please pose a question that is potential-based instead of problem-based? Show me the difference with both types of questions.**



# Problem-Based

*How can district leaders **minimize** the **negative impact** of budget cuts while maintaining essential educational services and preventing **staff burnout**?*

# Potential-Based

*How might we **leverage** our district's  
**collective wisdom** and  
community partnerships  
to reimagine educational delivery in ways  
that **enhance** student learning experiences  
while **stewarding resources sustainably**?*

# Potential-Based

How might we **leverage** our district's **collective wisdom** and community partnerships to reimagine educational delivery in ways that **enhance** student learning experiences while **stewarding resources sustainably**?

- Shifts from scarcity mindset to abundance thinking
- Transforms “maintaining” to “reimagining” and “enhancing”
- Focuses on sustainability rather than cuts
- Views the situation as an opportunity for innovation
- Includes stakeholders as partners rather than recipients
- Centers student learning experiences

# Intentionality: Budget Reduction Process and *Reimagine Rdale*

- \$21 Million Reduction Process
- *Reimagine Rdale* Process Review



# Next Steps: 2025-26 Budget

## **Short Term Solution:** Budget Reduction Process

1. Review and analyze stakeholder budget reduction data collected last year
2. Engage stakeholders in current process
3. Prioritize impact of potential reductions
4. Inform our board members and school community throughout process



*From first Town Hall meeting presentation: November 18, 2024*

# 2024-25 Planned Reductions

## (Spring 2024)

ESC Departments	Planned	Gap	Actual
Administration	\$ 973,152	\$188,202	\$784,950
Technology	\$ 665,600	\$ 0	\$ 665,600
Communications	\$ 84,828	\$ 0	\$ 84,828
Business Services	\$ 138,450	\$ 0	\$ 138,450
HR / Nutrition * \$72,492 change	\$ 205,174	\$60,230	\$ 144,944
C&I, Enrollment, Assessment * \$72,492 change	\$ 1,706,845	\$ 692,337	\$ 1,014,508
Community Education	\$ 35,079	Not option	\$ 10,000

# 2024-25 Planned Reductions

## (Spring 2024)

Schools and Other Categories	Planned	Gap	Actual
School-based Reductions	\$ 11,115,081	\$11,115,081	\$ 0
Non-Personnel Reductions	\$ 2,450,000	\$2,050,000	\$400,000
<b>TOTAL</b>	<b>\$17,374,290</b>	<b>\$14,105,850</b>	<b>\$3,243,280</b>

Total **planned**  
general fund  
reduction:

**\$17.4 million**

Total **realized**  
general fund  
reduction:

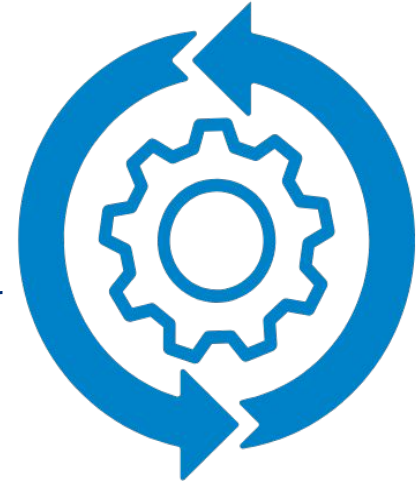
**\$3.24 million**

Total **gap** in  
general fund  
reductions:

**\$14.1 million**

# Current Process

1. **Identify Issues:** Staff and administrative teams are studying budget areas of challenges, opportunities and impact.
2. **Research & Reactions:** Issues are studied with reactions and research shared with leadership groups and stakeholders for review.
3. **Options:** Feedback is gathered to refine and generate actionable options and additional input or feedback.
4. **Decision:** Stakeholder input informs recommendations and guides decision-making.
5. **Communicate:** Final decisions are presented to leadership teams and the school board.





# Multiple Areas of Review

Areas of review in different stages of that process:

- **Open Enrollment Transportation:** Policies and options for Minneapolis zip codes
- **Class Size Ratios:** Balancing staffing levels to optimize learning environments
- **Middle School:** Evaluating structure and programming for middle school success



*This work is guided by stakeholder input and data analysis to shape decisions and recommendations.*

# Multiple Areas of Review

Areas of review in different stages of that process:

- **Program Offerings:** Assessing programs to ensure alignment with district priorities
- **Service Models:** Reviewing service levels to maintain quality and efficiency
- **Organizational Structure:** Analyzing the most efficient district and department staffing model.



*This work is guided by stakeholder input and data analysis to shape decisions and recommendations.*

# Timeline: Final Reductions

A final summary of recommendations for reductions to the 2025-26 budget, including an analysis of last year's reductions and this year's areas of study, will be presented to the School Board in March.



# Long-Range Community Engaged Planning Process

1. Academic Visioning: What do our students want, need and deserve?
2. Program Audit and Alignment
3. Facility Assessment and Enrollment
4. Repurposing, Renovating, and Potentially Closing Buildings
5. Possible Bond Request



*Original presentation Town Hall Meeting November 18, 2024*

---

# Reimagine Rdale: Vision 2030

**Purpose:** Building long-term fiscal stability and reimagining Robbinsdale Area Schools to meet student needs. Pillars of the work:

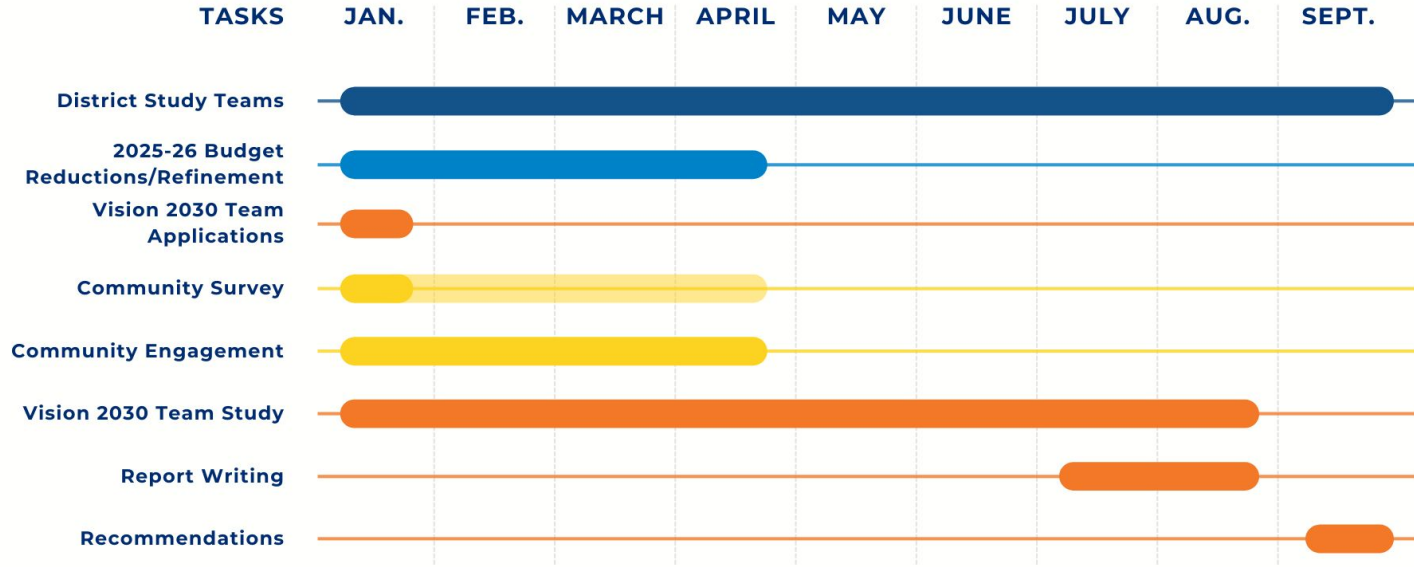
- **Vision 2030 Team:** A 46-member stakeholder team driving the process
- **Community Survey:** Gathering large-scale feedback from district families and community members
- **Community Engagement:** Robust efforts to ensure diverse perspectives shape the future





# Tentative Timeline to Reimagine Rdale

We face a \$20 million deficit and we remain committed to creating a future our students want, need and deserve. Together, through community input and collaboration, we'll shape solutions and priorities for a stronger district.



# Community Survey

**Now Open:** Survey was launched Jan. 8

**Outreach:** Postcards mailed to all community addresses to ensure easy access for all stakeholders; also:

- Website; staff, family and school newsletters
- School-specific outreach – staff and students
- Social media
- Media partners

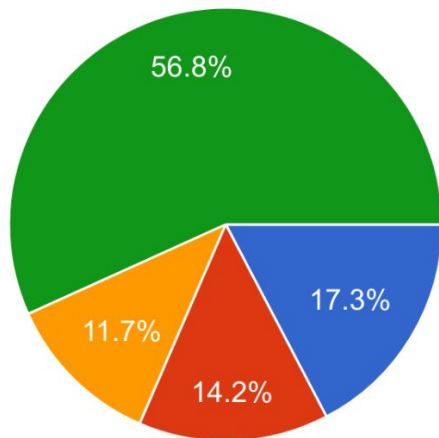
**Purpose:** First step in gathering collective hopes and dreams for student success and the district's future



# Community Survey

Which of the following best describes you? | ¿Cuál de las siguientes opciones mejor lo describe?  
| Kuwa soo socda keebaa sida ugu fiican kuu sifeynaya?

4,073 responses



- Parent/family/guardian of Rdale student  
| Padre/madre/familiar/tutor de un  
estudiante de Rdale | Waalidka/qoyska/  
mas'uulka ardayga Rdale
- Community member | Miembro de la  
comunidad | Xubin Bulsho
- Rdale staff | Personal de Rdale |  
Shaqaaale Rdale
- Rdale student | Estudiante de Rdale |  
Arday Rdale



# ***Vision 2030 Team***

**Mission:** Develop long-term recommendations for district priorities and resource allocation

**Application process:** 154 applicants; 11-person team reviewed applications using rubric; team selected

**Meetings:** Jan. 29, Feb. 25, March 25, April 30, May 20, June 17, July 10, Aug. 13. Final recommendations presented to the school board in September 2025

**Diverse Representation:** Reflective of the diverse makeup of our student and community population



# Community Conversations

**Building Meetings:** Dates set to engage students and staff in February and March

**District-Wide Events:** Community engagement events begin in February

**Pop-Up Sessions:** Smaller events to meet stakeholders where they feel safe and comfortable

**Inclusivity:** Engagement available in other languages to ensure accessibility



# What We Are Hearing

- Strong interest in hands-on learning opportunities
- Increased demand for project-based learning experiences
- Desire for more experiential learning to deepen student engagement
- More opportunities for outdoor learning and exploration



# Research activity

*What did you research?*

*What did you learn?*

- Share at your table, then we'll share as a larger group



# Rdale's Programming

## Active learning

We're going to break into four groups, then get up and on our feet and through four different learning areas to discover more about Rdale's programming. We're going to spend 15 minutes per room learning about:

- AVID, BARR
- Restorative Practices
- Magnet Schools
- Pathways, PSEO, IB, AP, College in Schools, etc.

# Key messages and Closure Activity

The **community knows** this group convened tonight; **what do we want them to know** about our time together?



# Community Feedback

## Norms:

- Open space for engagement
- Respectful dialogue
- 2 minute time limit

## Reimagine Rdale: Vision 2030

**Community Survey:** Scan the QR code to share your thoughts by completing the Reimagine Rdale survey!







ROBBINSDALE  
Area Schools

# Thank You

