



**Saint Paul**  
PUBLIC SCHOOLS

# Envision SPPS:

## Our plan for well-rounded programs

Board of Education | July 20, 2021

# What you will learn:

1. Envision SPPS > Well-rounded Education for all students
2. Collaborative Workgroups status update
3. Data: Factors impacting enrollment trends
4. Solutions and options
5. Engaging school communities
6. Next steps

# SPPS Achieves: Envision SPPS

## Strategic plan priority: Program Evaluation / Resource Allocation

Objective 5: Allocate resources based on program effectiveness and organizational priorities.

### Objective: 5.3 Align school facilities with well-rounded programs.

- Develop operational measures to assess building utilization, virtual connectivity, transportation costs, and equitable access to well-rounded programs
- **Align well-rounded education program measures, ideal school sizes, and parent demand for programs to determine facility allocations and major capital investment decisions**
- Adjust capital investments to ensure they meet the District's equity policy goals.

# Collaborative Workgroups

- 1. College and Career Paths**  
Co-Led by: Leah Corey and Anna Morawiecki
- \*Early Childhood Education**  
Led by: Lori Erickson
- \*Enrollment**  
Led by: Jayne Williams
- Facilities Utilization/Alignment**  
Led by: Tom Parent
- \*Language Immersion**  
Led by: Dr. Efe Agbamu
- \*Integration**  
Led by: Sherry Carlstrom
- 7. Middle School Model**  
Led by: Amanda Herrera-Gundale
- \*Montessori Pathway**  
Co-Led by: Jayne William and Andrew Collins
- \*Special Education**  
Led by: Marcy Doud
- 10. \*Talent, Development and Acceleration Service Pathway (TDAS)**  
Led by: Benjamin Lacina
- 11. Well-rounded Education**  
Co-Led by: Megan Dols Klingel and Craig Anderson

\*Has external stakeholders such as parents or organizations

# Preparing for greater equity and access to new learning opportunities and expectations

1. School program size determines ability to deliver a well-rounded equitable education to all students
2. Flexible and adaptive spaces; larger spaces needed
  - Welcoming partners
  - Expansion of pre-kindergarten ed.; adapting facilities for 3 and 4 year olds
  - Special Education growing
3. Integrating innovative technology to enhance new learning expectations for virtual learning; SPPS online learning school
4. Equity and diversity impact assessment > NAACP

# DATA: Factors impacting enrollment trends

- Demographics are changing
- Families school enrollment options continue to increase
- Our youngest learners will be different

# Shifting Demographics: Birth rates declining nationally

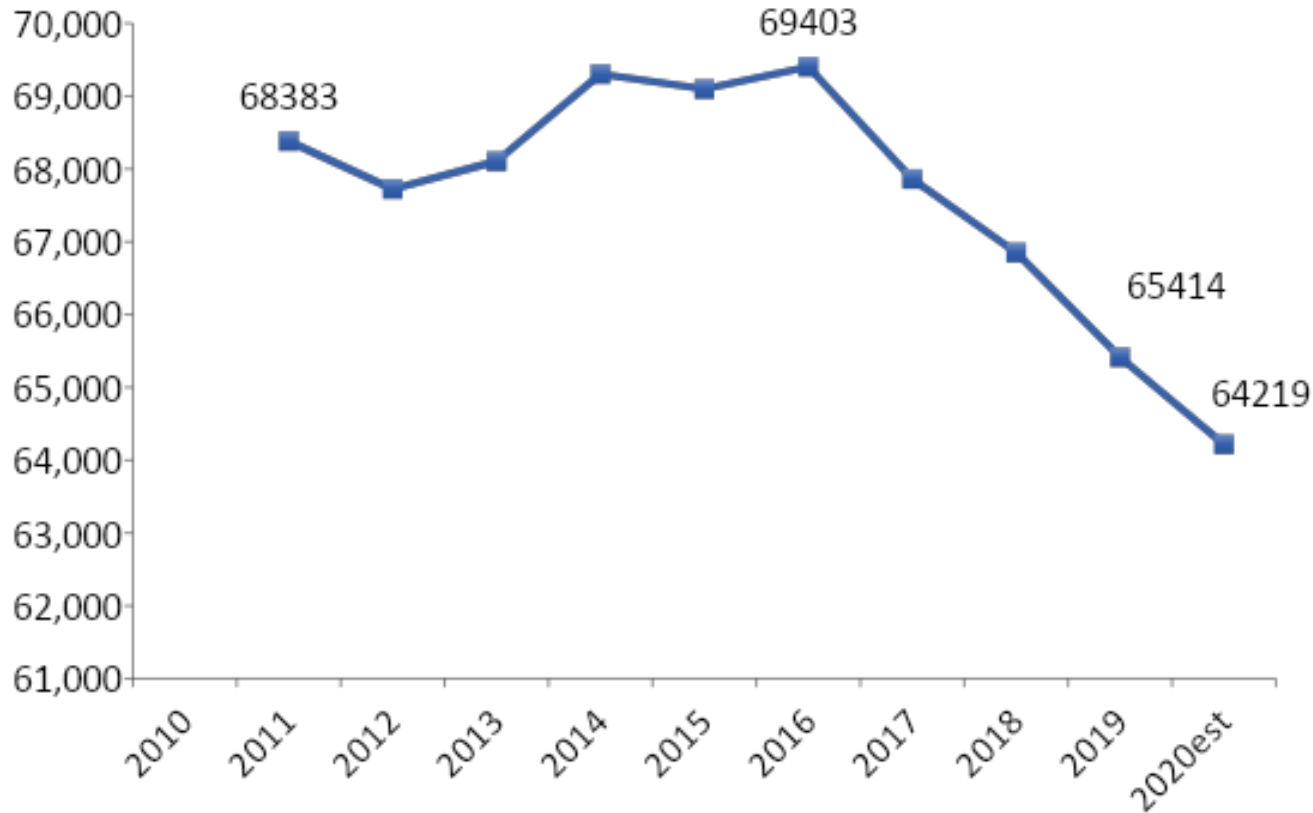
[Births in U.S. Drop to Levels Not Seen Since 1979,](#)  
The Wall Street Journal

[Half a million fewer children? The coming COVID baby bust,](#)  
Brookings Institution

[U.S. Births Continue to Fall, Fertility Rate Hits Record Low](#)  
U.S. News

[The U.S. birth rate began dropping years before the pandemic.](#)  
[Here's why,](#) PBS News Hour

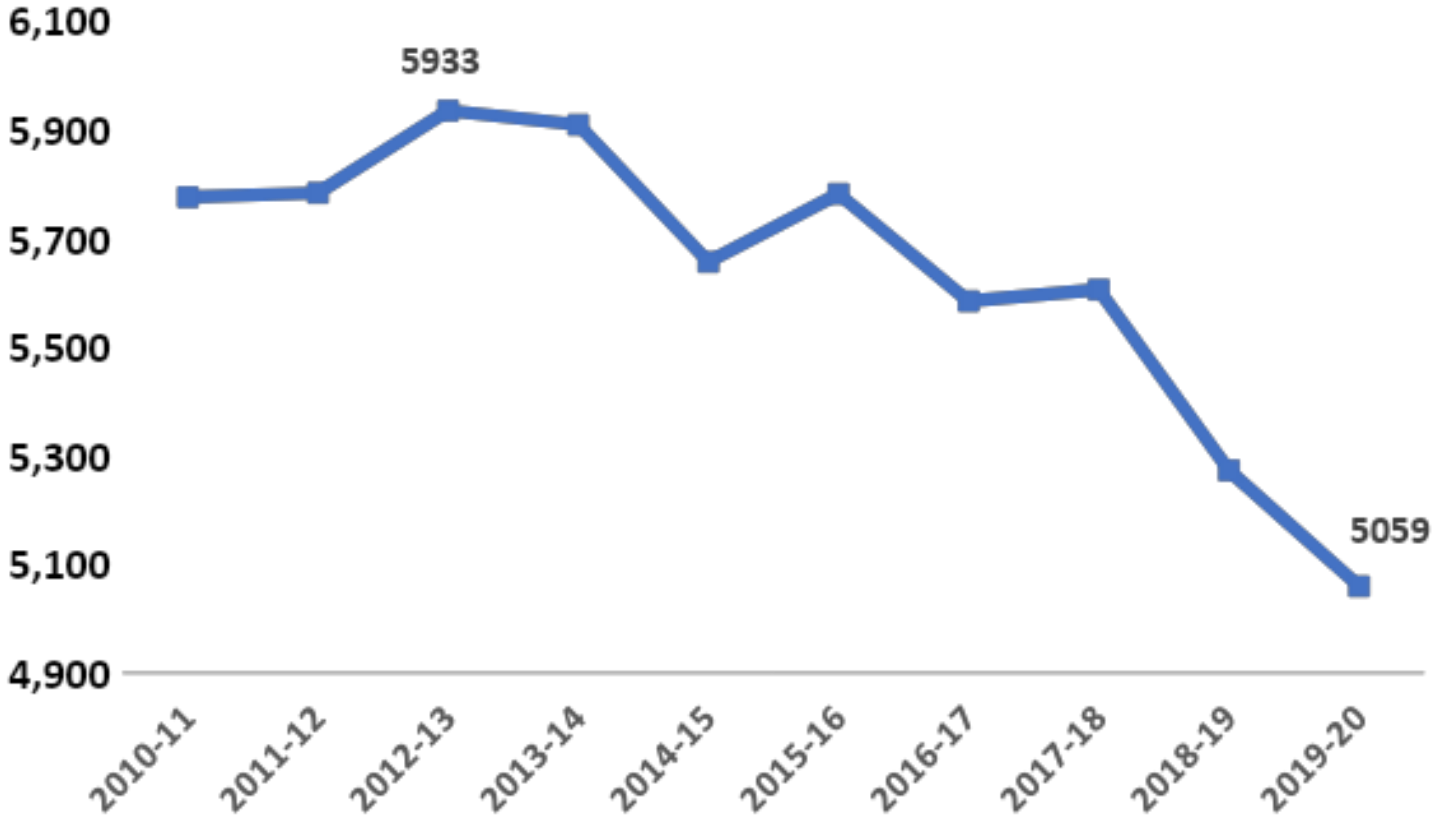
# Shifting Demographics: Births in Minnesota last 10 years\*



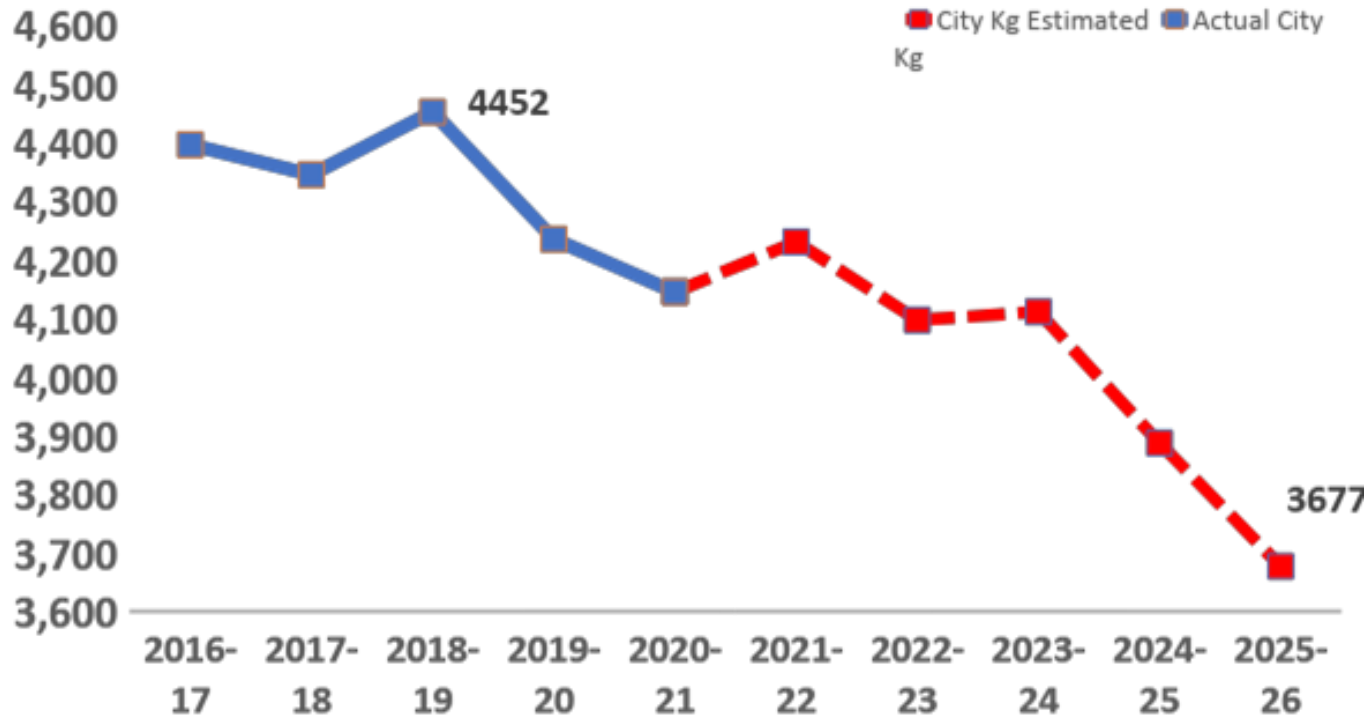
\*Adjusted to school year; Source: Office of Vital Records



# Shifting Demographics: Births in St. Paul last 10 years



# Shifting Demographics: St. Paul residents kindergarten enrollment; Last 5 years with next 5-year estimate based on births



Source: MN Dept. of Education

# Factors impacting enrollment trends

- **Demographic shifts:** Decreased birth rates will continue to impact K-5 enrollment in near future and across all grades long term as fewer school-aged children live in city
- **Students/families have more educational options:**
  - Other private and public educational options continue to grow through new openings and expansion
  - Integration policy and adjoining districts boosts open enrollment offerings and programs
- **Growth in family friendly housing** units (Ford Plant) may start enrollment additions by 2023 but only in a few neighborhoods/schools

# Our plan for Well-rounded Education

## Categories:

- Unsustainable enrollment
- Small enrollment
- Ideal enrollment
- Large enrollment

## Defined by:

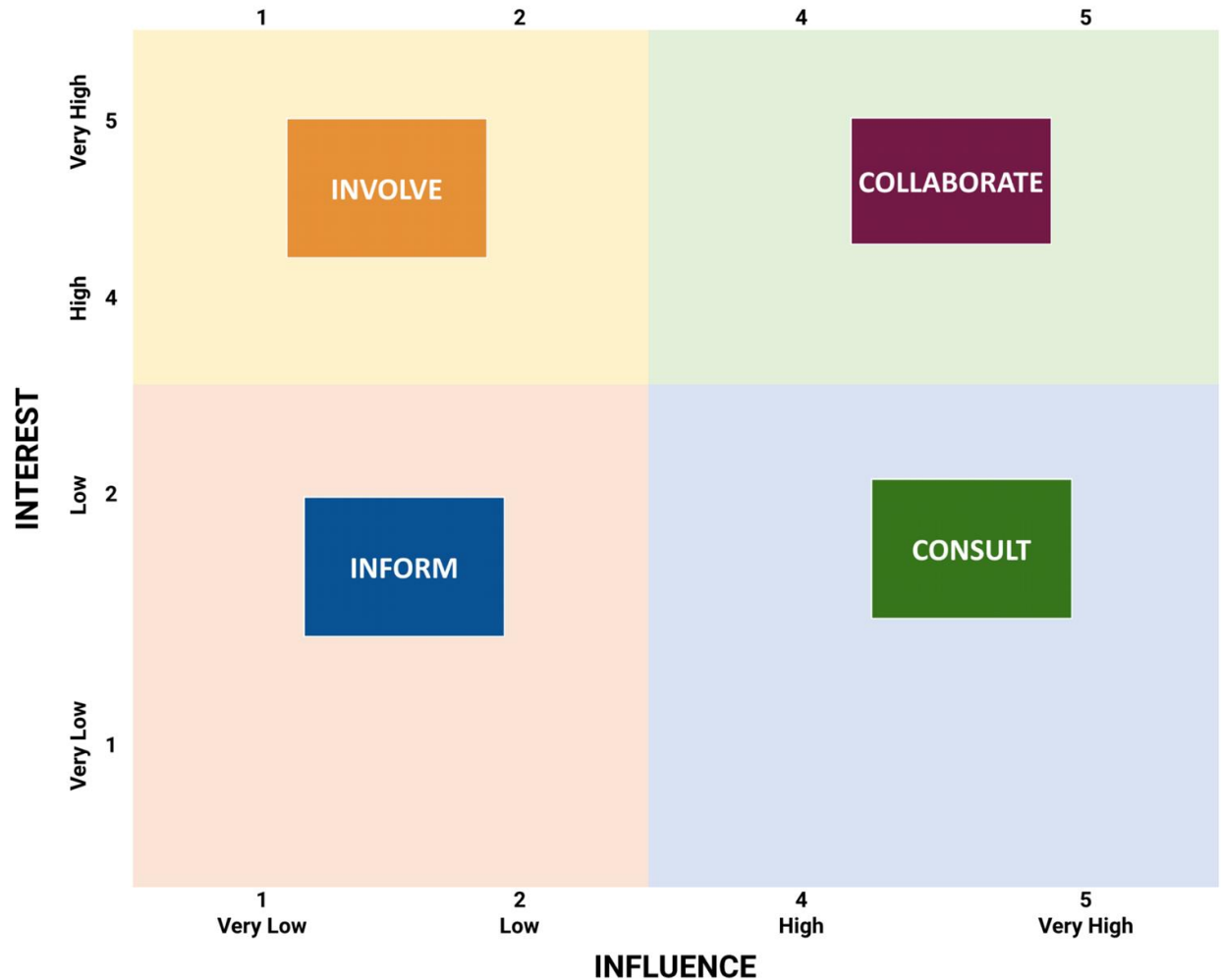
- Student enrollment
- Number of sections/grade, e.g., .5 up to 4 sections
- Location
- Other factors, e.g., partners, co-located programs

# We have solutions and options

- Sustainable
- Co-locate
- Combine
- Merge
- Relocate
- Shared and contracted services
- Close
- Repurpose
- Very minor tweaks to attendance areas and pathways

# Engagement and Next Steps

# Workgroup Stakeholder Mapping



# Engagement Model

## IAP2'S PUBLIC PARTICIPATION SPECTRUM



INCREASING IMPACT ON THE DECISION

INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.



# Engagement Model

IAP2'S PUBLIC PARTICIPATION SPECTRUM



INCREASING IMPACT ON THE DECISION



TIMELINE	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
<b>SY20-21: Findings and Recom- mendations</b>	<b>Families/ students/ staff</b>	<b>Workgroups</b>	<b>Workgroups</b>	<b>Core Planning Team</b>	<b>Superintendent and Senior Leadership</b>
<b>SY21-22: Solutions proposed and VOTED on</b>	<b>Families/ students/ staff</b>	<b>Core Planning Team</b>	<b>Superintendent and Senior Leadership</b>	<b>Superintendent and Senior Leadership</b>	<b>Board of Ed.</b>
<b>SY22-23: Solutions begin to be IMPLEMENTED</b>	<b>Families/ students/ staff</b>	<b>Families/ students/ staff</b>	<b>Families/ students/ staff</b>	<b>School Leadership Councils</b>	<b>Principals, Assistant Sups., District Leadership</b>

# Next Steps

- Summer: Core Planning Team:
  - Planning on how to best use facilities differently
- Summer/early fall: Inform and consult SPPS building leaders and staff
- Fall/winter: Inform families, community and partners on plan for providing all students with access to well-rounded education
- Winter/spring: Consult affected school communities about program changes and next steps
- Winter/spring: Involve and collaborate with affected school communities to start Envisioning new school programs

# Questions?