

Work Session

Tuesday, February 20, 2024 5:30 PM

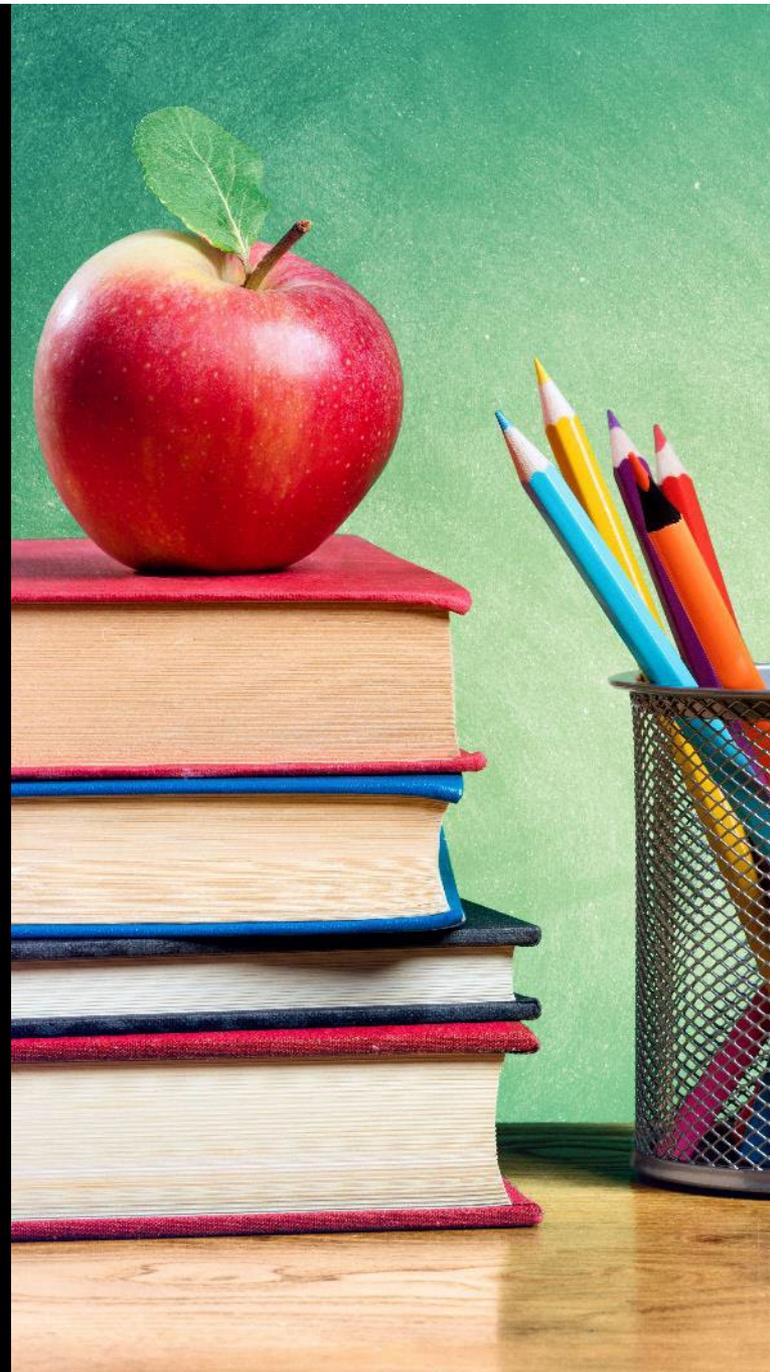
Fridley Community Center, 6085 7th Street NE, Fridley, MN 55432

A. Signing Required Documents	Presenter: Dr. Brenda Lewis
B. <u>OVERSIGHT OF OPERATIONS</u>	
B.1. Survey Results	Presenter: Dr. Don Lifto
B.2. Facilities Presentation	Presenter: CESO/Ehlers
C. <u>INFORMATIONAL ITEMS</u>	
C.1. At the Next Work Session - No early March work session (Presidential Primary)	Presenter: Dr. Brenda Lewis
C.2. Board Scholarship	Presenter: Board Chair
C.3. Important School Board Dates	Presenter: Board Chair
C.3.a. AMSD Board of Directors Meeting - Karnopp March 5, 2024 7:30 AM Quora Education Center	
C.3.b. NE Metro 916 Meeting - Jones March 6, 2024 6:00 PM Bellaire School	
C.3.c. NWSISD Joint Powers Board MEeting - Meisner March 20, 2024 6:15 PM NWSISD District Office	
C.3.d. Schools for Equity in Education - Auna April 26, 2024 9:30 AM DoubleTree Hotel - Roseville	
D. <u>PUBLIC FORUM</u>	Presenter: Board Chair

Fridley Public Schools

2023 Community Survey Summary of Results

The Morris Leatherman Company





INTRODUCTION

Survey outline

- Survey included interviews with 400 registered voters in the Fridley school district.
- Interviews were completed between November 8th and November 20th.
- Survey included 35 questions; average interview length was 11 minutes.
- Approximate margin of error is $\pm 4.8\%$.



INTRODUCTION

Who we called

- Interview process included demographic targets intended to provide a representative sample of voters in the district.
- To the extent that any demographic dimension was under- or over-sampled, sample weights were adjusted to compensate.

Who we called *(cont.)*

- Demographic targets included:
 - Age
 - Gender
 - Parent status
 - Voting history
 - Geographic area
- Cell phones and homeownership were tracked but were not demographic targets.

Survey structure

- This survey focused on a potential increase to the District's operating levy, including impacts of funding on school programs and related tax impacts.
- Additional questions asked for general opinions about the District and sources of information about District news and events.

Initial support for operating levy

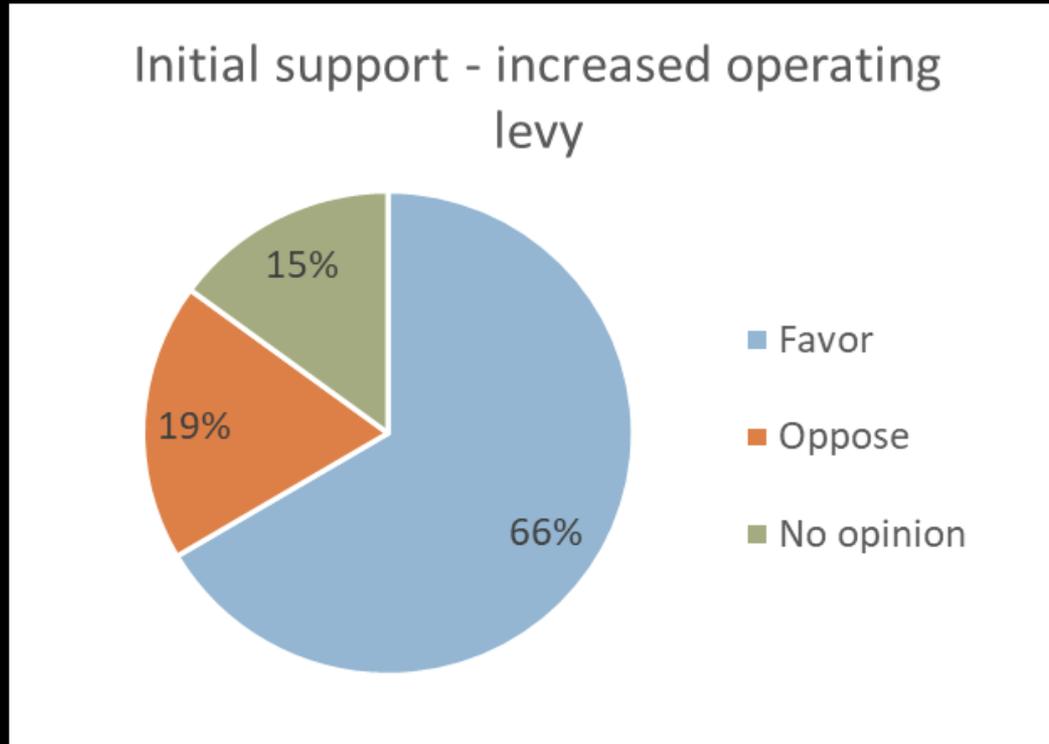
“Fridley Public Schools has a voter-approved operating levy in place that provides the District with approximately \$600 per student of additional operating money to help fund teaching and learning and classroom expenses. The funding from this operating levy is well below the average as compared to the metropolitan area and comparably sized school districts.

To avoid significant budget cuts in future years, the District plans to ask voters in 2024 to increase property taxes to provide additional per student annual funding for the District.

Based on what you know now, would you favor or oppose such a proposal?”

OPERATING LEVY

Initial support



Effect of information

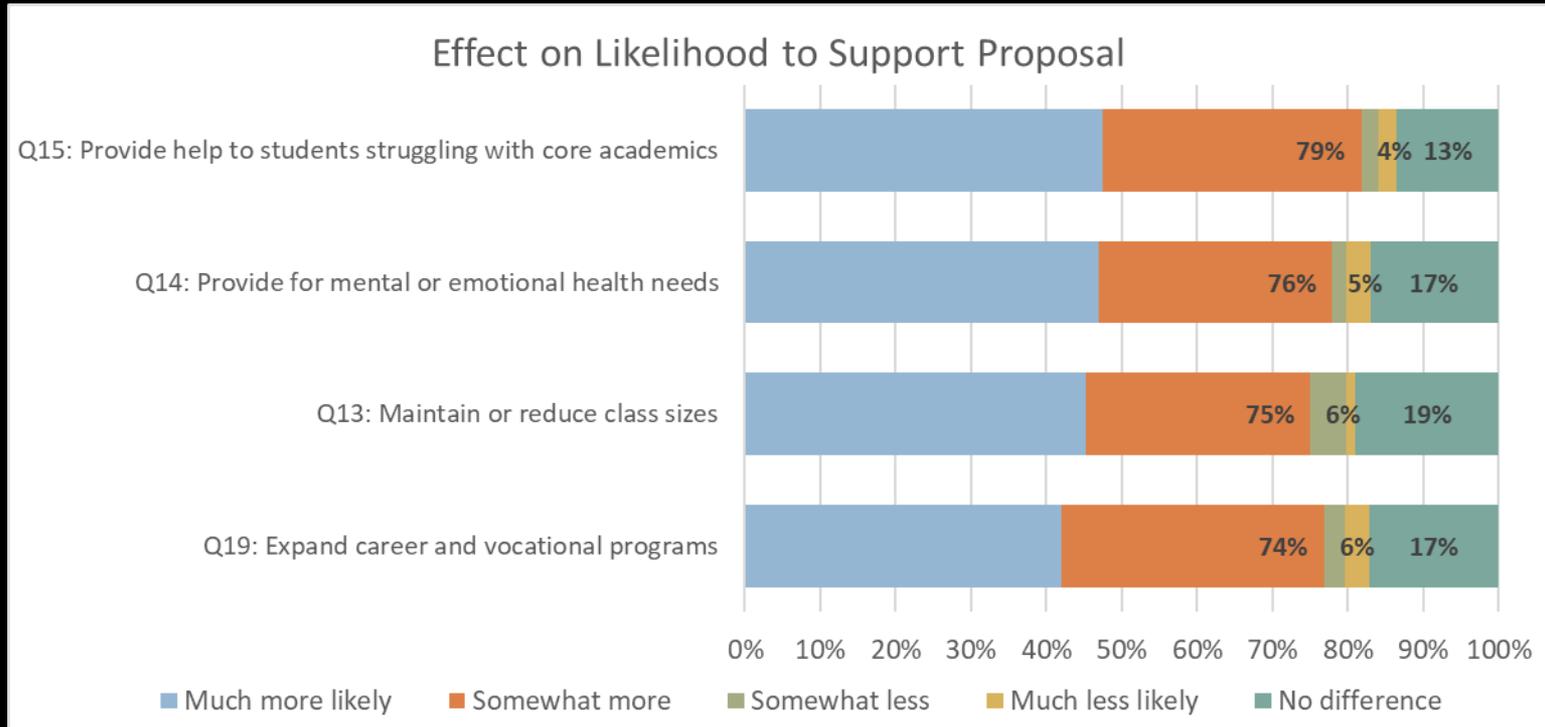
- Participants were asked to react to a series of statements about a potential increase to the operating levy.
- Ten items were presented in random order to minimize any bias due to their position on the list.
 - One item was split between groups, with half of participants asked about arts programs and half asked about athletics.

Effect of information *(cont.)*

“I am going to read some statements about a proposal to increase the District’s operating levy.

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 the proposal.”

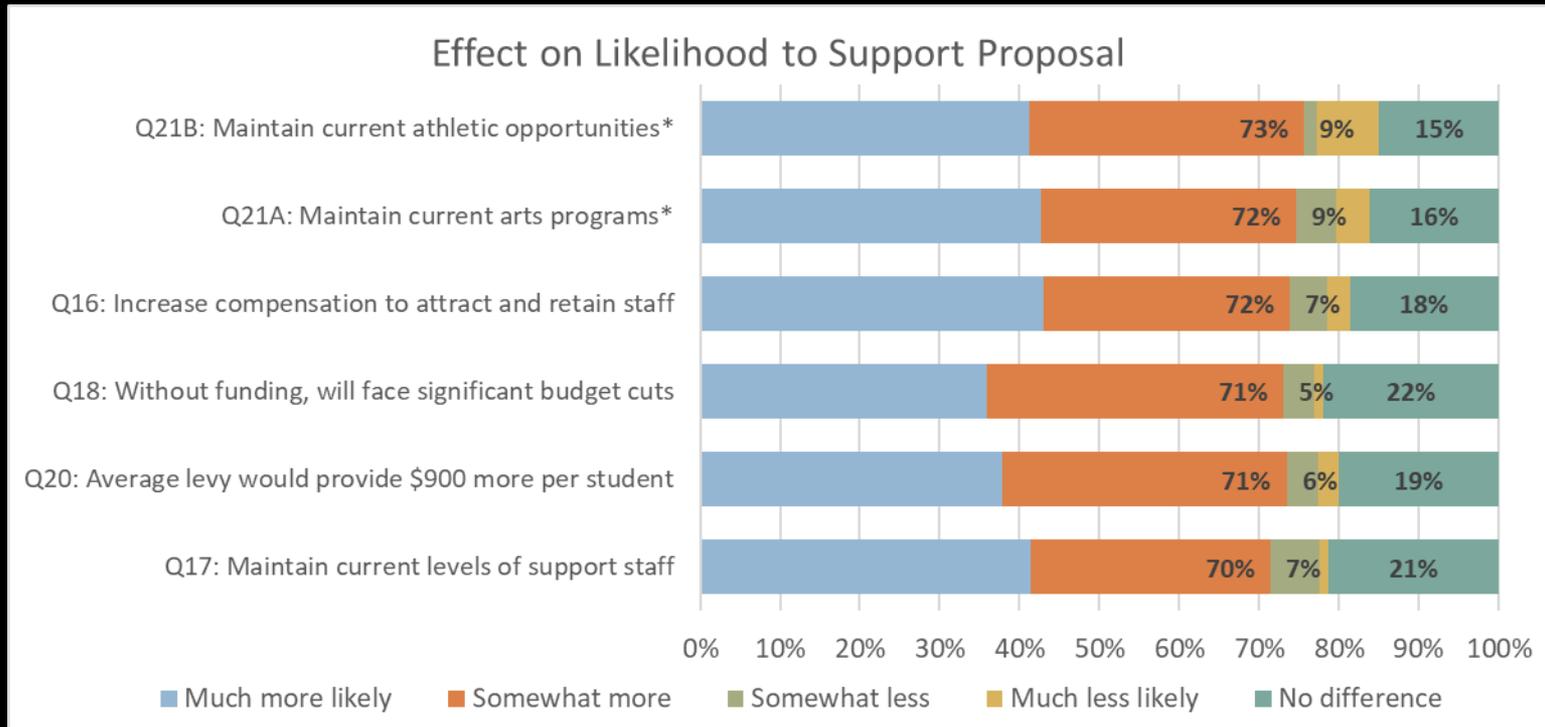
Reaction to details



Labels show combined % for more/much more likely and less/much less likely.

OPERATING LEVY

Reaction to details (cont.)



Labels show combined % for more/much more likely and less/much less likely. Q21A and Q21B were each asked in half the interviews; margin of error is $\pm 6.9\%$ for these elements.



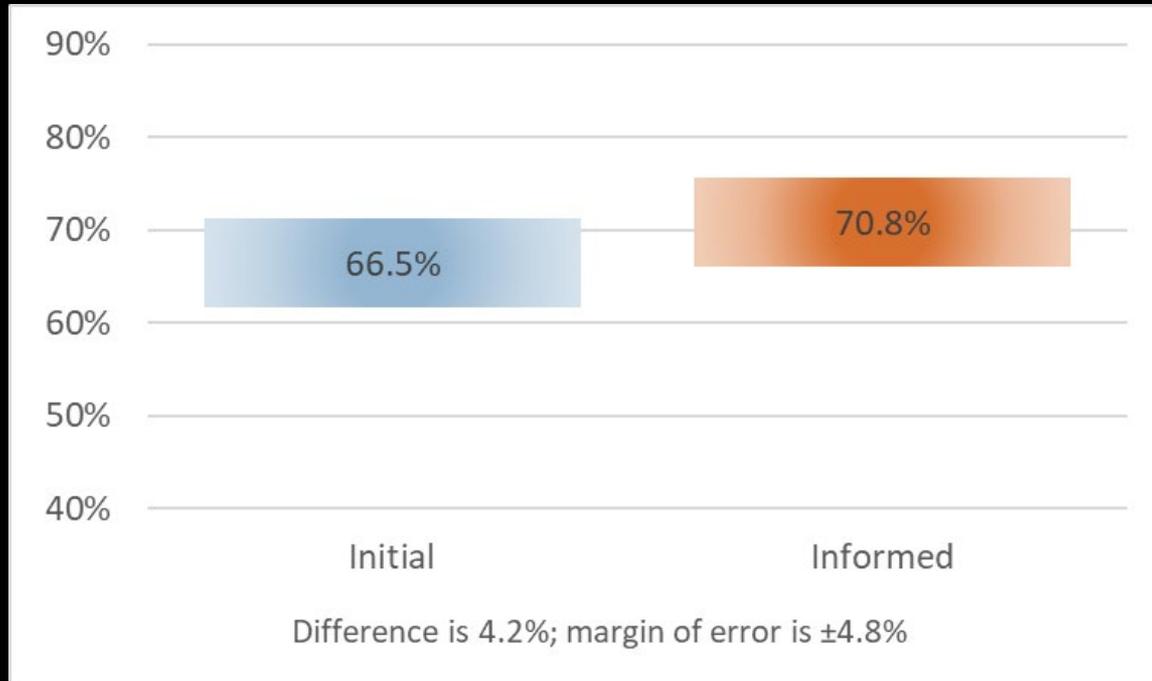
OPERATING LEVY

Informed support

“Now that you have heard more information about the proposal to raise property taxes to increase annual funding per student, would you favor or oppose such a proposal?”

OPERATING LEVY

Comparison – initial and informed

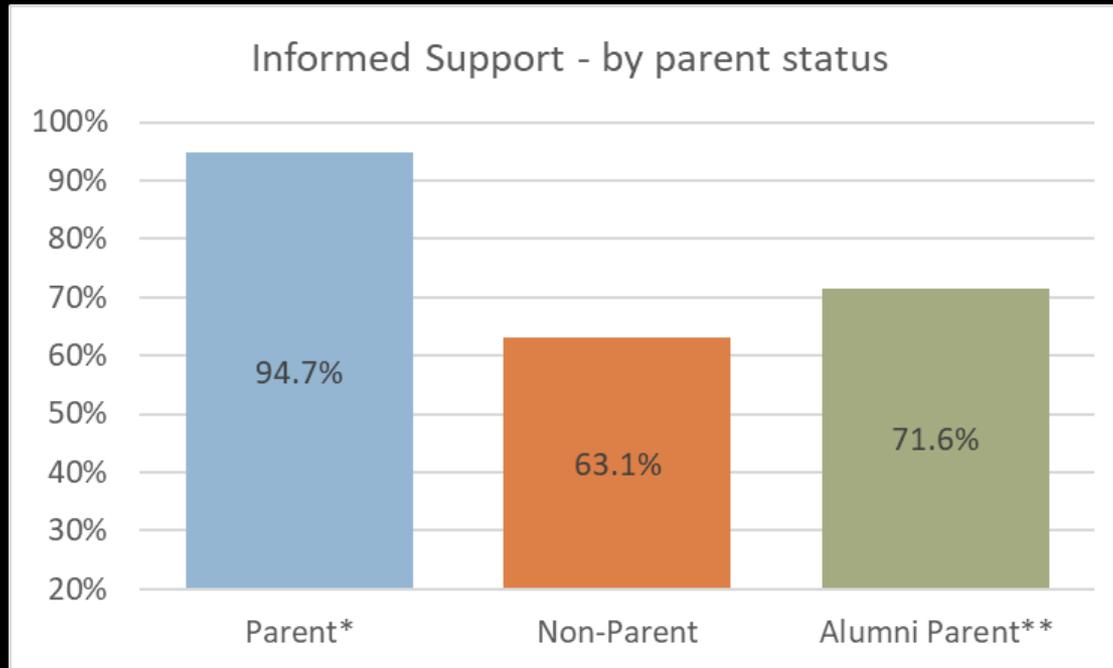


Difference is not statistically significant.

Demographic differences

- The following slides show a quick snapshot of differences in support between demographic groups:
 - Parent status
 - Age of student
 - Gender
 - Age
 - Location
 - Voting activity
 - Income
 - Education
 - Homeownership
- Charts show level of support after hearing information about each proposal.

Demographic differences *(cont.)*

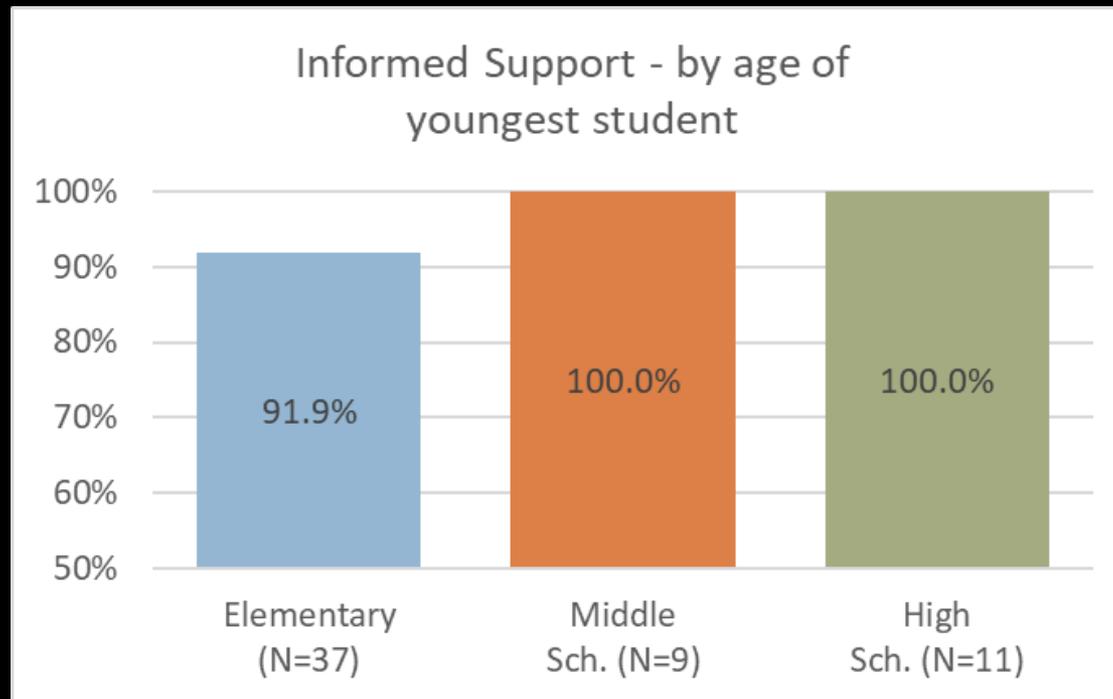


* "Parent" includes respondents with children attending Fridley Public Schools.

** "Alumni Parent" includes parents whose grown children attended Fridley Public Schools in the past.

OPERATING LEVY

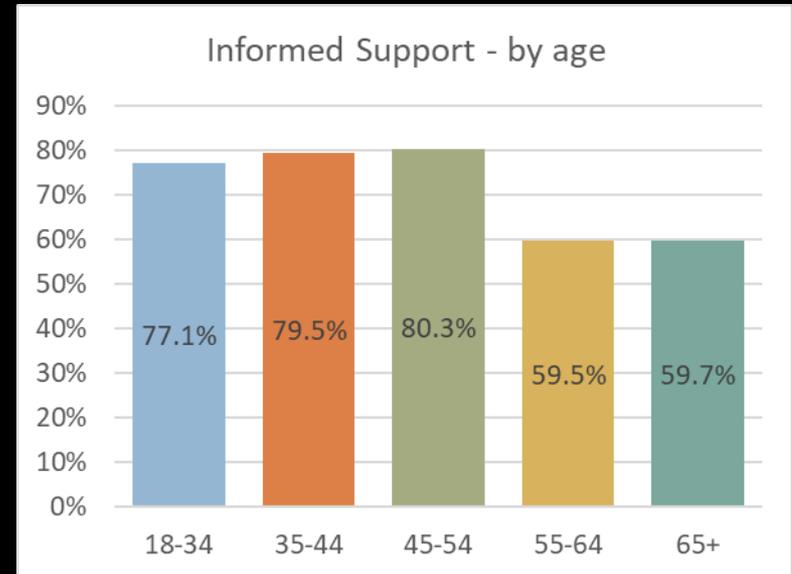
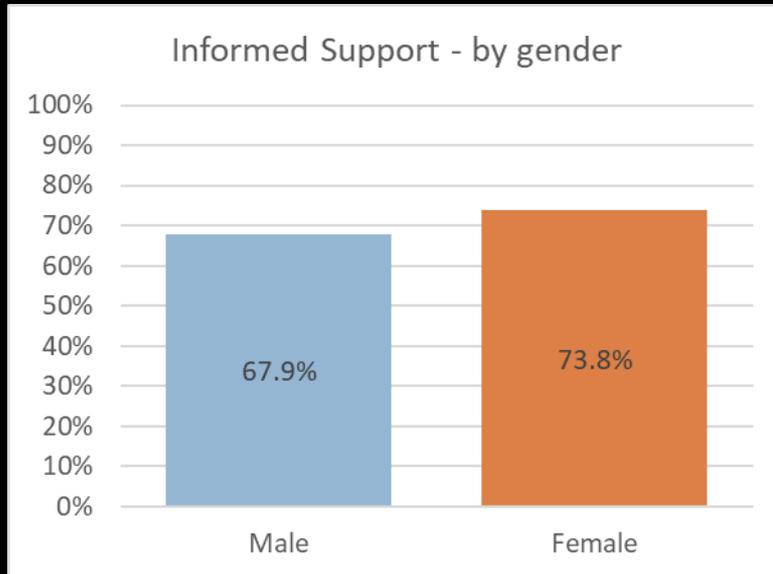
Demographic differences *(cont.)*



Sample sizes for these groups are too small to calculate a meaningful margin of error.

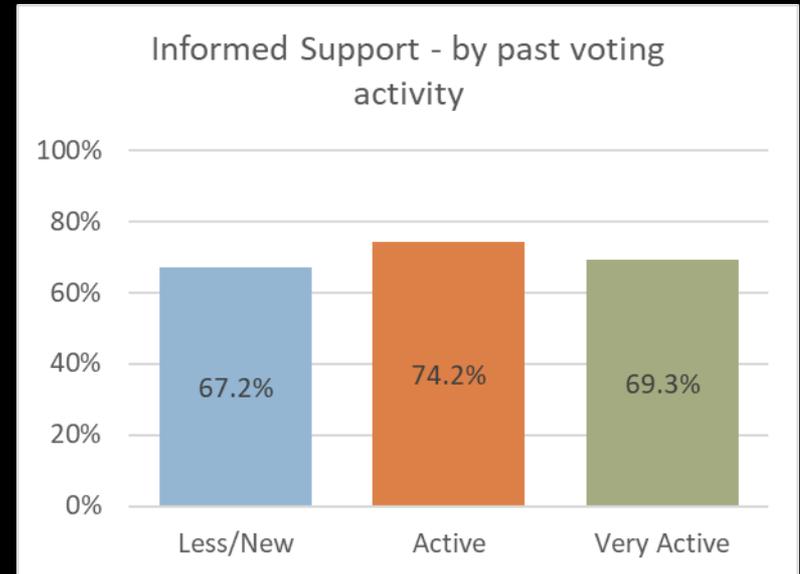
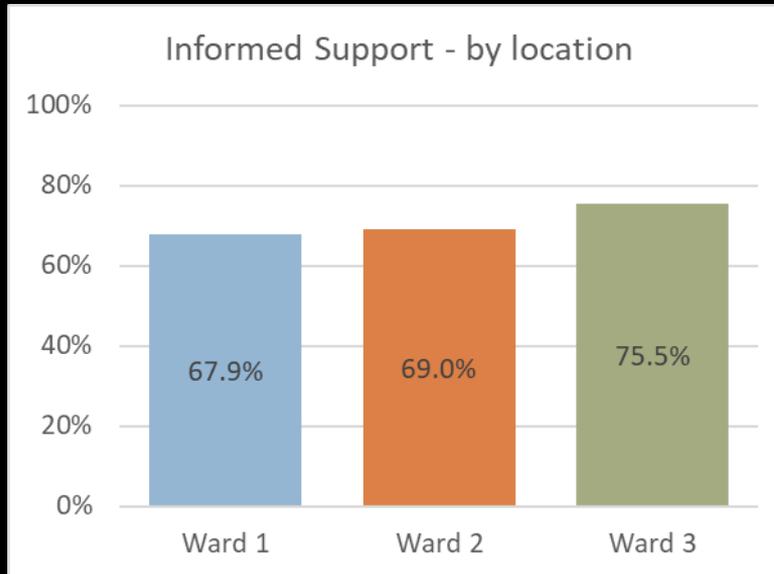
OPERATING LEVY

Demographic differences *(cont.)*



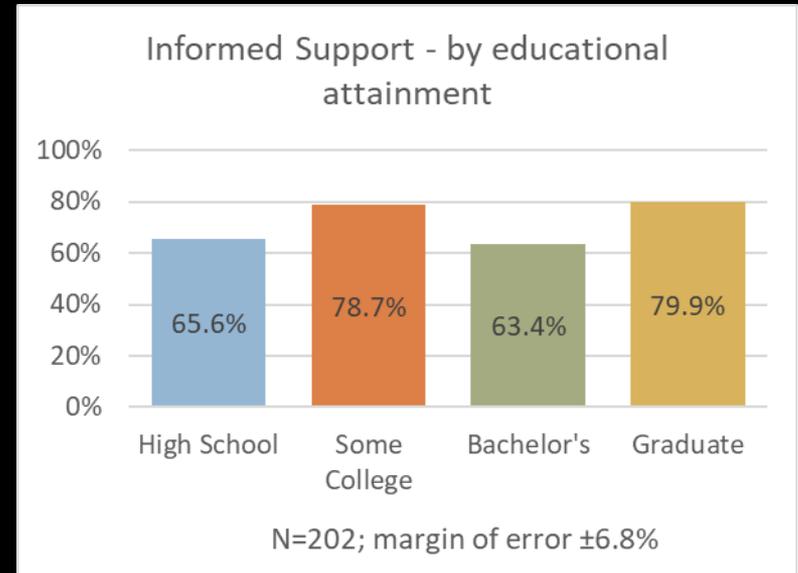
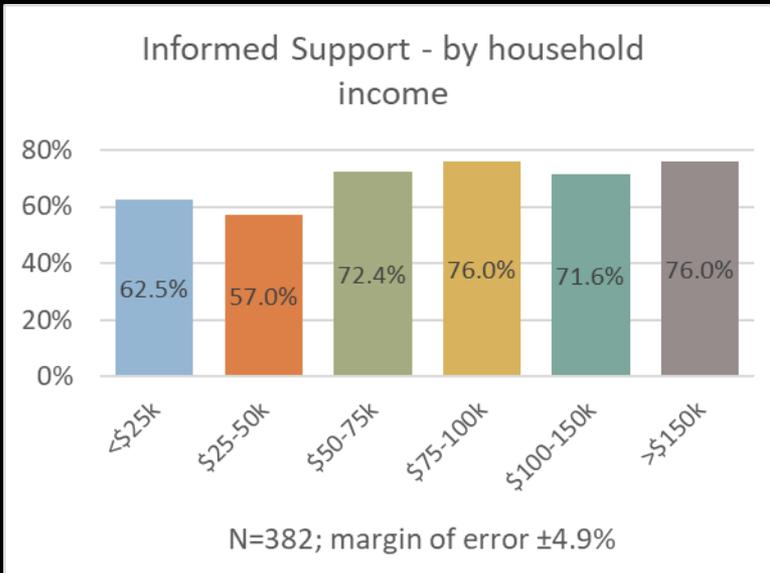
OPERATING LEVY

Demographic differences *(cont.)*



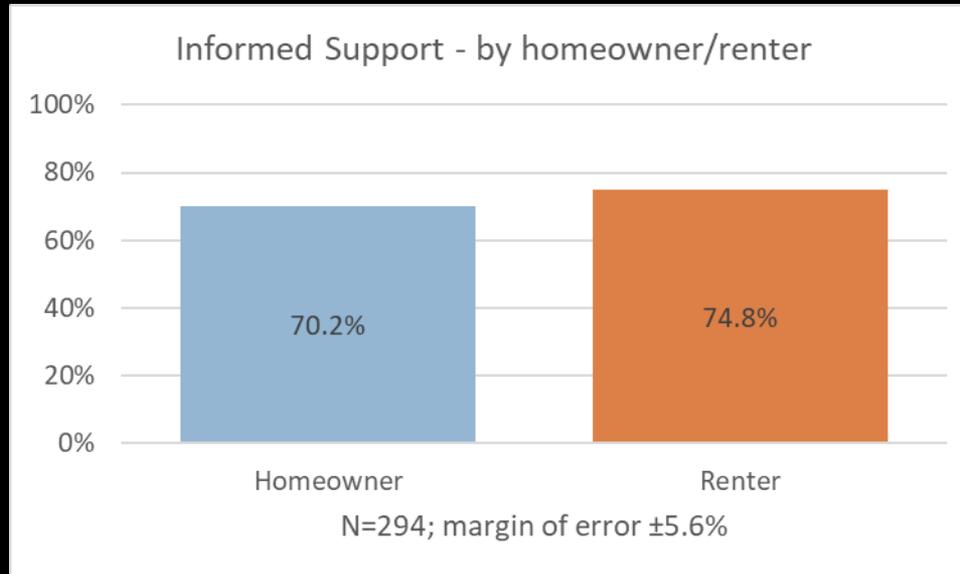
OPERATING LEVY

Demographic differences (cont.)



OPERATING LEVY

Demographic differences *(cont.)*



Impact of cost information

“I am going to ask you some questions about the potential cost to increase the District’s operating levy to provide additional funding for teaching and learning and classroom expenses. Each question presents you with the monthly and annual costs for an average home worth approximately \$250,000.

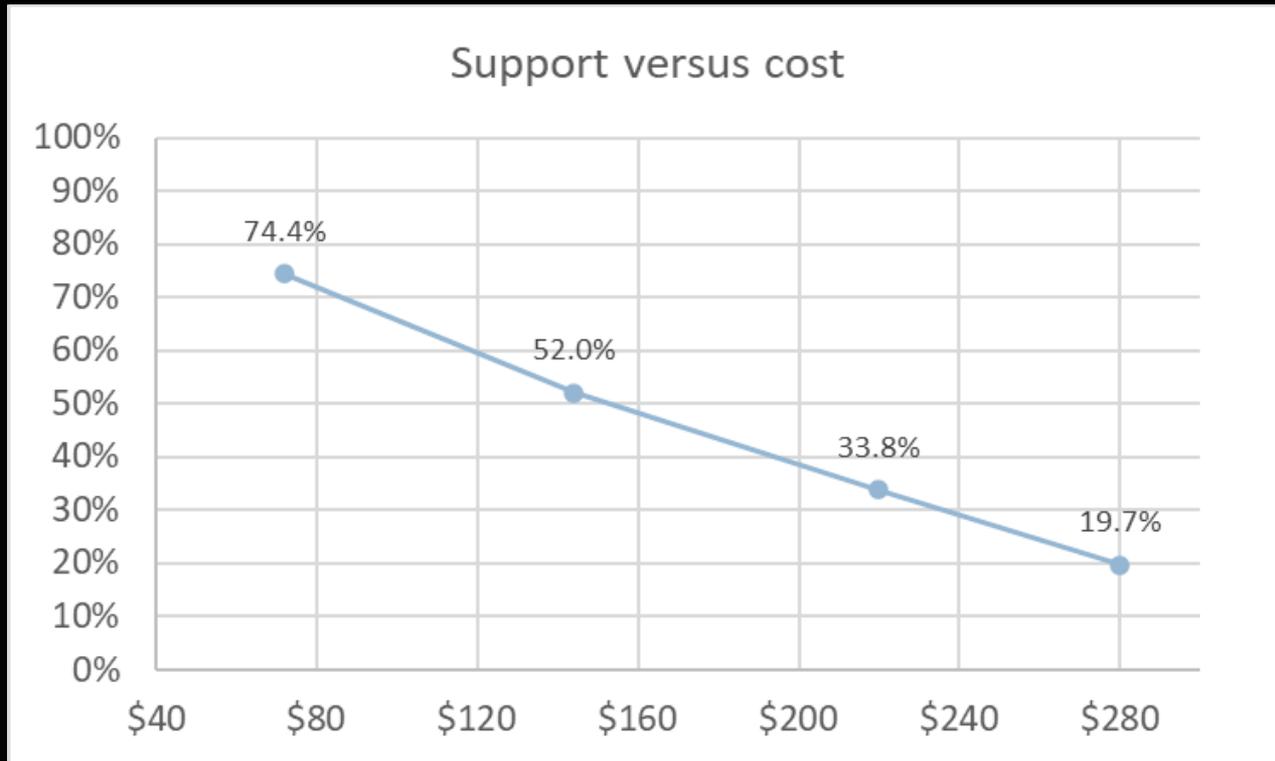
For each one, please tell me if knowing the cost of the proposal would make you support or oppose such a proposal.”

Impact of cost information *(cont.)*

- Participants were asked about four potential property tax increases to fund programs: \$72, \$144, \$220 and \$280 per year on an average home valued at \$250,000.
- Dollar amounts were presented in terms of both monthly and annual impacts.
- To preclude responses given in anticipation of higher or lower options, impacts were presented in random order.

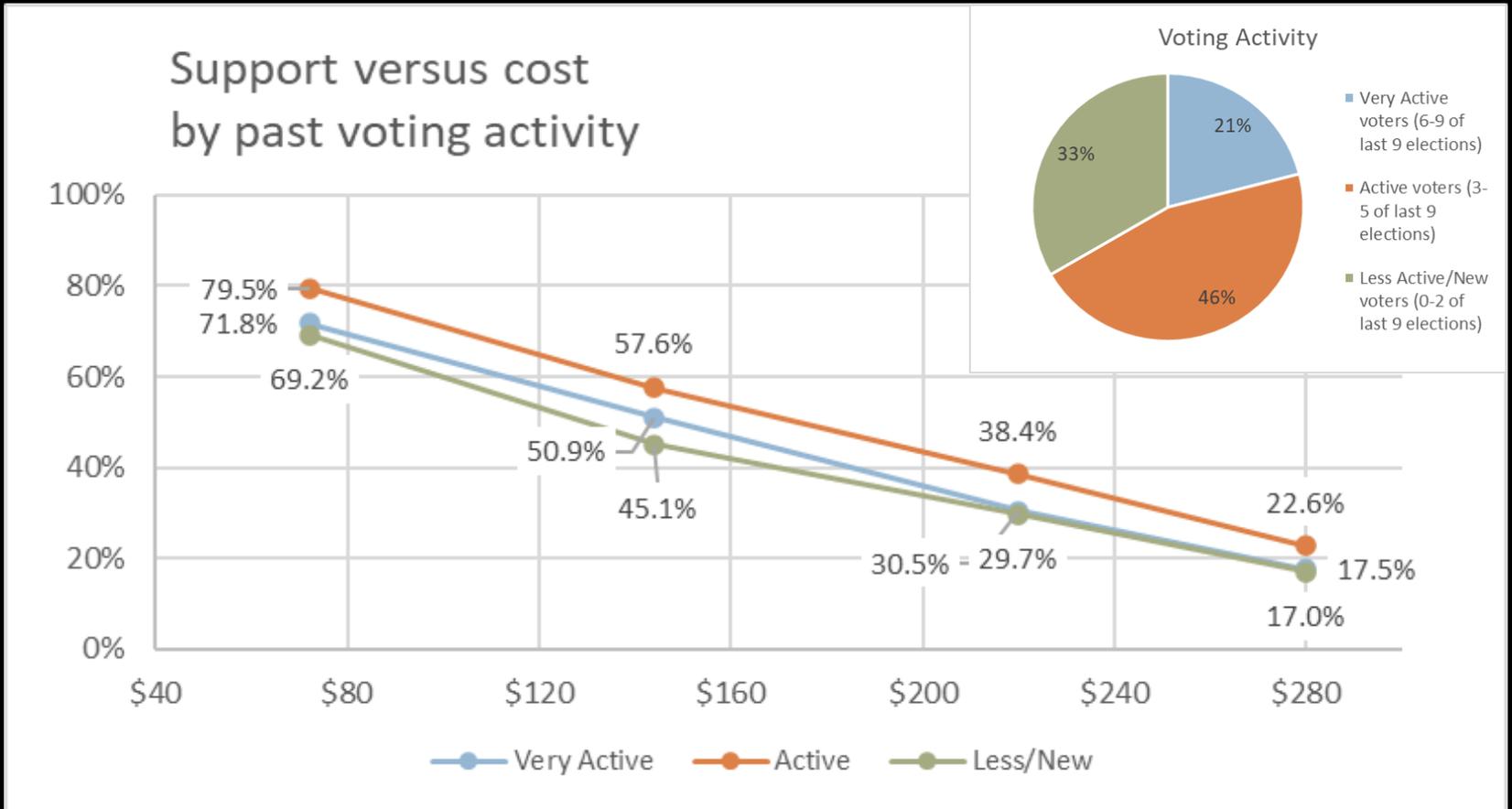
TAX IMPACTS

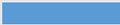
Impact of cost information *(cont.)*



Potential tax impacts tested were \$72, \$144, \$220 and \$280 per year.

Impact of cost information (cont.)





Grading the district

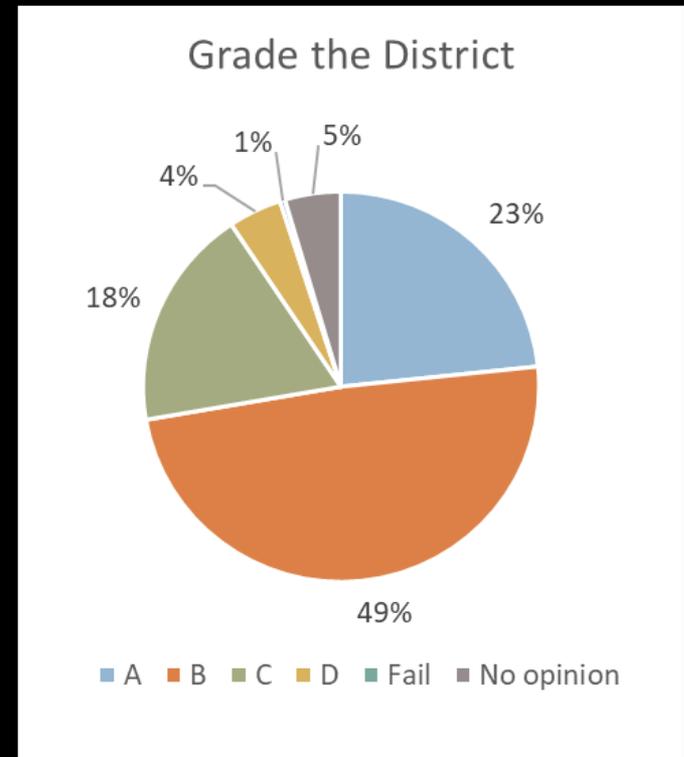
“Students are often given the grades of A, B, C, D and Fail to denote the quality of their work. Suppose the Fridley Public Schools were graded in the same way.

What grade would you give to the public schools in the Fridley School District?”

GRADING THE DISTRICT

Grading the district *(cont.)*

- 72% of participants gave the district a grade of A or B.
- 5% gave grades of D or Fail.
- 5% had no response to offer.

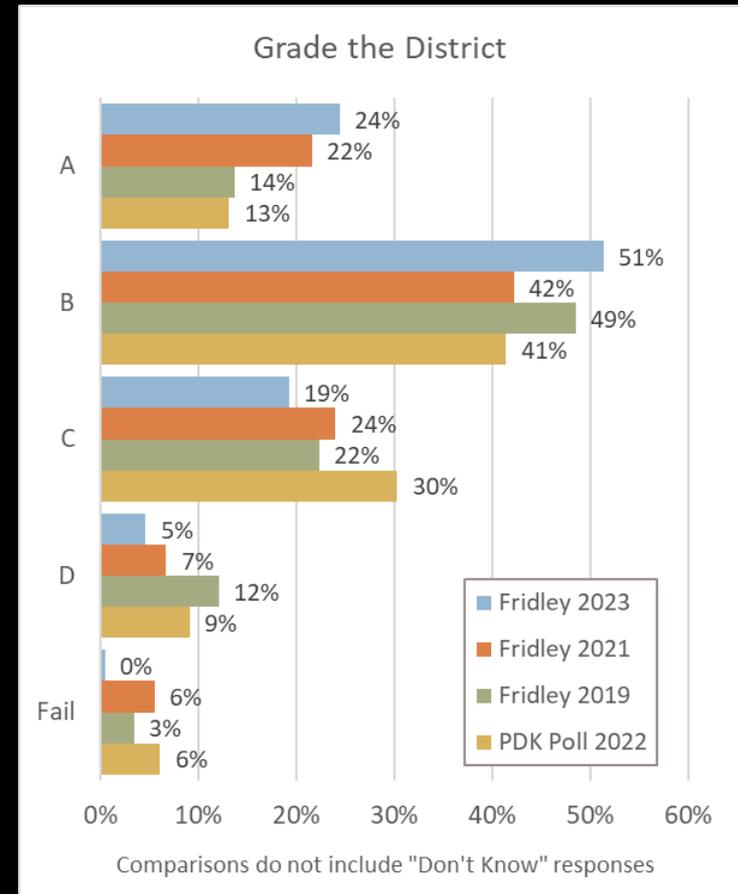


Benchmark comparisons

- For comparisons, we look at the grades given by the community this year and those from previous surveys and a national benchmark.
- National benchmark is the *PDK Poll of the Public's Attitudes Toward the Public Schools*, conducted in 2022.
- For purposes of comparison between surveys, we do not include “I Don't Know” responses.

Benchmark comparisons *(cont.)*

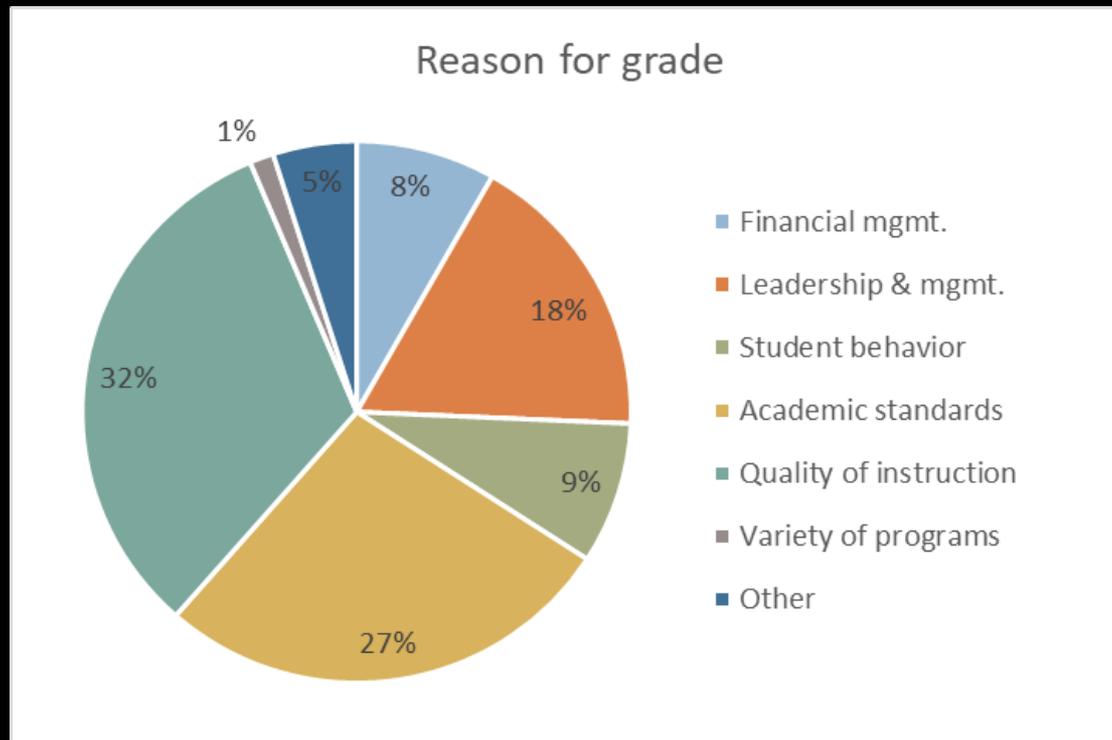
- Grades were better than national benchmark.
 - Higher proportion of A and B grades given to Fridley; fewer C, D and Fail grades.
- Combined A and B grades in the current survey came to 75%, compared to 64% in 2021 and 63% in 2019.



Basis of grade

- Respondents were asked for the basis of the grade they gave to the District.
- Six options were presented.

Basis of grade *(cont.)*

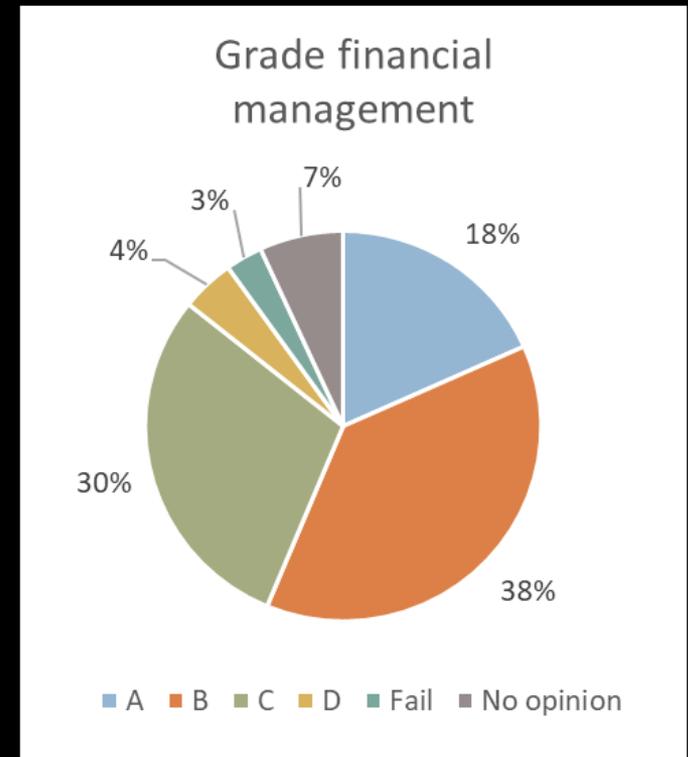


Other grades for the District

- After the overall grade was given, participants were asked to grade the District's financial management and how well it takes care of its buildings and grounds.

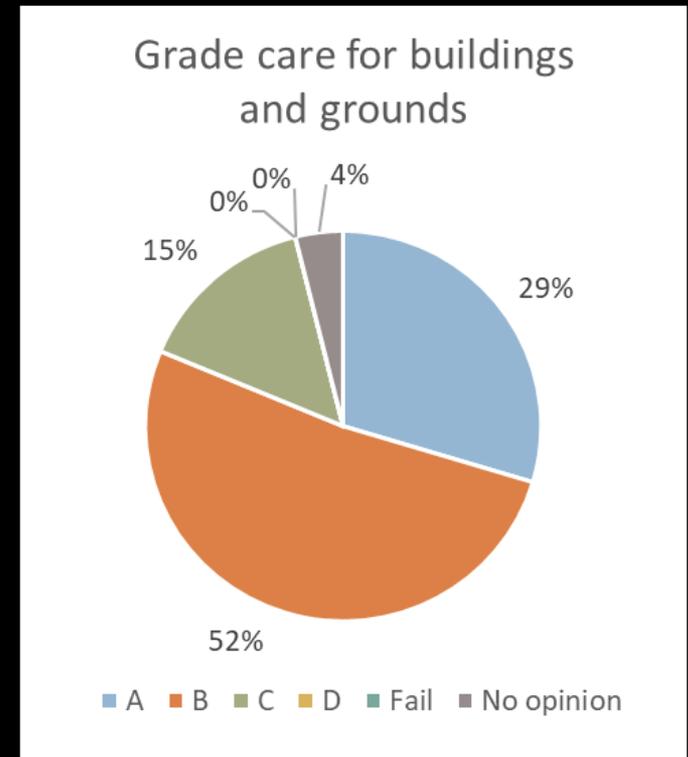
Grades for financial management

- 56% gave A and B grades to the District's financial management.
- 7% gave D or Fail grades.
- 7% did not have an opinion to offer.



Grades for buildings and grounds

- 81% gave A and B grades to the District's care for its buildings and grounds.
- No participants gave D or Fail grades.
- 4% did not have an opinion to offer.

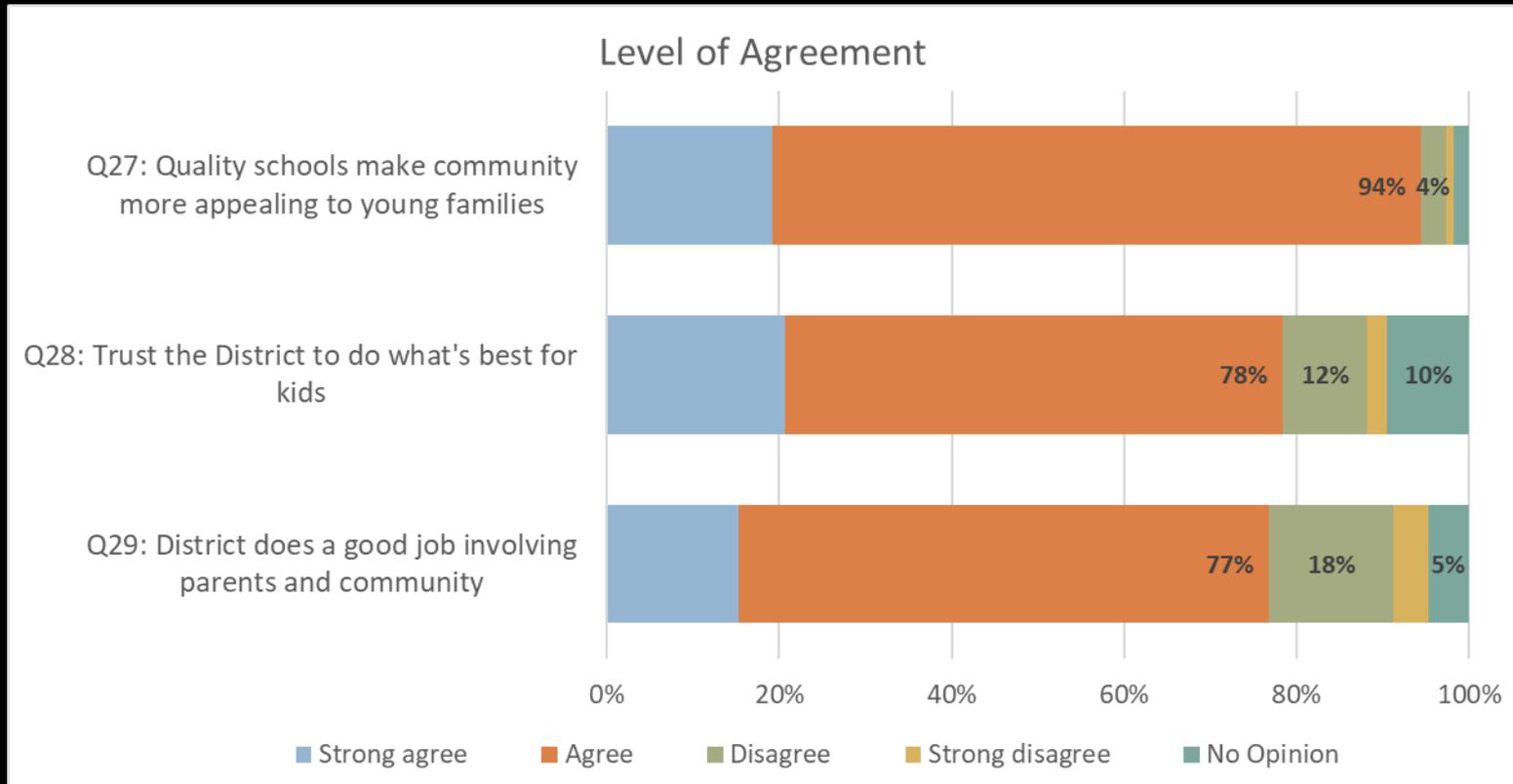


Community perceptions of the school district

- Late in the survey, participants were asked to react to three statements about the school district:
 - Good quality schools make our community more appealing to young families.
 - I trust the School District to do what's best for kids.
 - The School District does a good job involving parents and community members in decisions about the schools.
- Respondents were asked for their level of agreement with each statement.

COMMUNITY PERCEPTIONS

Community perceptions *(cont.)*



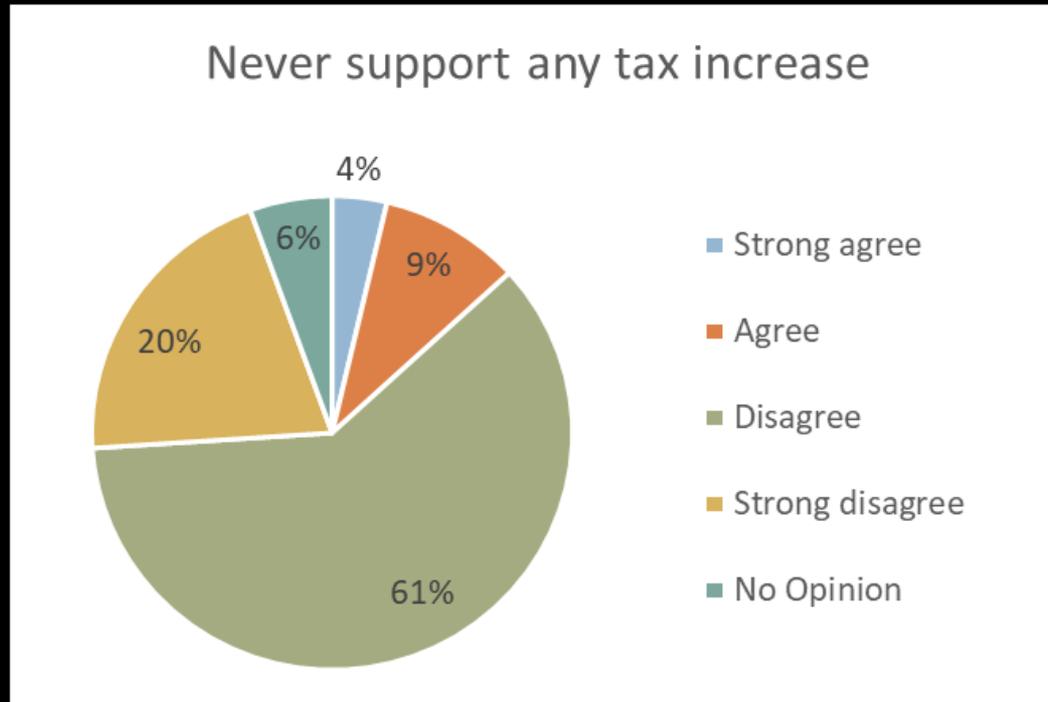
Tax aversion

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

“I would never vote for a tax increase, no matter what the amount or how the money raised would be used.”

COMMUNITY PERCEPTIONS

Tax aversion *(cont.)*



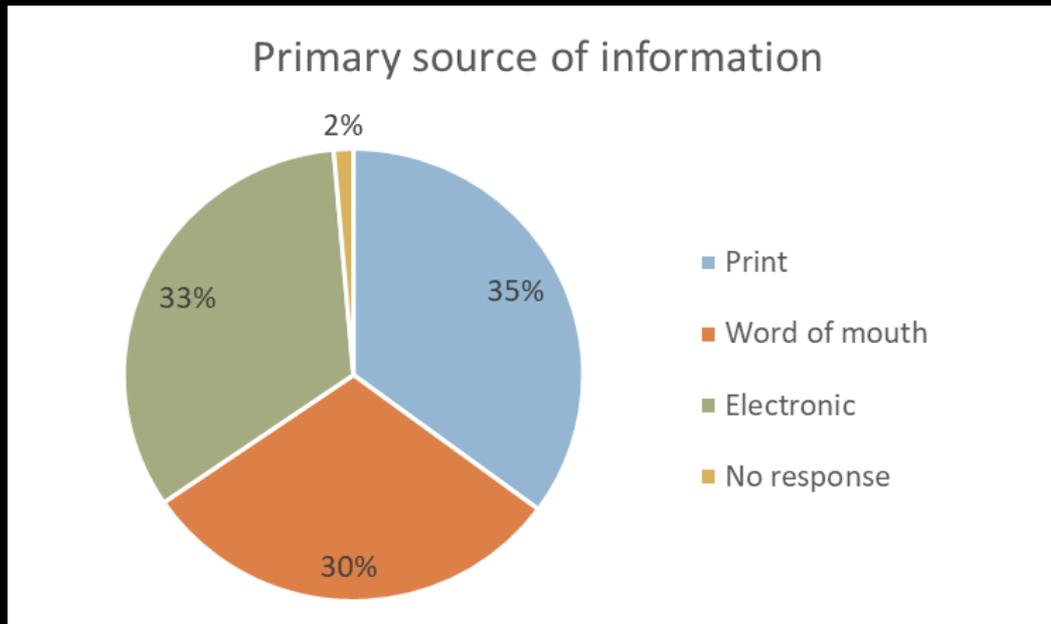
- Agree/strongly agree of 13% is lower than the 15%-25% range typically seen in Minnesota school districts.

Communications

- At the end of the survey, interviewers asked where respondents got most of their information about the school district.
- First question asked in broad terms: printed materials, word-of-mouth, or electronic sources.
 - Each group then chose from a list of specific examples in the appropriate category.

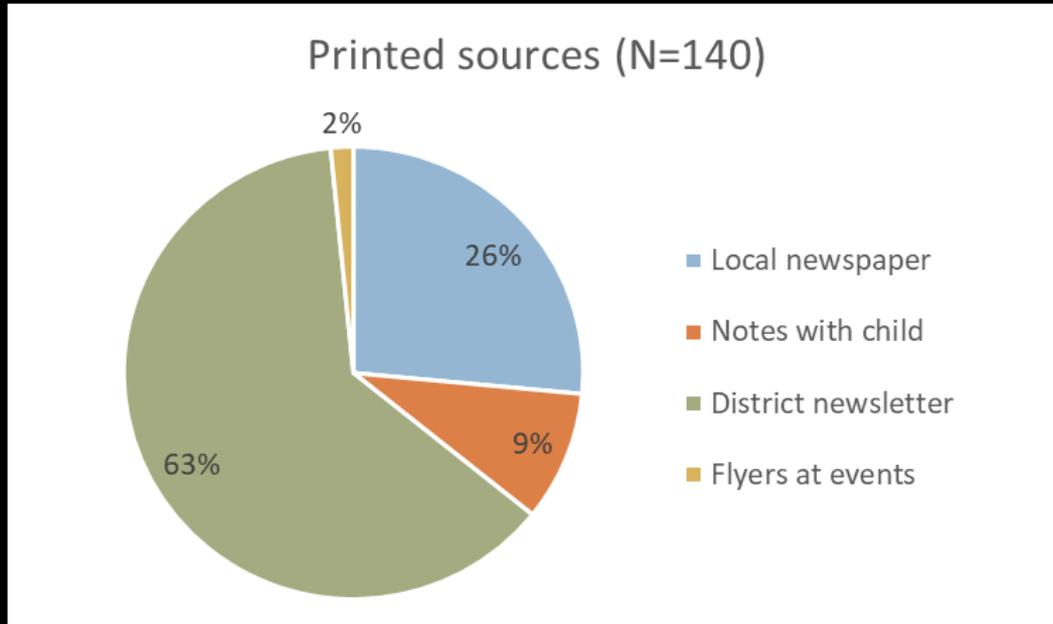
COMMUNICATION

Primary information source – general

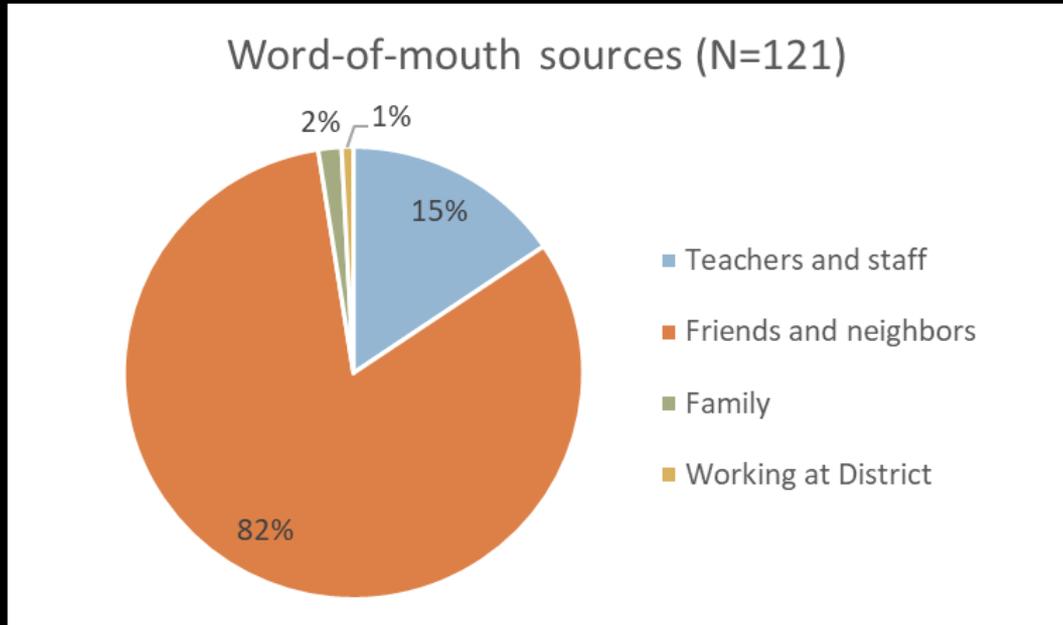


COMMUNICATION

Primary information source – print sources

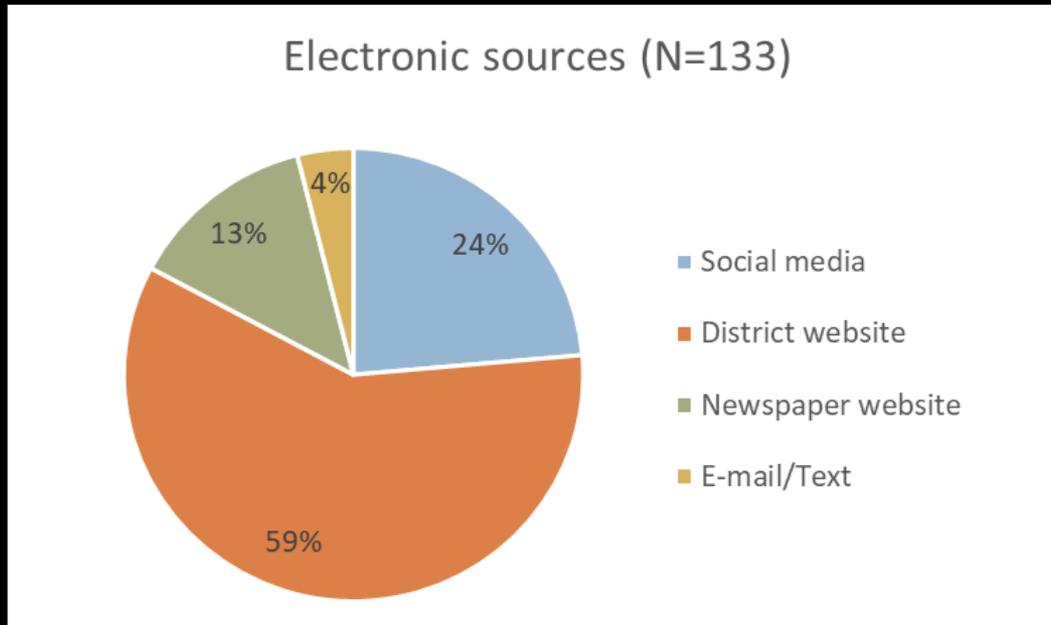


Primary information source – word-of-mouth



COMMUNICATION

Primary information source – electronic



Participants who responded with “social media” were divided between Facebook (69%) and Twitter/X (22%). Other social media sites received 1-2 responses each.



SURVEY FINDINGS

Findings: operating levy increase

- Initial support for proposed plan was 66.5%.
- Informed support was 70.5%.
- Information about the proposal increased support by 4.2 percentage points.
 - Difference not enough to be statistically significant.



SURVEY FINDINGS

Findings: operating levy increase *(cont.)*

- Positive impacts ranged from 70% to 79%.
- Negative impacts ranged from 4% to 9%.
- Greatest positive impact seen from provide help to students struggling with core academics.
- Comparatively smaller positive impacts from maintaining levels of support staff.



SURVEY FINDINGS

Findings: demographic support

- Highest support for operating levy comes from parents and voters 35-54 years of age.
- Lowest support from voters over 55 years of age and households with annual income below \$50,000.



SURVEY FINDINGS

Findings: potential tax impacts

- At the time of data collection, overall support levels rise above margin of error (54.%) at an impact of \$140 per year.
- Looking at weighted turnout of Less Active, Active and Very Active voters, support rises above margin of error at the \$145 impact level.
- Undecided voters were 6-8% at each tax impact level.



SURVEY FINDINGS

Findings: grading the district

- 72% gave A and B grades to the district; only 5% gave D or Fail grades.
- Grades were much better than national benchmark.
- For financial management, A and B grades were given by 56% of respondents; 7% gave D and F grades.
- 81% gave A and B grades to the District for its care of facilities and grounds; nobody gave D or F grades.



SURVEY FINDINGS

Findings: community perceptions

- 94% agree that good schools make the community more appealing to young families.
- 77% agreed that the District does a good job of getting parents and the community involved in decisions about the schools.
- 78% believed the District can be trusted to do what is best for the community's children.



SURVEY FINDINGS

Findings: tax climate

- 13% of participants indicated that they would not support any tax increase for any reason.
 - Typical tax aversion levels seen in Minnesota school districts range from 15% to 25%.



SURVEY FINDINGS

Findings: communications

- Participants were evenly split between print, word of mouth and electronic sources for their information about the district.
 - District has limited control over accuracy and content of social communications.

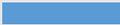


Thank you!

The Morris Leatherman Company

612-920-0337

morris-leatherman.com

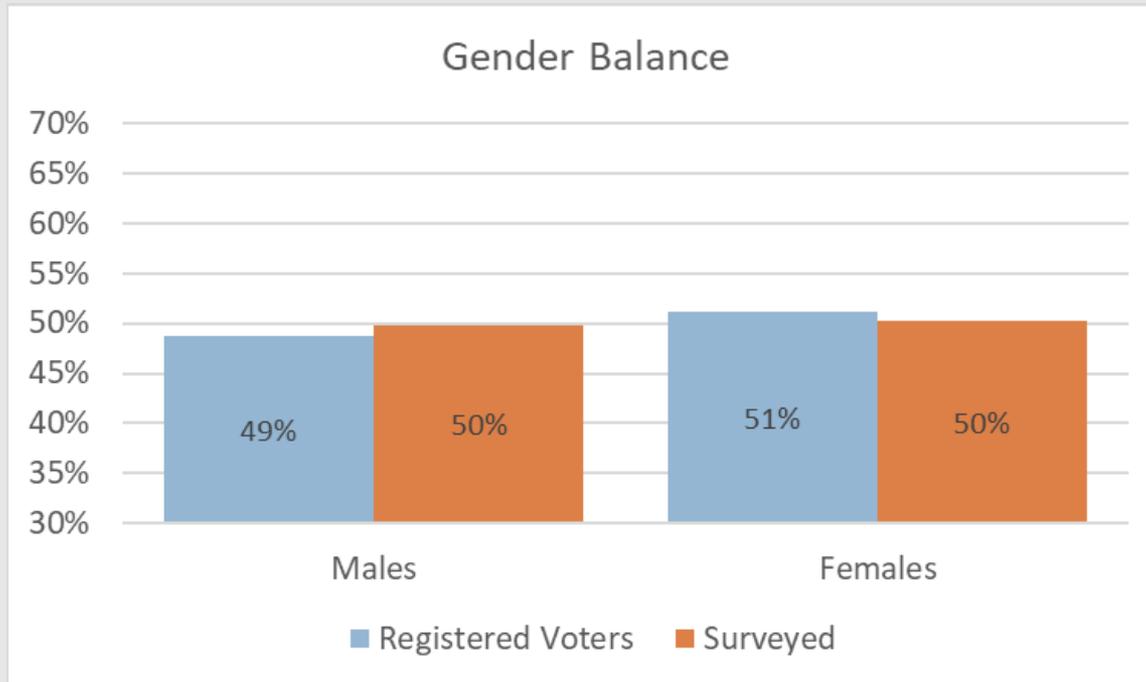


Survey demographics

- The following slides show proportions of total interviews versus targets before any sample weighting was performed.
- After re-balancing, samples were each within 2% of targets.

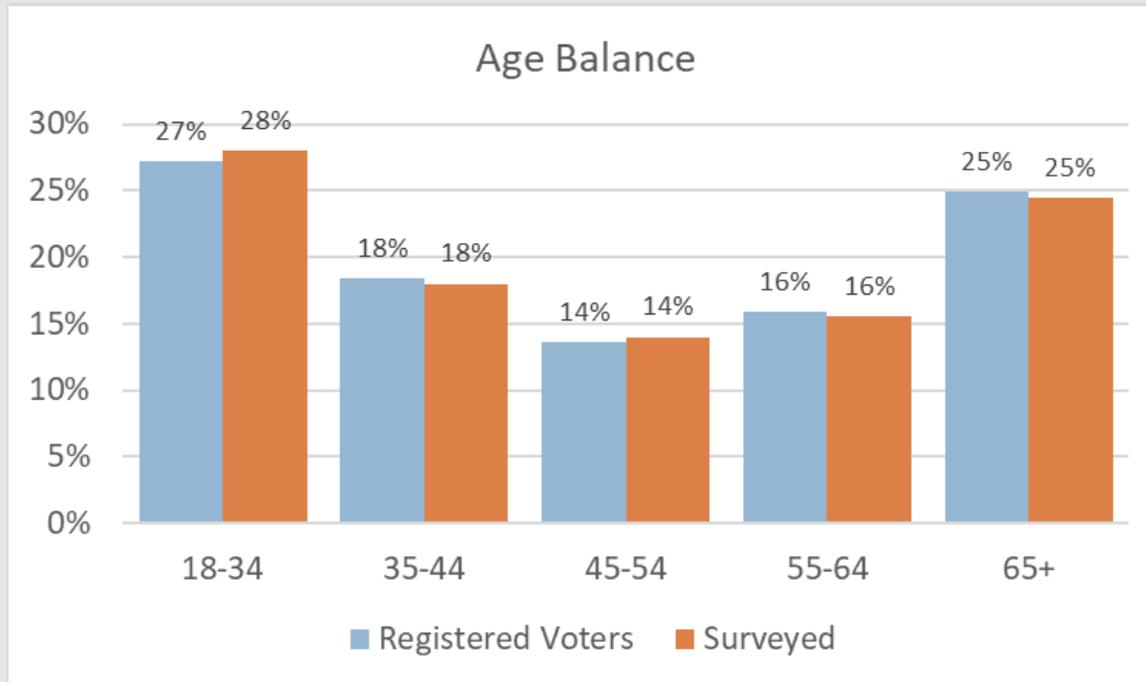
SURVEY DEMOGRAPHICS

Demographic targets: Gender



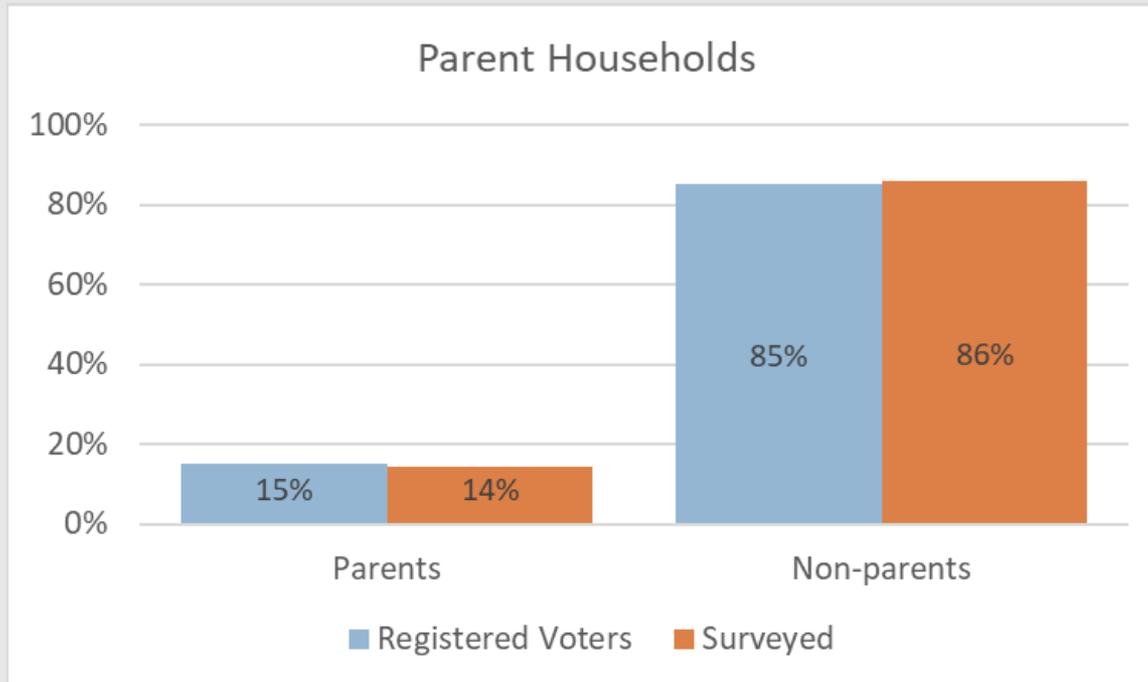
SURVEY DEMOGRAPHICS

Demographic targets: Age



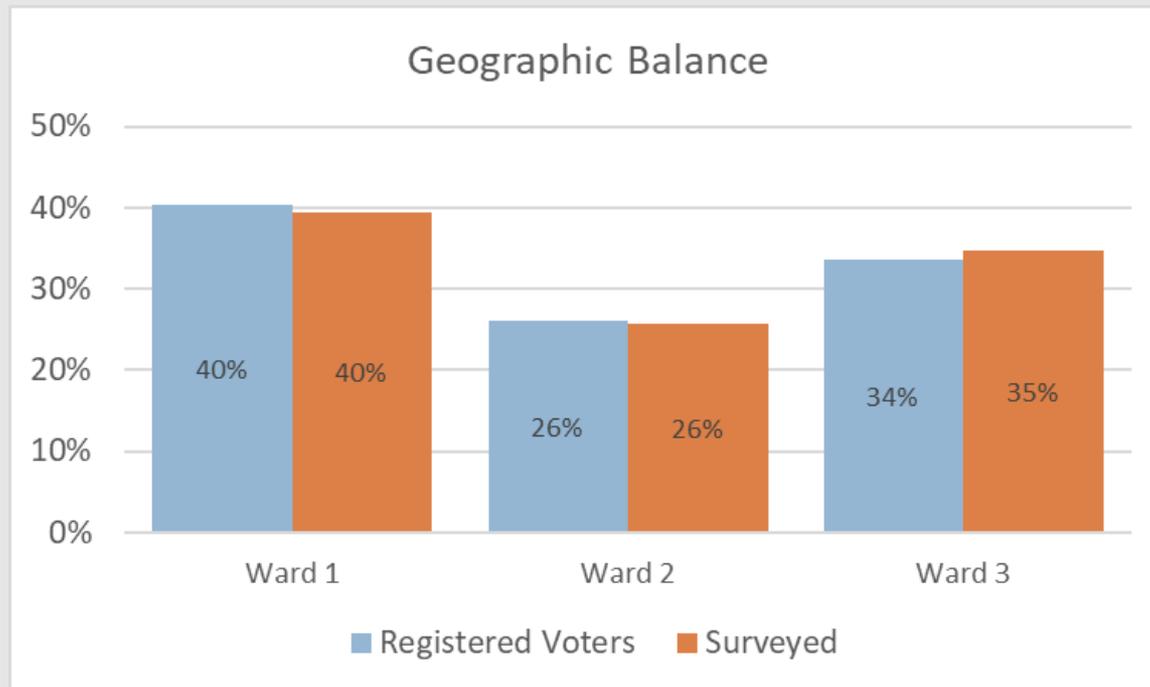
SURVEY DEMOGRAPHICS

Demographic targets: Parent households



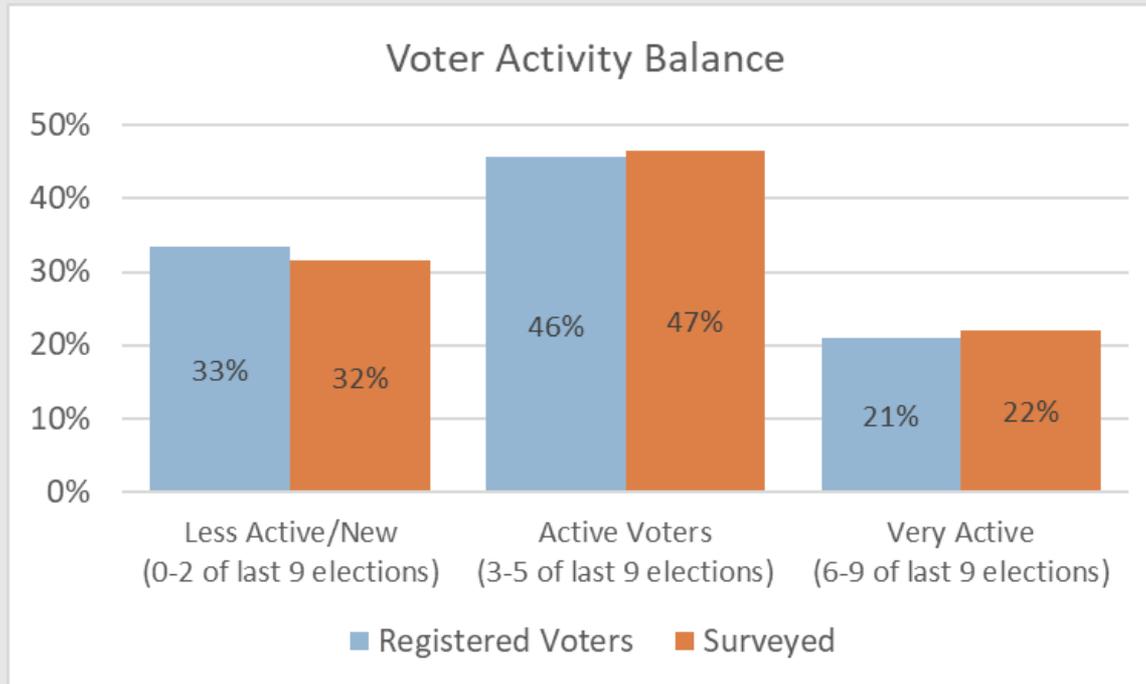
SURVEY DEMOGRAPHICS

Supplementary demographics: Location



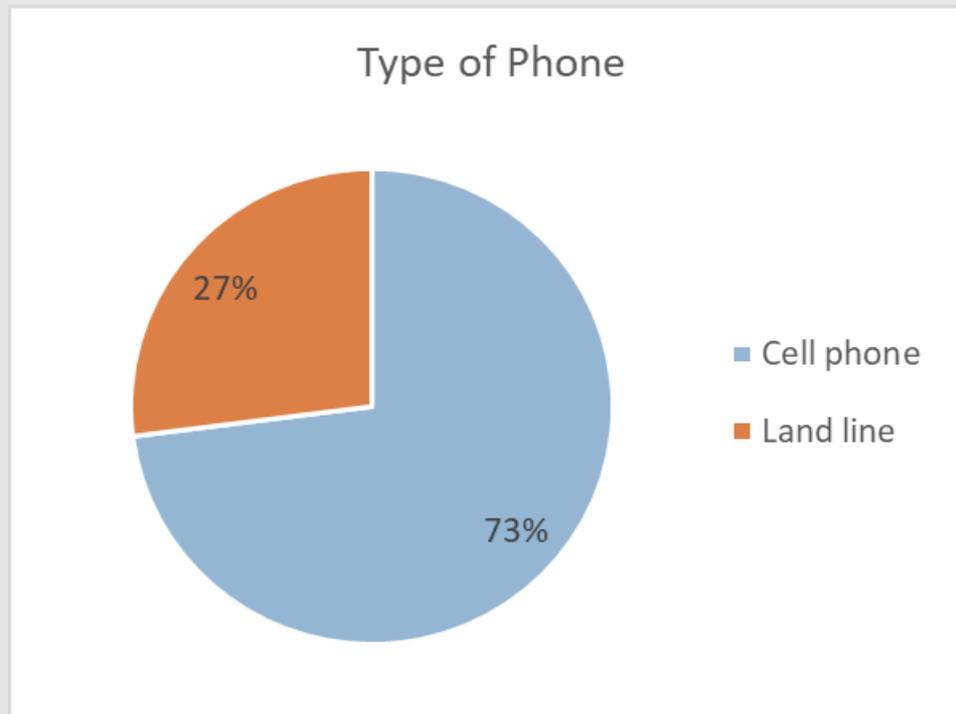
SURVEY DEMOGRAPHICS

Demographic targets: Past voting activity



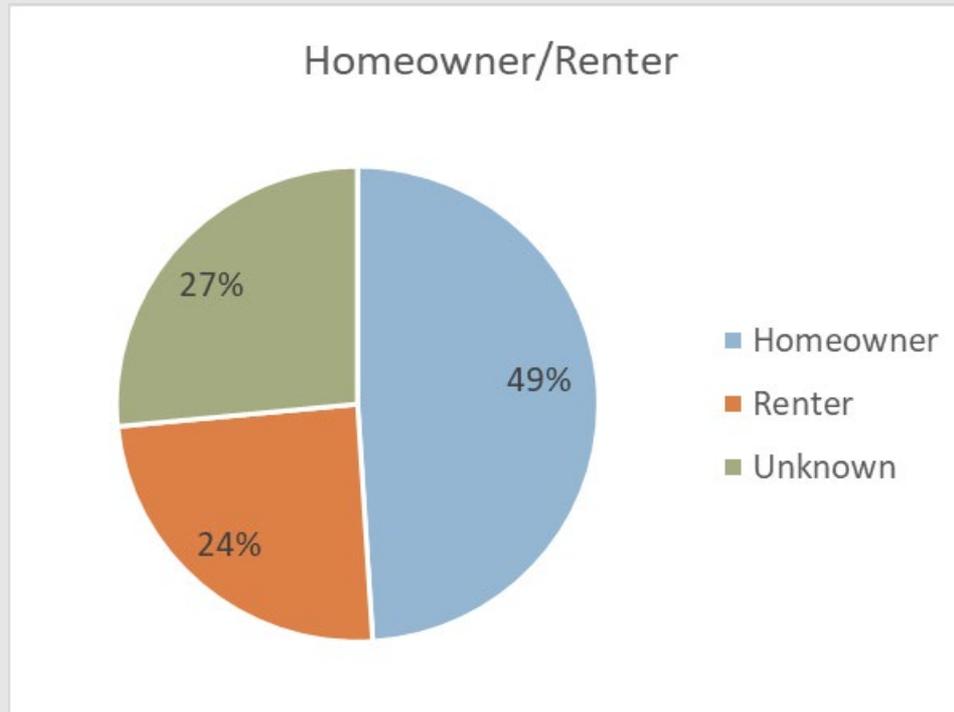
SURVEY DEMOGRAPHICS

Supplementary demographics: Survey channel



SURVEY DEMOGRAPHICS

Supplementary demographics: Homeowner/renter





A World-Class Community of Learners

Fridley Public Schools ISD #14

Facilities Assessment & Funding

February 20, 2024

PRESENTED BY:

Jason Mutzenberger, Business & Finance

Matthew Hammer, Ehlers

Facilities Background

- Apex was hired to perform a Facilities Assessment
 - Operational Efficiency, Facility Condition, Safety & Security
- Report indicated Fridley has opportunity for improvement in the following categories:
 - Heating, Ventilation, Air Conditioning (HVAC) Systems
 - Building Envelope – Roofing & Windows
 - Parking Lots & Hard Surfaces
 - Safety & Security – Fire alarm systems, card access, camera system, public address
 - Building Aesthetics, Irrigation, Interior Surfaces
 - Athletic Facilities
- The district has utilized this study to:
 - Identify priority projects
 - Look at funding options with Ehlers
 - Engage Design Tree Engineering
 - Start planning for timing of projects

Facilities Assessment

Project Needs:

- *Fridley Community Center (FCC) - \$2,950,000*
 - Parking Lot
 - Windows
 - Indoor Air Quality (IAQ)
 - Fire Alarm System
- *High School - \$3,830,000*
 - Fire Alarm System
 - Mechanical (HVAC)
 - Parking Lot
- *Middle School – \$4,495,000*
 - Pool
 - Fire Alarm System
 - Mechanical (HVAC)

Fridley Public Schools, No. 14

Estimated Sources and Uses for Bond Issue, Series 2024A

February 8, 2024

Funding Sources & Recommendation

Description	Facilities Maintenance - Deferred Maintenance	Facilities Maintenance - Health & Safety/ Category 2	Tax Abatement	Total
Payments Funding Source	Per Pupil Revenue	Tax Levy	Tax Levy	
Repayment Period	10	15	10	
Authorized Bond Amount	\$3,000,000	\$8,315,000	\$1,000,000	\$12,315,000
Sources of Funds				
Par Amount	\$3,000,000	\$8,315,000	\$1,000,000	\$12,315,000
Investment Earnings ¹	14,725	36,824	4,910	56,459
Total Sources	\$3,014,725	\$8,351,824	\$1,004,910	\$12,371,459
Uses of Funds				
Underwriter's Discount ²	\$30,000	\$83,150	\$10,000	\$923,150
Capitalized Interest ³	0	800,000	0	0
Legal and Fiscal Costs ⁴	24,980	67,019	8,039	100,038
Net Available for Project Costs	2,959,745	7,401,655	986,871	11,348,271
Total Uses	\$3,014,725	\$8,351,824	\$1,004,910	\$12,371,459
Initial Deposit to Construction Fund	\$2,945,020	\$7,364,831	\$981,961	\$11,291,812

¹ Estimated investment earnings are based on an average interest rate of 1.0%, and an average life of 6 months.

² The underwriter's discount is an estimate of the compensation taken by the underwriter who provides the lowest true interest cost as part of the competitive bidding process and purchases the bonds. Ehlers provides independent municipal advisory services as part of the bond sale process and is not an underwriting firm.

³ To maintain a level tax rate, a portion of the interest payments due during fiscal years 2026 and 2027 would be made from bond proceeds.

⁴ Includes fees for municipal advisor, bond counsel, rating agency, paying agent, and county certificates.

Future Projects

Project Needs:

- *High School - \$2,500,000*
 - Stadium
 - Turf field & track
 - Concessions
 - Restrooms
- *Fridley Community Center - \$1,500,000*
 - Roofing
- *District-Wide Projects - \$20,000,000*
 - Building Envelope, Interior Surfaces, Mechanical Systems, Roofing, Building Hardware & Equipment, general deferred maintenance

School Board Next Steps

- **February 20, 2024 – Information**
- **March 19, 2024 – Call for Public Hearing**
 - School Board adopts resolution calling for public hearing to consider granting property tax abatement
- **April 16, 2024 – Public Hearing & Approve Tax Abatement and Authorize Issuance of Bonds**
 - Hold public hearing to consider granting property tax abatement
 - Resolution approving abatement
 - Resolution of intent to issue facilities maintenance and tax abatement bonds
 - School Board reviews pre-sale report
- **May 21, 2024 – Award Sale of Bonds**
 - Ehlers provides sale day report
 - School Board adopts resolution awarding sale of bonds



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Thank You