

## **Work Session**

Monday, June 12, 2023 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

### **I. Determination of Quorum and Call to Order**



**School Board Work Session  
Monday, June 12, 2023; 5:00 PM  
ECC Room 350**

**I. Determination of Quorum and Call to Order**

**II. Discussion**

A. Preliminary Budget – Fiscal Year 2024

**Description:** The preliminary budget for fiscal year 2024 was developed using prior year audited data, current year budgets, estimates of year-end results, and forecasts of future activity based on assumptions made by the District administration. The administration has updated its estimates to include revenue appropriations put into law during the 2023 legislative session.

**Presenter(s):** Mert Woodard, Director, Business Services

B. Educator Feedback

**Description:** The board, administration and educators all have a shared interest in having a common understanding of pathways for educator feedback at the board level. Having pathways for feedback will ensure there is a consistency in approach and shared value of having educator feedback at the governance level. The attached document is the shared work of the Meet and Confer Committee and is being presented to the entire board for feedback.

**Presenter(s):** Governance Committee

C. Pathways Update

**Description:** Pathways are opportunities that include focused areas of academic learning, related internship/micro-apprenticeship/job-shadowing (work based) learning and earned credentials.

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent; Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships; Jody De St Hubert, Director of Teaching and Learning; and Daphne Edwards, Director of Marketing and Communications

**III. Leadership and Committee Updates**

**IV. Superintendent Updates**

**V. Adjournment**

II. Discussion

II.A. Preliminary Budget - Fiscal Year 2024

**Speaker (s) :** Mert  
Woodard, Director of  
Business Services



**Board Meeting Date:** 6/12/2023

**Title:** Preliminary Budget – Fiscal Year 2024

**Type:** Discussion

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** The preliminary budget for fiscal year 2024 was developed using prior year audited data, current year budgets, estimates of year-end results, and forecasts of future activity based on assumptions made by the District administration. The administration has updated its estimates to include revenue appropriations put into law during the 2023 legislative session.

The enclosed executive summary provides both the overall, aggregate revenue and expenditure budgets of the District's governmental funds as well as revenue and expenditures budgets for each individual fund.

**Recommendation:** The District administration recommends reviewing the proposed preliminary budget for fiscal year 2024 ahead of adoption at the June 20, 2023 Special Meeting.

**Desired Outcomes from the Board:** Review, discuss, and provide feedback on the proposed preliminary budget for fiscal year 2024.

**Attachments:**

1. Executive Summary – Preliminary Budget Fiscal Year 2024

# Preliminary Budget Executive Summary

Dr. Stacie Stanley, Superintendent  
Mert Woodard, Director of Business Services  
Approved by the School Board on June 20, 2023

## GUIDING PRINCIPLES

### Vision

The vision of the Edina Public Schools is for each and every student to discover their possibilities and thrive.

### Mission

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

## CORE VALUES

We are guided by our Core Values: Integrity, Compassion, Courage, Commitment, Appreciation, and Responsibility.

## CORE BELIEFS

**Academic Excellence:** We believe each student deserves access to academic excellence which includes challenging and rich curricula, high expectations, and inspiring instruction that meets their individual needs.

**Equity:** We believe it is critical to eliminate barriers to success and provide the supports, opportunities and environments so all students can reach their full potential.

**Family, School, & Community:** We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share responsibility for learning.

**Healthy Learning Environment:** We believe students thrive in a balanced, healthy environment that promotes the free exchange of ideas and support students' physical, social-emotional and intellectual needs.

**Inclusion:** We believe in the inherent dignity of all people, we celebrate individuality, and we value and appreciate diversity.

**Life Skills:** We believe that inspiring students to grow as critically thinking collaborative learners will prepare them to be productive, accountable, self-motivated, and responsible citizens.

**Operational Excellence:** We believe in high performance of governance, administration, and partnerships, and effective and efficient use of time, human, financial, and physical resources in support of the mission.

**Professional Excellence:** We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.

## School Board

Erica Allenburg, Chair  
*Term Expires: January 2026*

Julie Greene, Vice Chair  
*Term Expires: January 2024*

Janie Shaw, Treasurer  
*Term Expires: January 2024*

Karen Gabler, Clerk  
*Term Expires: January 2026*

Dan Arom, Assistant Clerk  
*Term Expires: January 2026*

Michael Birdman, Assistant Treasurer  
*Term Expires: January 2026*

Regina Neville, Director  
*Term Expires: January 2024*

Stacie Stanley, Ex-Officio

## GOVERNMENTAL FUND STRUCTURE

To understand this budget document, it is helpful to know that there are several legal restrictions on how school districts must spend and account for the public funds that they receive. Per state requirements and Generally Accepted Accounting Principles of the United States, Edina Public Schools separates its money into five major areas.

They are as follows:

### General Fund

Used to account for the general operations of the school district. This fund includes salaries and benefits for teachers, principals, custodians, administrative support staff, paraprofessionals, and administrators; costs of supplies, textbooks, contracted services, utilities, repairs, equipment, and so on. This fund is also used for long-term facilities maintenance (LTFM) projects of less than \$2,000,000 per site and for the capital projects (technology) levy.

### Food Service Fund

Used for all expenditures related to operating the District's cafeterias, including food, salaries, benefits, supplies, and equipment. Food Service revenues come primarily from the sale of meals to students and adults. Federal and state aid is also provided for meals served that qualify for reimbursement.

### Community Services Fund

Used for expenditures related to community education programs such as Early Childhood Family Education, Adult Basic Education, Kids Club, youth enrichment classes, and Community Education Programs.

Community Services revenue primarily comes from fees charged for the programs and property tax revenue dedicated to community services.

### Building Construction Fund

Used for expenditures of major building projects. Proceeds from sale of bonds authorized in an election or against lease levy authority are placed in this fund. This fund is also used for long-term facilities maintenance projects exceeding \$2,000,000 per site.

### Debt Service Fund

Used to accumulate and account for resources that fund principal and interest payments on bonds sold to finance construction. These are akin to a homeowner's payments on a mortgage.

*Why is this information important? It is important to understand the fund structure because, with very few exceptions, money cannot be transferred from one fund to another. For example, raising a la carte prices or Kids Club tuition is not a solution to a shortfall in the General Fund. Similarly, the resources of the Debt Service Fund or the Building Construction Fund cannot be used to pay teacher salaries.*

## EXPENDITURES BY PROGRAM

The school district budget consists of expenditures made for the following programs or activities:

### Administration

Includes all costs for general administration, instructional administration and school site administration. This area also covers the school board, superintendent, principals, and directors.

### District Support Services

Consists of activities related to general administrative support not listed above. This area covers federal programs, human resources, business and finance, government relations, school elections, and miscellaneous district administration not otherwise classified. Anticipated salary increases and district contingency reserves have temporarily been budgeted here.

### Elementary and Secondary Regular Instruction

Elementary and secondary regular instruction consists of all activities dealing directly with the teaching of pupils, the interaction between teachers and pupils in the classroom and co-curricular activities at the kindergarten, elementary and secondary levels.

### Vocational Instruction

Courses and activities which develop knowledge, skills, attitudes and behavioral characteristics for students seeking career exploration and employability.

### Special Education Instruction

Activities providing learning experiences for pupils of any age who, because of certain atypical characteristics or conditions, need, or who would benefit by, educational programs different from those provided pupils in regular or vocational instruction.

### Instructional Support Services

Activities for assisting the instructional staff with the content and process of providing learning experiences for pupils in kindergarten through twelfth grade.

### Pupil Support Services

Includes all services provided to pupils who do not qualify to be classified as instructional services (counseling/guidance, health, psychological, social work, transportation, other).

### Sites and Buildings

Activities related to the acquisition, operation, maintenance, repair and remodeling of all physical plant, facilities and grounds of the school district.

### Fiscal and Other Fixed Costs

Fiscal and fixed cost activities that are not recorded elsewhere.

## EXPENDITURES BY OBJECT

The school district budget consists of the following types of expenditures:

### Salaries

Regular salary related to personnel positions, extra-curricular assignments, overtime, and substitute costs.

### Benefits

Health, dental, life, long-term disability, workers' compensation, state pension contributions, retirement plans and recording of post-retirement benefits for current employees.

### Purchased Services

Includes consultants, postage, insurance, repair and maintenance services, utilities, student transportation contracts, travel/conferences, payments to other districts, and tuition.

### Supplies and Materials

Textbooks, instructional supplies, office and custodial supplies, computer software, and related copier costs. Includes fuel for buildings.

### Capital

Building construction, equipment, facility repair and maintenance, vehicles, and computer equipment.

### Debt Service

Principal and interest payments for bonded debt.

### Other Expenditures

All other expenditures not classified in other areas.

# Preliminary Budget Executive Summary

2023-2024 School Year

## BUDGET OVERVIEW

The annual budget presented includes an analysis of the actual financial results of the District at June 30, 2022, and the anticipated positions at June 30, 2023 and June 30, 2024.

The budget was prepared in accordance with generally accepted accounting principles and includes all governmental funds. Each fund is treated as an independent accounting entity in accordance with statutory requirements and state and federal regulations governing the District's various revenue sources and expenditure purposes.

Minnesota Education Laws 2023 were used as the basis for building the fiscal year 2023-2024 budget which includes a 4.0% increase in the state basic education revenue formula, an increase to special education cross subsidy aid from 6.4% of the cross subsidy to 44.0%, and an increase to per pupil English Learner revenue from \$704 to \$1,228.

Preliminary Budget Fiscal Year 2024		
FY2022 Audited Results	FY2023 Revised Budget	FY2024 Preliminary Budget

### Revenues:

General Fund	\$ 135,580,160	\$ 142,729,203	\$ 154,449,311
Food Service	4,125,876	3,551,199	3,749,153
Community Service	9,000,853	10,571,317	12,081,362
Debt Service	15,069,351	15,300,530	14,299,501
<b>Total Excluding Construction</b>	<b>163,776,240</b>	<b>172,152,249</b>	<b>184,579,327</b>
Construction	10,439,858	23,039,499	2,305,570
<b>Total Revenue</b>	<b>\$ 174,216,098</b>	<b>\$ 195,191,748</b>	<b>\$ 186,884,897</b>

### Expenditures:

General Fund	135,021,744	143,624,315	149,411,639
Food Service	3,748,409	3,650,721	3,749,153
Community Service	8,077,495	10,565,023	11,892,848
Debt Service	14,933,009	15,227,578	14,587,840
<b>Total Excluding Construction</b>	<b>161,780,657</b>	<b>173,067,637</b>	<b>179,641,480</b>
Construction	6,418,595	17,476,685	13,033,803
<b>Total Expenditures</b>	<b>\$ 168,199,252</b>	<b>\$ 190,544,322</b>	<b>\$ 192,675,283</b>

*For presentation purposes, throughout this document other financing sources are depicted as revenues and other financing uses as expenditures*

The District will also experience increase of \$229 per pupil in operating referendum authority and a 5.5% increase to the capital projects levy, directly proportional to the increase to the net tax capacity of the District.

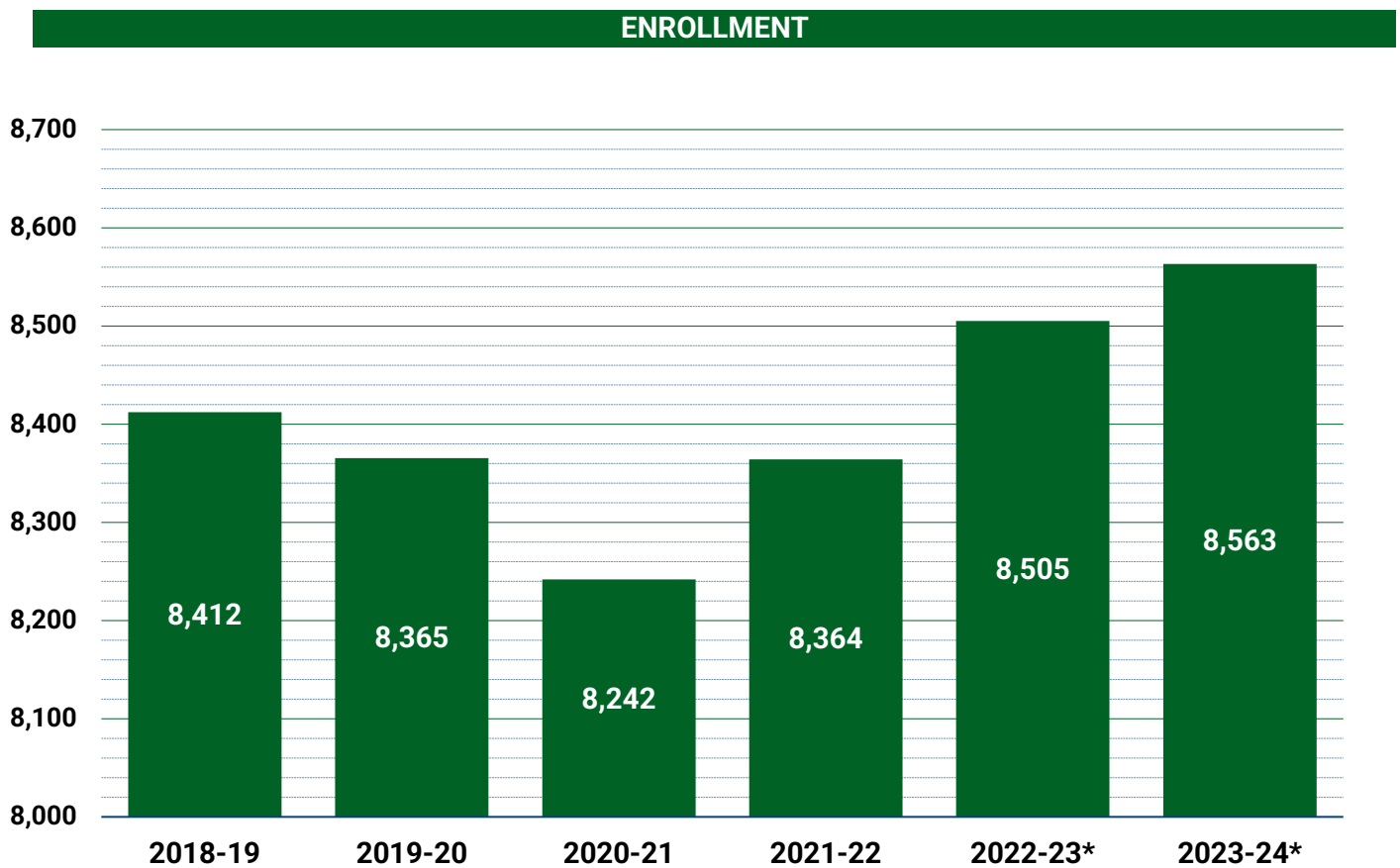
The development of the District's budget for the 2023-2024 school year, which was concluded before the end of the 2023 legislative session, includes approximately \$4.0M of cost containment measures. The cost containment measures include, but are not limited to: the elimination of all non-special education paraprofessionals hired with one-time federal pandemic relief funds, the "right sizing" of licensed staff at the middle school level in accordance with established District class-size ratios, the elimination of certain central office administrative staff through attrition, and the indefinite deferral of certain capital purchases. More details regarding the District's cost containment process can be found on the District's cost containment [website](#).

A school district's budget can be one of the most meaningful and useful documents in public school administration. It depicts the priorities of the School Board, administration, staff, and community. The District's preliminary budget for fiscal year (FY) 2024 is shown above.

## ENROLLMENT HISTORY & PROJECTIONS

During the 2020-21 school year the District, like many throughout the state and country, experienced a one-time enrollment loss due to the COVID-19 pandemic. In 2023-24 enrollment of Edina Public Schools is projected to grow by 58 students to 8,563.

Enrollment projections are based upon demographic studies commissioned by the District that are updated periodically and monitored regularly in regards to capacity at school buildings. The District's last demographic and enrollment study was completed in January 2022. The District is in the process of refreshing the study to better understand changes to housing, resident enrollment, and open enrollment trends.



\*The enrollment figures for the 2022-23 and 2023-24 school years are estimates. The enrollment figures for the other years that are presented represent actual student enrollment (average daily membership).

# Preliminary Budget Executive Summary

2023-2024 School Year

## GENERAL FUND

The General Fund contains all revenue and expenditures for the general, day-to-day operations of the school district. This includes salaries and benefits for teachers, administrators, custodians, secretaries, and para-professionals; instructional supplies, technology, transportation, textbooks, and money spent to operate and repair district buildings. In some ways, it is clearer to express the General Fund in terms of what it does not cover. The General Fund does not cover food service, Community Education programs, debt service payments on voter-approved bonds issued by the District, and the cost of major construction projects financed through the issuance of bonds.

The General Fund includes expenditures associated with the capital projects levy or "tech levy", which funds all of the technology infrastructure and staff in the District, the annual levy for LTFM projects less than \$2.0M per site. Projects over \$2.0M are in the building construction fund. It is important to note that LTFM expenditures can fluctuate considerably from year to year and can impact the overall view of the district's funding picture.

## FUND BALANCE POLICY

The level of spending is set with a number of considerations in mind, but one of the primary considerations is to maintain an adequate level of reserves for unanticipated events. The District has a formal policy calling for an unassigned fund balance in the General Fund equal to at least 6.0% to 10.0% of total unassigned expenditures. This balance could be considered to be the District's "savings account." Maintaining a prudent fund balance is important for the stability of the district, and is a key measure that bond rating agencies examine when assigning a credit rating to a District's debt issuances. The projected unassigned General Fund balance as of June 30, 2024 is \$10,185,657. This is 8.8% of the unassigned expenditure budget, or about two weeks of operations. Board policy dictates an additional *committed* fund balance of 2.0%. Unanticipated events that could occur that would require the District to dip into its unassigned fund balance include:

- Property tax delinquencies and abatements
- Enrollment fluctuations
- Unanticipated price increases for essential purchases, e.g. fuel for heating, other utilities, transportation
- State aid revenue reductions or 'pro-rations'
- Unforeseen public health emergencies or severe weather/natural disasters
- Federal sequestration

Preliminary Budget Fiscal Year 2024		
FY2022 Audited Results	FY2023 Revised Budget	FY2024 Preliminary Budget

### Revenues:

Local Property Taxes	\$ 44,953,106	\$ 46,853,980	\$ 53,290,711
Investment Earnings	46,182	598,647	406,663
Other Local Revenue	3,948,410	3,693,487	3,288,175
State Aid	82,445,205	86,913,483	95,178,065
Federal Aid	4,187,257	2,731,866	2,285,697
Other Financing Sources	-	1,067,740	-
<b>Total Revenue</b>	<b>\$ 135,580,160</b>	<b>\$ 141,859,203</b>	<b>\$ 154,449,311</b>

### Expenditures:

Salaries and Benefits	107,097,909	112,640,984	117,819,332
Purchased Services	13,208,778	9,317,387	9,781,080
Supplies and Materials	4,445,548	7,091,202	4,280,652
Capital	7,289,936	11,750,157	15,023,136
Other	600,892	620,584	507,439
Other Financing Uses	2,378,681	1,334,000	2,000,000
<b>Total Expenditures</b>	<b>\$ 135,021,744</b>	<b>\$ 142,754,315</b>	<b>\$ 149,411,639</b>

### Fund Balances:

Net Change in Fund Balance	558,416	(895,112)	5,037,672
Beginning of Year	17,563,606	18,122,022	17,226,910
End of Year	18,122,022	17,226,910	22,264,582

# Preliminary Budget Executive Summary

2023-2024 School Year

## FOOD SERVICE FUND

The District's food service operation, managed by Chartwells, provides meals and nutrition services that fully comply with regulations set forth by the United States Department of Agriculture. All revenues and expenditures associated with the program must be accounted for in a separate fund. By law, revenues generated by the program can only be used to provide meals and to pay for certain closely related expenditures.

During the 2023 legislative session a bill to provide free meals to all students attending public schools was enacted, effective July 1, 2023. All students of the District will receive one free breakfast and one free lunch each school day.

Preliminary Budget Fiscal Year 2024		
FY2022 Audited Results	FY2023 Revised Budget	FY2024 Preliminary Budget

### Revenues:

Lunch Sales	\$ 352,581	\$ 2,372,370	\$ 1,147,748
Federal Aid	3,696,542	976,052	1,008,453
State Aid	74,774	164,237	1,579,963
Other	1,979	38,540	12,989
<b>Total Revenue</b>	<b>\$ 4,125,876</b>	<b>\$ 3,551,199</b>	<b>\$ 3,749,153</b>

### Expenditures:

Salaries and Benefits	410,529	535,151	450,677
Purchased Services	2,903,922	2,832,052	3,298,476
Supplies and Materials	407,862	172,136	-
Other Expenditures	9,775	36,382	-
Capital Outlay	16,321	75,000	-
<b>Total Expenditures</b>	<b>\$ 3,748,409</b>	<b>\$ 3,650,721</b>	<b>\$ 3,749,153</b>

### Fund Balances:

Net Change in Fund Balance	377,467	(99,522)	-
Beginning of Year	921,842	1,299,309	1,199,787
End of Year	1,299,309	1,199,787	1,199,787

# Preliminary Budget Executive Summary

2023-2024 School Year

## COMMUNITY SERVICES FUND

Community Education exists to help our E-12 students and families thrive and be successful in school and life. Community Education designs, operates and participates in hundreds of important programs year-round that make life and learning better for all people who live, work and attend school in the district. Programs include Kids Club childcare, youth camps and classes, adult classes, adult basic education, and volunteering. Community Education also operates the Edina Early Learning School which offers Early Childhood Family Education, full- and part-day preschool, early childhood screening, intervention and outreach for our community's youngest learners.

Preliminary Budget Fiscal Year 2024		
FY2022 Audited Results	FY2023 Revised Budget	FY2024 Preliminary Budget

### Revenues:

Local Property Taxes	\$ 1,118,925	\$ 1,087,837	\$ 1,232,059
Tuition and Fees	7,199,115	8,686,212	10,067,570
Other Local Revenues	2,639	15,000	32,007
State Sources	571,274	695,268	749,726
Federal Sources	108,900	87,000	-
<b>Total Revenue</b>	<b>\$ 9,000,853</b>	<b>\$ 10,571,317</b>	<b>\$ 12,081,362</b>

### Expenditures:

Salaries and Benefits	5,511,265	7,229,836	8,035,027
Purchased Services	1,834,270	2,511,162	2,857,081
Supplies and Materials	550,108	594,817	653,440
Other Expenditures	125,783	129,800	165,300
Capital Outlay	56,369	99,408	182,000
<b>Total Expenditures</b>	<b>\$ 8,077,795</b>	<b>\$ 10,565,023</b>	<b>\$ 11,892,848</b>

### Fund Balances:

Net Change in Fund Balance	923,058	6,294	188,514
Beginning of Year	688,972	1,612,030	1,618,324
End of Year	1,612,030	1,618,324	1,806,838

# Preliminary Budget Executive Summary

2023-2024 School Year

## BUILDING CONSTRUCTION FUND

The Building Construction Fund is used for two purposes:

- to account for construction project expenditures financed with bond or bond-like proceeds
- to account for the expenditures of LTFM projects that are greater than \$2.0M per site.

There can be no borrowing from the Building Construction Fund; any cash or investment balance in the fund must be used for authorized construction or LTFM projects.

Expenditures relating to projects financed by bonds issued in prior years are reflected in the reduction in fund balance over time as projects progress to completion.

During the 2023 fiscal year the District issued certificates of participation in the aggregate par amount of \$14,200,000 to finance the addition to Countryside Elementary, which will host the District's Spanish dual-language program.

Preliminary Budget Fiscal Year 2024		
FY2022 Audited Results	FY2023 Revised Budget	FY2024 Preliminary Budget

### Revenues:

Investment Earnings	\$ 30,999	\$ 20,000	\$ 305,570
Debt Issued	7,357,053	21,685,499	-
Transfers In	3,051,806	1,334,000	2,000,000
<b>Total Revenue</b>	<b>\$ 10,439,858</b>	<b>\$ 23,039,499</b>	<b>\$ 2,305,570</b>

### Expenditures:

Salaries and Benefits	-	-	300,000
Purchased Services	1,739,767	2,308,534	-
Capital Outlay	4,552,861	15,168,151	12,733,803
Interest and Fiscal Charges	125,967	-	-
<b>Total Expenditures</b>	<b>\$ 6,418,595</b>	<b>\$ 17,476,685</b>	<b>\$ 13,033,803</b>

### Fund Balances:

Net Change in Fund Balance	4,021,263	5,562,814	(10,728,233)
Beginning of Year	7,392,643	11,413,906	16,976,720
End of Year	11,413,906	16,976,720	6,248,487

# Preliminary Budget Executive Summary

2023-2024 School Year

## DEBT SERVICE FUND

The Debt Service Fund exists to account for revenues and expenditures associated with the repayment of the District's bonded indebtedness. The District issues bonds primarily for the purpose of financing the acquisition, construction, improvement and equipping of the District's buildings. Also, the District occasionally issues bonds to refund or refinance existing debt at a more favorable interest rate. By state law, revenues and expenditures for debt service must be maintained in a separate fund. Borrowing from the Debt Service Fund is not allowed; all resources held by the fund are held exclusively for the purposes of debt repayment and related activity.

The District's underlying credit rating by Moody's Investors Service, [most recently affirmed in April 2023](#), is Aaa, the highest rating possible. The District is one of only three school districts in the State of Minnesota and one of approximately 90 across the United States to hold the coveted rating. The District's credit rating is higher than 34 of 50 states and has held the Aaa rating for longer than the State of Minnesota.

	Preliminary Budget Fiscal Year 2024		
	FY2022 Audited Results	FY2023 Revised Budget	FY2024 Preliminary Budget
<b>Revenues:</b>			
Local Property Taxes	\$ 15,066,052	\$ 15,044,488	\$ 14,277,476
Investment Earnings	3,299	79,964	22,025
Debt Issued	-	176,078	-
<b>Total Revenue</b>	<b>\$ 15,069,351</b>	<b>\$ 15,300,530</b>	<b>\$ 14,299,501</b>
<b>Expenditures:</b>			
Principal	7,540,000	8,015,000	7,625,000
Interest	7,385,884	7,202,578	6,948,840
Fiscal Charges and Other	7,125	10,000	14,000
<b>Total Expenditures</b>	<b>\$ 14,933,009</b>	<b>\$ 15,227,578</b>	<b>\$ 14,587,840</b>
<b>Fund Balances:</b>			
<i>Net Change in Fund Balance</i>	136,342	72,952	(288,339)
<i>Beginning of Year</i>	3,314,963	3,451,305	3,524,257
<i>End of Year</i>	3,451,305	3,524,257	3,235,918

# Preliminary Budget Executive Summary

2023-2024 School Year

## FUND BALANCE REPORT

	Audited Fund Balances June 30, 2022	FY2023 Final Budgeted Revenues	FY2023 Final Budgeted Expenditures	FY2023 Final Budgeted Transfers In/(Out)	FY2023 Ending Fund Balances	FY2024 Proposed Budgeted Revenues	FY2024 Proposed Budgeted Expenditures	FY2024 Final Budgeted Transfers In/(Out)	FY2024 Ending Fund Balances
<b>General Fund:</b>									
Nonspendable - Inventory	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Nonspendable - Prepaid Items	2,925	-	2,925	-	-	-	-	-	-
<b>Total Nonspendable</b>	<b>2,925</b>	<b>-</b>	<b>2,925</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Restricted - Achievement & Integration	-	1,236,170	1,260,357	24,187	-	1,202,504	1,307,664	105,160	-
Restricted - Alternative Program	-	303,037	413,979	110,942	-	260,905	403,697	142,792	-
Restricted - Area Learning Center	-	213,634	224,003	10,369	-	218,000	414,360	196,360	-
Restricted - Basic Skills	-	832,375	1,809,767	977,391	-	1,916,490	2,322,102	405,612	-
Restricted - Capital Projects Levy	-	6,997,669	6,997,669	-	-	7,431,835	7,431,835	-	-
Restricted - Gifted & Talented	-	121,865	1,360,214	1,238,349	-	121,672	1,318,627	1,196,955	-
Restricted - Learning & Development	-	1,918,433	1,918,433	-	-	1,959,035	1,959,035	-	-
Restricted - Long-Term Facilities Maintenance	378,883	9,522,450	8,567,333	(1,334,000)	-	11,215,006	9,215,006	(2,000,000)	-
Restricted - Medical Assistance	-	50,000	50,000	-	-	50,000	50,000	-	-
Restricted - Operating Capital	2,308,787	4,248,069	3,970,018	-	2,586,838	4,370,116	3,981,118	-	2,975,836
Restricted - Safe Schools	-	471,748	728,240	256,492	-	468,518	826,859	358,341	-
Restricted - Staff Development	119,566	1,287,273	1,269,465	-	137,374	1,336,148	1,107,056	-	366,466
Restricted - Student Activities	26,404	-	-	-	26,404	-	-	-	26,404
<b>Total Restricted</b>	<b>2,833,640</b>	<b>27,202,724</b>	<b>28,569,479</b>	<b>1,283,731</b>	<b>2,750,616</b>	<b>30,550,229</b>	<b>30,337,359</b>	<b>405,220</b>	<b>3,368,706</b>
Committed Fund Balance	1,098,955	-	-	1,132,726	2,231,681	-	-	91,170	2,322,850
Assigned - Donations Carryover	588,432	707,470	545,058	-	750,844	515,700	931,756	-	334,788
Assigned - OPEB & Severance	3,818,111	-	-	-	3,818,111	-	-	500,000	4,318,111
Assigned - Unemployment Insurance	-	-	-	-	-	-	-	850,000	850,000
Assigned - Paid Family Medical Leave	-	-	-	-	-	-	-	250,000	250,000
Assigned - Class Size Reduction	-	-	-	-	-	-	-	534,469	534,469
Assigned - Literacy Training	-	-	-	-	-	-	-	100,000	100,000
Assigned - Literacy and Virtual Programming	1,044,193	-	1,044,193	-	-	-	-	-	-
Assigned - Subsequent Years' Budget	544,625	-	544,625	-	-	-	-	-	-
<b>Total Assigned</b>	<b>5,995,361</b>	<b>707,470</b>	<b>2,133,876</b>	<b>-</b>	<b>4,568,955</b>	<b>515,700</b>	<b>931,756</b>	<b>2,234,469</b>	<b>6,387,368</b>
Unassigned Fund Balance	8,191,141	114,819,009	111,584,035	(3,750,457)	7,675,658	123,383,382	116,142,524	(4,730,859)	10,185,657
<b>Total General Fund</b>	<b>\$ 18,122,022</b>	<b>\$ 142,729,203</b>	<b>\$ 142,290,315</b>	<b>\$ (1,334,000)</b>	<b>\$ 17,226,910</b>	<b>\$ 154,449,311</b>	<b>\$ 147,411,639</b>	<b>\$ (2,000,000)</b>	<b>\$ 22,264,582</b>
<b>Food Service Fund:</b>									
Nonspendable - Inventory	21,658	-	21,658	-	-	-	-	-	-
Restricted - Food Service	1,277,651	3,551,199	3,629,063	-	1,199,787	3,749,153	3,749,153	-	1,199,787
<b>Total Food Service Fund</b>	<b>1,299,309</b>	<b>3,551,199</b>	<b>3,650,721</b>	<b>-</b>	<b>1,199,787</b>	<b>3,749,153</b>	<b>3,749,153</b>	<b>-</b>	<b>1,199,787</b>
<b>Community Service Fund:</b>									
Restricted - Community Education	1,217,494	9,633,354	9,566,955	-	1,283,893	11,033,071	10,904,910	-	1,412,054
Restricted - Early Childhood Family Education	299,864	683,496	713,321	-	270,039	749,316	698,841	-	320,514
Restricted - School Readiness	46,105	254,467	284,747	-	15,825	258,779	257,658	-	16,946
Restricted - Community Service	48,867	-	-	-	48,867	40,196	31,439	-	57,624
<b>Total Community Service Fund</b>	<b>1,612,330</b>	<b>10,571,317</b>	<b>10,565,023</b>	<b>-</b>	<b>1,618,624</b>	<b>12,081,362</b>	<b>11,892,848</b>	<b>-</b>	<b>1,807,138</b>
<b>Building Construction Fund:</b>									
Restricted - Building Construction	4,583,781	12,500	3,267,511	-	1,328,770	-	1,328,770	-	-
Restricted - Long-Term Facilities Maintenance	6,830,125	6,548,837	6,606,500	1,334,000	8,106,462	205,570	4,063,545	2,000,000	6,248,487
Restricted - Building Projects Funded by COPs	-	15,144,162	7,602,674	-	7,541,488	100,000	7,641,488	-	-
<b>Total Building Construction Fund</b>	<b>11,413,906</b>	<b>21,705,499</b>	<b>17,476,685</b>	<b>1,334,000</b>	<b>16,976,720</b>	<b>305,570</b>	<b>13,033,803</b>	<b>2,000,000</b>	<b>6,248,487</b>
<b>Debt Service Fund:</b>									
Restricted - Debt Service	3,451,305	15,300,530	15,227,578	-	3,524,257	14,299,501	14,587,840	-	3,235,918
<b>Total Debt Service Fund</b>	<b>3,451,305</b>	<b>15,300,530</b>	<b>15,227,578</b>	<b>-</b>	<b>3,524,257</b>	<b>14,299,501</b>	<b>14,587,840</b>	<b>-</b>	<b>3,235,918</b>
<b>Total Governmental Funds</b>	<b>\$ 35,898,872</b>	<b>\$ 193,857,748</b>	<b>\$ 189,210,322</b>	<b>\$ -</b>	<b>\$ 40,546,298</b>	<b>\$ 184,884,897</b>	<b>\$ 190,675,283</b>	<b>\$ -</b>	<b>\$ 34,755,912</b>

II.B. Educator Feedback

**Speaker (s) :**  
Governance Committee



**Board Meeting Date:** 6/12/2023

**Title:** Educator Feedback

**Type:** Discussion

**Presenter(s):** Governance Committee

**Description:** The board, administration and educators all have a shared interest in having a common understanding of pathways for educator feedback at the board level. Having pathways for feedback will ensure there is a consistency in approach and shared value of having educator feedback at the governance level. The attached document is the shared work of the Meet and Confer Committee and is being presented to the entire board for feedback.

**Background Information:** The Edina School Board set goals for the 2022-2023 school year that aligned with our strategic plan and were consistent with the priorities of Edina School District stakeholders. One of these goals was:

Goal Area Three | Strategy C Alignment: Foster Positive Learning Environment and Whole Student Support

*Board Goal: Ensure students, staff, families and other members of the community experience a positive school climate with a deliberate focus on student, teacher and staff mental health and wellness.*

Key actions:

- Board determines our role in the district educator feedback process for oversight and decision making at governance level.

The full board and governance committee have met multiple times to discuss this topic and the full board was presented multiple recommendations at the 5/23 work session. The governance committee was given the direction to get feedback from educators.

**Recommendation:** The board discusses, gives feedback and comes to consensus on process recommendations.

**Desired Outcomes from the Board:** See recommendation.

**Attachment(s):** Educator feedback channels and processes at the board level

## Overarching Board Goal

Stakeholder voice is an important tenet of the Edina School Board's governance work. In order to ensure all stakeholders have the opportunity to participate and influence educational decisions in the district, the Board seeks out and promotes multiple pathways for active listening, learning and understanding stakeholder input for better governance decision-making.

## Intended Outcomes

- Stakeholders know how to engage with the board and where their feedback will be utilized (clarity around engagement and purpose with stakeholder feedback).
- Stakeholder feedback helps the board make decisions that support our mission, vision and strategic plan.
- A diversification of opportunities/pathways the board utilizes to gather stakeholder voices.
- Ensure gathering of voice opportunities reflect the diversity of our student, teacher and community body.
- Student, educator and community voice is gathered at a governance level and for governance purposes.
- Stakeholders feel better engaged in decision-making processes (at a governance level).

## Suggestion - Meet and Confer

Meet and Confer will be utilized as the primary vehicle to elevate unresolved educator concerns both at the site-level and district level concerns. All requests for elevation of concerns should be directed to this collaborative process.

**Benefits:** *Provides clarification around feedback process, provides specific channels of educator feedback at the board level, allows for an exchange of views and concerns to ensure shared understanding.*

- Meet and Confer Participants: Director of Human Resources, EME President, EME Vice President, additional educator representatives, Assistant Superintendent, Superintendent, Board Chair, Board Vice Chair. Other relevant parties can be invited with mutual agreement .Discussion Items: Policies and other matters related to employment other than terms and conditions of employment as defined by the Minnesota Public Employee Labor Relations Act (PELRA).
- Frequency: Per MN statute section 179A.08, Subd. 2. At minimum, every four months (October, January, April).
- Process for issue elevation:
  - Educator elevates issue to site level administrator and EME building representative to problem solve and address issue.
  - If the issue is not resolved, the issue can be elevated to EME President via EME building representative OR directly to EME President.
  - If the issue is still not resolved, the issue can be brought to the agenda for Meet and Confer at the discretion of the EME President. Meet and confer is utilized as

a time for employers and employees to exchange views and concerns, with the goal of reconciliation between the parties.

- It is the responsibility of the board chair, board vice chair and Superintendent to determine if issues brought up in Meet and Confer need to be elevated to the full board.
- Grievance matters: Educators who believe their situation involves a violation of the collective bargaining agreement between the School District and the EME have a right to grieve the issue via the grievance process found in the agreement.
- Evaluation: A feedback loop will be collected on an annual basis from educators to help evaluate the understanding and effectiveness of the process.

## **2) Suggestion Board Level Site Engagement**

School level board liaisons will not be utilized for elevation of issues and concerns (see above process), but are available for site engagement.

**Benefits:** *Allows board members to have presences at sites while still staying in governance lane; builds Board level capacity of specific site understanding; does not interfere with the Meet and Confer process.*

### **In Scope for Board Level Site Engagement:**

- Listening to site level issues and providing guidance on next steps to follow
- School level board liaisons available to tour their assigned schools to see current training, programs and projects
  - Site level administrators and EME building representatives will invite board liaison and one additional board member for an informal tour one time a year
    - Goal of the tour: expose board members to the school community, highlight any current initiatives, see classrooms and students in action
- Participating in a class lesson, e.g., speaking to a class about what a board does, reading a book to a class
- All board members are available to attend special events at schools, attend school-wide events, participate in activities, such as judging student projects, etc.

### **Out of Scope for Board Level Site Engagement:**

- Responding to site level issues
- Touring schools and classrooms without an invitation
- Sitting in individual classrooms to review teacher/content/material
- Attending monthly meetings with site administrators and EME

## **3) Existing Channels Available to All Educators:**

Within the current systems, educators can contact Board members through different means.

- Educators can email the board with concerns or issues to [schoolboard@edinaschools.org](mailto:schoolboard@edinaschools.org). Board members make every effort to read every email received.
- Educators can shareharing concerns during the designated community comment period at regular monthly board meetings
- Educators can call any individual board members

**Next Steps:**

- Creation of a formalized shared document for communication to board, educators and administrators
- Regroup and assess process after semester one 2023-2024

II.C. Pathways Update

**Speaker (s) :** Dr. Randy Smasal, Assistant Superintendent; Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships; Jody De St Hubert, Director of Teaching and Learning; and Daphne Edwards, Director of Marketing and Communications



**Board Meeting Date:** 6-12-2023

**Title:** Pathways Update

**Type:** Report

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent; Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships; Jody De St Hubert, Director of Teaching and Learning; Daphne Edwards, Director of Marketing and Communications

**Description:** Pathways are opportunities that include focused areas of academic learning, related internship/micro-apprenticeship/job-shadowing (work based) learning and earned credentials.

***THRIVE*** Pathways are one of the ways that Edina Public Schools is advancing ***Strategic Initiative A. Advancement of Excellence, Growth and Readiness:***

**A.1 - Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.**

- To prepare all learners for college, career and civic life, curricula and instruction will be aligned to future ready competencies, and periodically audited as part of a continuous improvement process.
- Explore and create additional PreK-12 programming (e.g. STEAM, STEM, Immersion, Biomedical) that promotes authentic and engaging learning experiences to meet the needs of future ready learners and provide attractive educational options for families.

**A.2 - Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.**

- Articulate a system of flexible pathways that maximizes learner engagement to grow students' strengths and talents.

The report provides background information to accompany the Pathways slide presentation. Report elements include a scope overview of Phase I Pathways, Phase II Pathways, the Design Process and timeline, budget implications, potential success metrics and resources utilized by the Pathways Project Team. Phase 1 Pathways all represent experiences that are currently in our Edina 9-12 programming for students. In this report they are articulated in a way that can be replicated for future phases based on continued stakeholder feedback and school board direction.

**Recommendation:** No recommendation is being made at this time. This presentation is an informational update for the board.

**Desired Outcome(s) from the Board:** Please review materials in detail and bring forth questions you have for the presenters.

**Attachment(s):**

- See attached report

This board update report is organized into the following sections:

- Background Information
- Design Process and Timeline
- Phase I pathways
- Phase II pathways
- Budget Implications
- Draft Success Metrics
- Next Steps
- Resources

***Background Information***

Pathways Definition

Career pathways offer a clear sequence, or pathway, of grade level or course level learning, internships/micro-apprenticeships, job shadowing and earned credentials. This system learning approach supports the student development of the attributes of the Portrait of a Well-Rounded Edina Graduate. The learning model allows students to make connections and network with professionals in fields of interest, apply learning from school in a real world/work-integrated setting, and earn industry-recognized credentials making their skillset stand out and overall more marketable. The Edina Pathways model is supported by evidence-based practices from Career Pathways Research (Workforce GPS, 2023) and includes six key elements for success as adapted from the US Department of Labor.

1. Build cross-stakeholder partnerships and clarify roles

Strong **School-Community Partnerships is critical to creating career pathways.**

High levels of engagement with community partners is essential to making career pathways successful. Partnerships include employers, workforce agencies, higher education, community members, and community-based organizations.

2. Identify sector or industry and engage employers

This is the critical connection to building **competencies and skills**, aligned with the **Portrait of a Well-Rounded Edina Graduate**. Work-integrated training strategies that include employers in the design have demonstrated better postsecondary employment and earnings outcomes than more traditional approaches. Successful pathways are designed using active employer involvement to ensure that students gain skills and

competencies that enhance their high school experience and meet the partnership outcomes.

### 3. Design education and career experience programs

This component requires the design of comprehensive **education and training programs** that are experienced by the student. This includes course sequences, as well as credentialing, curricula development, integrated secondary and employment training, career counseling, support services, and assessments.

### 4. Identify funding needs and sources

A career pathways approach braids and aligns services from a wide variety of resources to support a student's successful completion. To ensure system success for each and every student, innovative funding and resource acquisition from a variety of public and private sources are used.

### 5. Align policies and programs

This is a critical component of horizontal and vertical alignment. Career pathways programs require intentional alignment among higher education, local businesses, and EPS courses to ensure that a student will move seamlessly into their postsecondary experience (whether college or career) with real-life and in-demand credentials. The alignment of policies and practices:

- Serve to ensure each and every student is able to fully participate in programs.
- Creates a foundation that allows for funding procurement and blended funding models.
- Supports the professional development of staff necessary to support career pathway approaches.

### 6. Measure performance

This component ensures intended outcomes are met for each and every Edina Public Schools student. Performance measures are based on:

- Establishing metrics that will be used to monitor implementation of pathways model,
- Identifying data to be collected, tracked and shared,
- Creation of process for analyzing data and assessing progress made toward achieving outcomes.

## ***Design Process and Timeline***

A project planning team has met weekly since the fall of 2022-23 to develop a plan for implementing Edina Thrive Career Pathways. The project team members include: Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships; Dr. Randy Smasal, Assistant Superintendent; Jody De St Hubert, Director of Teaching and Learning; and Daphne Edwards, Director of Communication and Marketing.

Jodi Ramirez, EHS Engineering Teacher and Shannon Seaver, EHS Engineering Teacher/CTE Advisory Committee Co-Chair have deeply supported the design work.

Other individuals and or Committees impacting the Edina Pathways design include:

- Elem STEAM Design Team (n=30)
  - > 20 Edina Teachers
  - Edina Administrators
- Special Education Advisory Council (n=20)
  - Edina Teachers and Administrators
  - Edina Parents
- Community Education Advisory Council (n=10)
- South View Content Area Leaders (n=10)
  - SV Teachers and Administrators
- Valley View Content Area Leaders (n=11)
  - VV Teachers and Administrators
- Edina High School Content Area Leaders (n=13)
  - EHS Teachers and Administrators
- 9th grade student career interest survey
  - ~700 9th grade students participated
- Career and Technology Education Advisory Committee (n=30)
  - Edina Students, Teachers and Administrators
  - Business Leaders and Higher Ed Partners
- World's Best Workforce Committee (n=25)
  - Edina Students, Teachers and Administrators
  - Business Leaders and Higher Ed Partners
- K-12 Principals
- Edina Cabinet Members
- Teaching and Learning Board Committee

The [Perkins Collaborative Resource Network](#) notes that a “Career Pathways System is about the coordination of people and resources.” The aforementioned 6 Key Elements have been adapted to develop the Edina Public Schools.

An additional resource that has also been an integral part of the design process is the Minnesota Career Fields, Clusters & Pathways [tool](#), or career wheel. The MDE tool organizes the foundational knowledge and skills, career fields, career clusters, and career pathways in a cohesive framework.

### ***Phase 1 Pathways:***

Phase 1 Pathways all represent experiences that are currently in our Edina 9-12 programming for students. In this report they are articulated in a linear way that allows students and families to see connections and purpose. This structure can also be replicated for future phases based on continued stakeholder feedback and school board direction. The four phase 1 articulated

pathways are Programming and Software Development, Engineering, Aviation and Environmental Sustainability/Service Systems.

***Programming and Software Development Pathway*** (Arts, Communications and Information Systems Career Fields and Information Technology Cluster)



Programming and software development is, in the simplest terms, creating a series of instructions for a computer to execute. Computer programming is a fundamental skill in our world today and used for so many different applications from bringing food directly to our homes, to ordering transportation to get us from one point to another. Programming and software development is literally all around us.

Learning computer programming and software development ensures that students have access to the creative, fast-paced world that relies on machine connections. Students can apply these skills to a wide variety of industries and disciplines as they interact in their immediate world, as well as look to their future. [MOOC.Org](http://MOOC.Org)

Below are descriptions of the linear pathway experiences available to Edina Public Schools for each level of programming in the Programming and Software Development Pathway.

Early Learning Center:

ELC staff design experiences that involve expanding critical thinking skills, analysis, problem solving, and identifying and examining details of a situation—all skills that are precursors to programming. Instruction around this is embedded into daily routines. Visual supports are used to scaffold sequencing skills and to support children of all abilities. Classroom and table top activities are designed to support skills development. The skills include following directions, problem solving and sequencing. Through the Creative Curriculum “studies” children are

making observations, identifying and describing details, making predictions and analyzing differences, similarities as well as determining cause and effect.

### Elementary:

Elementary students specifically engage in programming experiences in Math, Science and Technology. The **K-5 Edina Math** concepts aligned with MDE standards and directly related to building programming skills include:

- **Patterns and Relationships:** Math in Focus emphasizes the identification and understanding of patterns beginning in primary years. Recognizing patterns is an essential skill in coding. Elementary math includes activities and exercises that involve identifying and extending patterns, which can help develop the foundation for understanding algorithms and logical sequences.
- **Logical Reasoning:** Math frequently emphasizes logical reasoning and critical thinking skills. These skills are also central to coding, as programmers must think logically and anticipate how different pieces of code will interact and produce specific outcomes.
- **Problem Solving:** Math encourages students to solve problems using a systematic approach. Similarly, coding involves breaking down complex problems into smaller, more manageable parts and applying step-by-step strategies to find solutions.
- **Geometry and Spatial Reasoning:** Math in Focus includes a focus on geometry and spatial reasoning, which can indirectly support coding. Geometry concepts involve visualizing and manipulating shapes, which align with programming tasks such as designing graphical interfaces or working with coordinate systems. Developing spatial reasoning skills can enhance students' ability to visualize and understand code structures.
- **Data Analysis:** Some basic data analysis concepts, such as collecting, organizing, and interpreting data. These skills are relevant to coding, as programmers often work with data and use it to make informed decisions and develop algorithms.

In **K-5 Science**, Edina students will develop programming skills by learning and engaging with the Next Generation Science Standards (NGSS) which are the backbone of the newly adopted Mystery Science curriculum. K-5 Mystery Science will specifically teach:

- **Computational Thinking:** The NGSS emphasizes the development of computational thinking skills, which are essential for programming.. Computational thinking involves problem-solving, logical reasoning, and algorithmic thinking. By engaging with the NGSS, students can develop these foundational skills, which are directly applicable to coding.

- **Analytical Skills:** Science education, as supported by the NGSS, encourages students to analyze data, make observations, and draw conclusions. These analytical skills are valuable in programming, as programmers often need to analyze and interpret data, identify patterns, and make logical decisions based on the information at hand.
- **Experimental Design:** The NGSS promotes hands-on, inquiry-based learning, which includes designing and conducting experiments. This process mirrors the iterative nature of programming, where programmers test and refine their code to achieve desired outcomes. By engaging in experimental design, students develop problem-solving skills and an understanding of the importance of iteration and debugging in coding.
- **Systems Thinking:** The NGSS encourages students to explore and understand complex systems, such as ecosystems or physical systems. Programming often involves creating and manipulating systems, whether it's designing algorithms, creating software applications, or working with hardware systems. The ability to think systematically and understand how different components interact is beneficial in coding.
- **Technology Integration:** The NGSS recognizes the importance of technology in scientific inquiry and exploration. Programming is a technology-driven field, and learning the NGSS can expose students to various scientific technologies and tools. This familiarity with technology can make the transition to coding smoother and provide a solid foundation for understanding how technology can be leveraged in coding projects.

All Edina students are fortunate to have regular interactions with Elementary Media Specialists. Edina Media Specialists focus on the International Society for Technology Education ([ISTE](#)) standards. Programming experiences K-5 students are engaged in during **Media** include:

- Block Coding in K-2 which includes designing robot movement and digital animation lessons.
- Coding for problem solving in 3-5 which includes basic programming as well as programming more detailed tasks for robots to complete.

### Middle School:

Middle school students have the opportunity to dive deeper into the world of programming through several elective course options. In 6th grade, students take Engineering Exploration where they learn about CAD, 3D printing, fabrication and coding. In 7th grade, students enroll in Design & Modeling/Robotics and Automation. In these classes students learn about information structures, energy transfer, machine automation and computer control systems. Students may also take Coding 7 where they are exposed to several coding languages for web page design, app and game development. Lastly, in 8th grade students continue their middle school coding journey in Coding 8. In this course they are exposed to app

design, artificial intelligence and machine learning, physical computing and game design.

High School:

When students arrive at Edina High School the opportunities in the programming pathway are expanded. Below is a table highlighting existing experiences in the Programming and Software Development Pathway available to students in grades 9-12.

	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Related Required Courses	Algebra 1 and Algebra 2			
Pathway Courses	AP Computer Science Principles and AP Computer Science JAVA, Independent Language Design (Certification and College Credit Option)			
Additional Pathway Elective Courses	Web Coding 1 & 2 (Java), Introduction to Game Design, Cybersecurity			
Clubs	Robotics & Coding			
Internship / Apprenticeship/ Job Shadow			To Date of this Report: Genesys Works Target City of Edina	
Certification options	Computer Programming I, Computer Programming II (C#), Computer Programming II (C++), Computer Programming II (JAVA), Computer Programming II (Python), Computer Programming Advanced, and Computer Science Principles			

Programming Certifications earned by EHS students in the spring of 2023.

- Computer Science Principles
- Computer Programming 1
- Computer Programming 2 Python
- Computer Programming 2 JAVA
- Advanced Programming JAVA
- Web Development
- Game design
- Computer programming 2 C#

EHS administered 290 certification tests. 223 students passed their test and earned certifications this spring (~77% passing rate)!

**Engineering Pathway** (Engineering, Manufacturing, and Technology Career Field and STEM cluster)



Science, technology, engineering, and mathematics (STEM) subjects are gaining popularity throughout all education systems. The [World Economic Forum](#) stated, “65% of children entering primary school today will ultimately end up working in completely new job types that don’t yet exist.” With this in mind it is critical for all students to increase their STEM skills by engaging in critical thinking, problem solving, resiliency, planning, and creativity. Even if a student is not going into a STEM job in the future, developing these key skills will have many benefits for them throughout their lives. [StemSports](#)

Below are descriptions of the Engineering pathway experiences available to Edina Public Schools for each level of programming.

Early Learning Center:

ELC staff design experiences that develop questioning, imagining, planning, creating, adapting, and recreating skills that are many of the critical precursors to engineering.

The following are four unit examples:

- **Buildings:** This unit includes creating buildings out of different materials, learning about parts of buildings, using the 3 little pigs as a literature grounding to then build stronger house kits.
- **Wheels:** This unit involves exploration with a variety of types of wheels and a variety of surfaces. Students explore which wheel type goes the

fastest on what type of surface, asking questions and testing out hypotheses along the way.

- Box Creation: This is a unit taught in the 3 year old classroom and involves students creating anything they can imagine from a box. As students design they observe other innovations and redesign their own.
- Cameras: This unit is made possible through family camera donations of a variety of camera's (Polaroid, digital, disposable, ect). The unit begins with teachers sharing how cameras work and how to use a camera. Students then have an opportunity to practice using the cameras, taking pictures, adapting their techniques based on the results, and planning a new way of using the camera to get better results.

### Elementary:

The Edina Mystery Science curriculum was adopted in 2023 and will be implemented at various stages in K-5 classrooms during the 2023-2024 school year. Mystery Science is aligned with the Minnesota State Standards, as well as Next Generation Science Standards (NGSS). Each lesson is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts.

The following are examples of engineering lessons provided in Mystery Science:

- In "Force and Engineering" in Kindergarten students enjoy a read aloud of The Monster Trap and are challenged to imagine how to design a good monster trap, and then pretend to be sneaky monsters. This read aloud is the conclusion of a "Force Olympics" unit.
- In "Erosion and Engineering" 2nd grade students compare multiple solutions for preventing erosion. They design and test ways to keep water from washing away a hill modeled out of cornmeal.
- In "Invisible Forces" 3rd grade students investigate the effects of balanced and unbalanced forces, the pushes and pulls of bridge structures, and the effects of friction on the motion of objects

### Middle School:

Engineering design is used throughout the Amplify Science curriculum. In each unit, students are introduced to a real-world problem that requires them to use their engineering skills to design a solution. Students work through the engineering design process, which includes:

1. Identifying the problem
2. Researching possible solutions
3. Generating ideas
4. Building and testing prototypes

5. Evaluating and improving solutions
6. Communicating their solutions

By working through the engineering design process, students learn how to apply their science knowledge to solve real-world problems. They also learn how to work collaboratively, communicate effectively, and think critically. The following are examples of engineering lessons provided in Amplify Science.

- In the 6th grade unit on "Forces and Motion," students design a roller coaster that meets specific criteria.
- In the 7th grade unit on "Electricity and Magnetism," students design a robot that can complete a series of tasks.
- In the 8th grade unit on "Chemical Reactions," students design a new type of battery.

The Amplify Science curriculum provides students with the opportunity to use their engineering skills to solve real-world problems. This helps students develop the skills they need to be successful in college, careers, and life.

In addition, Middle school electives provide opportunities for students to explore engineering opportunities at a deeper level. In 6th grade, students take Engineering Exploration where they learn about CAD, 3D printing, fabrication and coding. In 7th grade, students can pursue Design & Modeling/Robotics and Automation. In these classes students engineer solutions related to information structures, energy transfer, machine automation and computer control systems.

High School:

When students arrive at Edina high school the opportunities for learners in the engineering pathway are extended. Below is a table highlighting existing experiences available to students in grades 9-12.

	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Related Required Courses	Algebra 1	Algebra II	PreCalc*	Calculus*
	Physical Earth Science	Chemistry	Biology	*Physics
Pathway Courses	Introduction to Engineering Design and/or Principles of Engineering  Aerospace Engineering, Digital Electronics, Civil and Architectural Engineering			

	Engineering Design and Development		
Clubs	Robotics, Coding, ACE: Architecture Club		
Internship / Apprenticeship/ Job Shadow			To date of this report: Genesys Works Xcel Energy Inherited Stories
Certification options	Cad Mechanical Design I, Cad Mechanical Design II, Cad Mechanical Design III Electronics I, Electronics II, Electronics Principles Engineering Principles II, Engineering Technology		

**Aviation/Aerospace Pathway** (Career Field is Engineering, Manufacturing and Technology and Career Cluster is Transportation)



Humans are on the precipice of commercial space travel. Opportunities for pilots, mechanics, dispatchers, and industry business leaders provides for a rich pathway design in the area of Aviation and Aerospace. With eager partners nearby and a job market with high demand, this pathway provides a unique opportunity for our Edina students. Many lessons in the Edina school system provide students with understanding of flight and space concepts. A few of those experiences are described below.

Early Learning

ELC staff design experiences that introduce students to career opportunities in transportation. One of the many rich Literacy units students engage in in the 4 year old classes is titled transportation and includes read-alouds and discussion on aviation. In another unit on buildings there is a lesson on who works in an

airport. Finally students of all ages create paper airplanes to explore how design impacts flight.

### Elementary

There are three different types of opportunities offered within Mystery Science to explore topics related to the Aviation/Aerospace Pathway. They include full units, core lessons and mini-lessons. At the 3rd grade level there is an entire unit that is on Weather and Climate. Within this unit the Anchor Phenomena that students work with is Modeling Weather Patterns which has a critically important connection to aviation. In addition there is a core 3rd grade lesson on balanced and unbalanced forces in motion. Included as part of this lesson is work with the concept of the impact of friction on the motion of objects. Finally, there are several mini-lessons that any teacher at the elementary level can use. They include the following; The Wright Brothers (history of flight), The Principles of Flight, Different Types of Aircraft, Women in Aviation, Airplane Design, and Space Exploration. These lessons are all short introductory lessons that can be used to help pique student interest in the topic.

Through partnership with the Edina Ed Fund, Edina students are able to participate in the Student Spaceflight Experiment Program. Students in grades 5-12 have the opportunity to design an experiment to test the impact of microgravity on a variable of their choice. The competition pushes students to incorporate many aspects of science and engineering for this Aerospace challenge.

### Middle School

The Amplify Science curriculum provides opportunities for middle school students to learn about concepts of flight, through an introduction to weather, cycles, and physics.

The following are examples of topics that are part of Amplify Science that are related to aviation and aerospace:

- The History of Flight: Students learn about the history of flight, from the early days of gliders to the modern era of jet travel. They also learn about the contributions of key figures in the field of aviation, such as the Wright Brothers and Amelia Earhart.
- The Principles of Flight: Students learn about the basic principles of flight, such as lift, drag, and thrust. They also learn about the different forces that act on an aircraft in flight.
- Different Types of Aircraft: Students learn about the different types of aircraft, such as airplanes, helicopters, and rockets. They also learn about the different features and capabilities of each type of aircraft.
- Space Exploration: Students learn about the history of space exploration, from the early days of rocketry to the modern era of space travel. They

also learn about the different space programs, such as NASA and the Soviet space program, and the many missions that have been sent into space.

These topics provide students with some base knowledge that can serve as foundation for further study at Edina High School.

In addition, the Middle school 8th grade elective called Flight, Space and Electrons provides opportunities for students to explore opportunities at a deeper level. The purpose of this unit is to introduce the students to aeronautics, space, and electronics. They learn about Newton’s Laws of Motion, forces, rockets, propulsion, and what makes things fly. In 7th grade, students can pursue Design & Modeling/Robotics and Automation to learn about information structures, energy transfer, machine automation and computer control systems.

High School

When students arrive at Edina high school the opportunities for learners in the Aviation/Aerospace pathway are extended. Below is a table highlighting existing experiences available to students in grades 9-12 and potential future pathways opportunities.

	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Related Required Courses	Core classes in Mathematics, English, Social Studies			
	Physical Earth Science	Chemistry	Biology	*Physics
Pathway Courses	Aerospace Engineering, Digital Electronics			
Clubs	Robotics, Coding,			
Internship / Apprenticeship/ Job Shadow			Opportunities available as of date of this report: Thunderbird Academy: Aviation Mechanic  ***Thunderbird Aviation  Sun Country Airlines  *** Flying Cloud Airport	
Certification				Hours toward

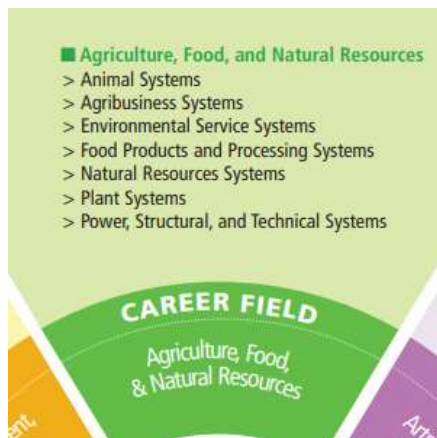
options			Aviation Mechanic  **FAA Exam (Written Pilots Test)  **Pilot ** UAV Operator **Dispatch **Aviation Business
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\*\* = Next phase development

\*\*\* Many Field Trips to the Flying Cloud Airport and Thunderbird Aviation will be available to students where they can learn about many facets of the Aviation business.

- Tower / Club Jet - understand control of airplanes on ground and in the air; view airplanes being deconstructed
- Aviate - airplanes, helicopters, avionics
- Premier Jet Center - airline transport pilot program, sell, deconstruct, paint, and refurbish airplanes
- Thunderbird Aviation / FlyWise Aviation - flight training, maintenance, insurance (FlyWise)
- Executive Aviation - dispatch, charter, medical, maintenance

***Environmental Sustainability Pathway*** (Career Field is Agriculture, Food and Natural Resources and the Cluster is Agriculture, Food and Natural Resources)



The United Nations defines sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” Sustainability of environmental resources will ensure that humans have clean water, healthy food and stable housing; something that is challenging for many. The Environmental Sustainability pathway will help learners develop knowledge and skills to become stewards of environmental sustainability.

Below are descriptions of pathway experiences available to Edina Public Schools for each level of programming in the Environmental Sustainability Pathway.

#### Early Learning Center:

ELC staff design lessons that teach students about the environment and embed opportunities for discussion on and engagement in the importance of safeguarding water, saving energy, reducing waste, and recycling.

The following are unit examples:

- Trees: Students participate in a unit about trees, develop questions, and explore the importance of trees to the environment.
- Clothes: Students learn about how animals can give wool, how the wool is processed, dyed and reused.
- Pets Exploration: Students learn about wild animal preservation. They also learn about pets and how to take care of them.

#### Elementary:

The Edina Mystery Science curriculum was adopted in 2023 and will be implemented at various stages in K-5 classrooms during the 2023-2024 school year. Mystery Science is aligned with the Minnesota State Standards, as well as Next Generation Science Standards (NGSS). The new MN state standards are more inclusive of environmental education. They are also clustered into content strands. Each of the content strands of the standards (physical science, earth science and life science) now has a substrand on “human interactions”. These substrands have standards on human interactions with the environment.

The following are environmental sustainability lessons provided in Mystery Science:

- In “Energize Everything” 4th grade students analyze the advantages and disadvantages of different sources of energy, including burnable fuels and alternative (renewable) energies. They gather and compare information about wind energy, solar energy, and water energy and use the information to determine the best alternative energy sources for a town called Boulderville.
- In “How Much Water is in the World?” 5th grade students use estimation and graphing to discover the surprising difference in the amounts of fresh and saltwater on Earth. Then students calculate and graph how much of

each type of water is present on the planet and discuss water conservation.

- In “How Can We Protect Earth’s Environments?” 5th graders learn about what happens in unbalanced ecosystems and how that can lead to an overabundance of algae and harmful algal blooms. In the lesson students play a game in which they obtain and combine science ideas in order to help a community respond to and prevent harmful algal blooms.

Middle School:

Amplify Science addresses environmental sustainability in the middle school curriculum through a variety of ways, including:

Incorporating environmental sustainability concepts into the science content: The Amplify Science curriculum covers a wide range of science topics, many of which have environmental implications. For example, students learn about the water cycle, the carbon cycle, and the effects of human activity on the environment.

The following are examples of how environmental sustainability is addressed in the Amplify Science curriculum:

- In the 6th grade unit on "Earth's Systems," students learn about the water cycle and the carbon cycle. They also learn about the effects of human activity on the environment, such as pollution and climate change.
- In the 7th grade unit on "Energy," students learn about different types of energy and the environmental impact of each type. They also learn about the importance of conserving energy.
- In the 8th grade unit on "Ecology," students learn about different ecosystems and the relationships between organisms in those ecosystems. They also learn about the threats to ecosystems, such as pollution and habitat loss.

The curriculum provides students with the knowledge and skills they need to be environmental stewards, and it provides teachers with the resources they need to teach environmental sustainability effectively.

High School:

When students arrive at Edina high school the opportunities for learners in the Environmental Sustainability pathway are extended. Below is a table highlighting existing experiences available to students in grades 9-12.

	Gr. 9	Gr. 10	Gr. 11	Gr. 12
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Related Required Courses	Core classes in Mathematics, English, Social Studies			
	Physical Earth Science	Chemistry	Biology	*Physics
*Elective Courses			*Environmental or AP *Environmental Science	
	Rotary Global Scholar Program			
Clubs	Project Earth, Rotary Interact Club			
Travel Based Learning	Operation Wallacea Environmental Trip (Ex. Madagascar-2023)			
Internship / Apprenticeship/Job Shadow			Opportunities available as of date of this report: City of Edina	
Certification Options	Salt Conservation, AFS Global Competence			

### ***Phase II pathways examples***

Phase II potential pathways have been identified based on feedback collected from the 9th grade student career interest survey, committee member's input (Design Process and Timeline section of report) and conversations with business leaders.

- Health Sciences
- Business/Entrepreneurship
- Education

**Budget:** A pathways model is generally developed and launched with existing courses and structures. By articulating the relationships amongst courses, students are able to have clarity in learning purpose, and make connections to their post secondary aspirations. Designing pathways in phases allows the school district to leverage what is already in place and collaborate to plan for program investments at a reasonable pace. Pathways articulation will have minimal costs when they consist of opportunities that currently exist. Future pathways development costs may include additional courses, curriculum development, materials and equipment, training, certification costs and transportation support for internships and micro-apprenticeships. Budget funding sources for pathways refinement and development include:

Edina Public Schools: Community Education and General Education Funding

- Community Education and Strategic Partnerships Funding: \$90,000 - \$115,000

- Allocated Teaching and Learning Capital, Curriculum Development and Professional Development Budgets >\$700,000 annually
- Perkins Funding: 22-23: \$14,000; 23-24: est. \$14,000
- CTE Levy Funding: 22-23: \$112,230; 23-24: \$112,320

Other Financial Sources/Partnership:

- MN Department of Labor Youth Skills Training Grant: \$100,000 over two years to develop community partners for internships and micro-credentials
- Rotary: \$56,000 over four years to support the Rotary Global Scholar Program
- Edina Education Fund: \$20,000 over four years to support the Rotary Global Scholar Program

***Draft Success Metrics***

The implementation of pathways and the impact on learners will be monitored using identified metrics. The following metrics will be used to provide a measurement of baseline data, annual targets to reach the 2027 vision (opportunities for each and every) and opportunities for continuous improvement feedback.

Implementation:

- Percent/number of stakeholders involved in pathways development
- Number of pathways offered to students
  - Number of student internships/micro-apprenticeships/job shadows

Impact:

- Student engagement ratings
- Satisfaction ratings of internship/micro-apprenticeship experience by students, staff and employers
- Number of credentials/certifications achieved each year by Edina students

***Next Steps:***

Edina School Board feedback will be critical to designing the next steps in the Pathways implementation. The Youth Skills grant will fund a two year coordinator position. This individual will be responsible for coordinating the development of internships and micro-apprenticeships in partnership with local businesses. Infographics for next year's registration guide will need to be created in order to help communicate the current Thrive pathways experiences more clearly.

Design work for additional pathways will require significant stakeholder feedback. Additional school board updates will provide status and progress checks as well as opportunity to provide feedback on future pathway design options. Any proposed new courses will follow the typical course design approval process and timeline culminating with school board presentation for approval.

More specific budgeting details will provide cost estimates toward design of future pathways. Baseline metrics will be collected to ensure that the pathways implementation can be monitored for impact.

**Timeline for Phase Completion for Vision 2027**

<b>Phase Completion Dates</b>	<b>January 2024</b>	<b>January 2025</b>	<b>January 2026</b>
<b>Phase I Pathways</b>			
<b>Phase II Pathways</b>			
<b>Phase III Pathways</b>			

All marketing infographics and new courses

**Resources**

The list of resources below have and will continue to serve the pathways project planning team for the design work in Edina.

Local:

- [EPS Career Pathways Posters](#)
- [IEM Inspire Conference U of MN](#)
- Internships/Apprenticeship Programs:
  - [STEM Internships and Programs for Teens](#)
  - [MN State Careers Youth Apprenticeship Program](#)
  - [Best Internships for High School Students in Minnesota](#)
- Careers
  - [www.Fairview.org/careers](http://www.Fairview.org/careers)

State:

- [MN College and Career Cluster Wheel](#)
- Youth Skills Grant MN Department of Labor
- [MN Bilingual Seals Program](#)

National:

- [Pilot Training](#)
- Micro-credentials/Certifications Programs:
  - [Cherry Creek Microcredential Program](#)
  - [Cherry Creek Microcredentials](#)
- [Incremental Credentialing Framework](#)
- [Digital Promise Microcredentials](#)
- [High School Students Publishing Research](#)
- [Perkins Collaborative Resource Network](#)
- [Rethinking High School Graduation Requirements: Project and Microcredentials](#)
- [The Rhode Island Initiative](#)

- [Workforce GPS, Navigate to Success](#)

International:

- [World Leadership School](#)
- [Sustainable Development Goals](#)



# *Thrive*

*Career Pathways*



DEFINING EXCELLENCE

# Vision



# 2027

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Every Edina High School graduate has had the opportunity to explore career options through

- Related Coursework
  - Internship / Apprenticeship
- Microcredential



# How Do We Define A Pathway?



**Sequence of  
Coursework**

**+**



**Career  
Experience**

**+**



**Credentialing**

# Purpose

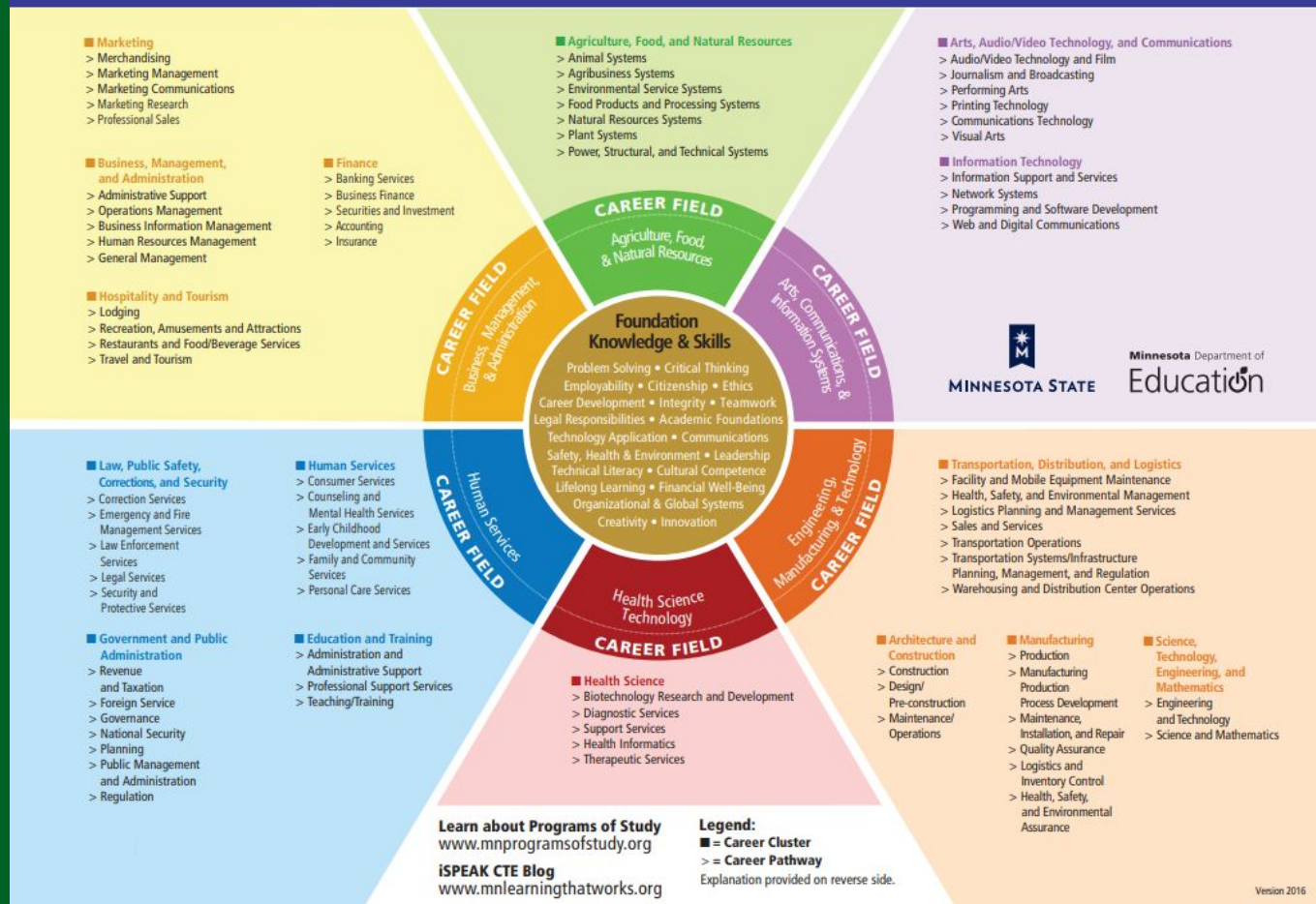




## Youth Career Pathways: Purpose

- Over a century in the making (origin 1917)
- 2006 Carl Perkins Act - Career and Technical Education
- MN Programs of Study - [Career Wheel](#)
- Immersed in World's Best Workforce (2013)
- Embedded in Every Student Succeeds Act (ESSA, 2015)
- Talent Pipeline tied to Careers in Demand

# Minnesota Career Fields, Clusters & Pathways



Where Do You Live?

Seven County Mpls-St ...

Search For An Occupation

Required Education

(All)

Select Career Cluster

Click again to clear filter



Seven County Mpls-St Paul, MN Occupations In Demand, 2022

Reset Filters

Current

Demand

(Highest  
Demand)

4

3

2

Rank Occupation

30 Computer Systems Analysts

43 Computer User Support Specialists

50 Computer and Information Systems Managers

67 Network and Computer Systems Administrat..

119 Information Security Analysts

141 Computer Network Support Specialists

164 Computer Network Architects

166 Computer Programmers

268 Technical Writers

322 Computer and Information Research Scientis..

Educational

Requirements

Bachelor's Degree

Vocational Training

Bachelor's Degree

Bachelor's Degree

Bachelor's Degree

Associate's Degree

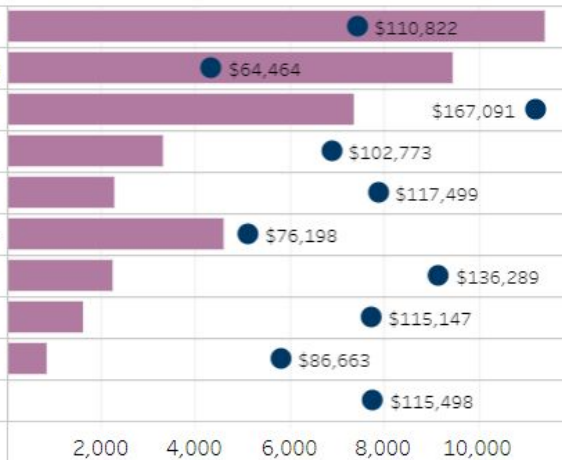
Bachelor's Degree

Bachelor's Degree

Bachelor's Degree

Graduate Degree

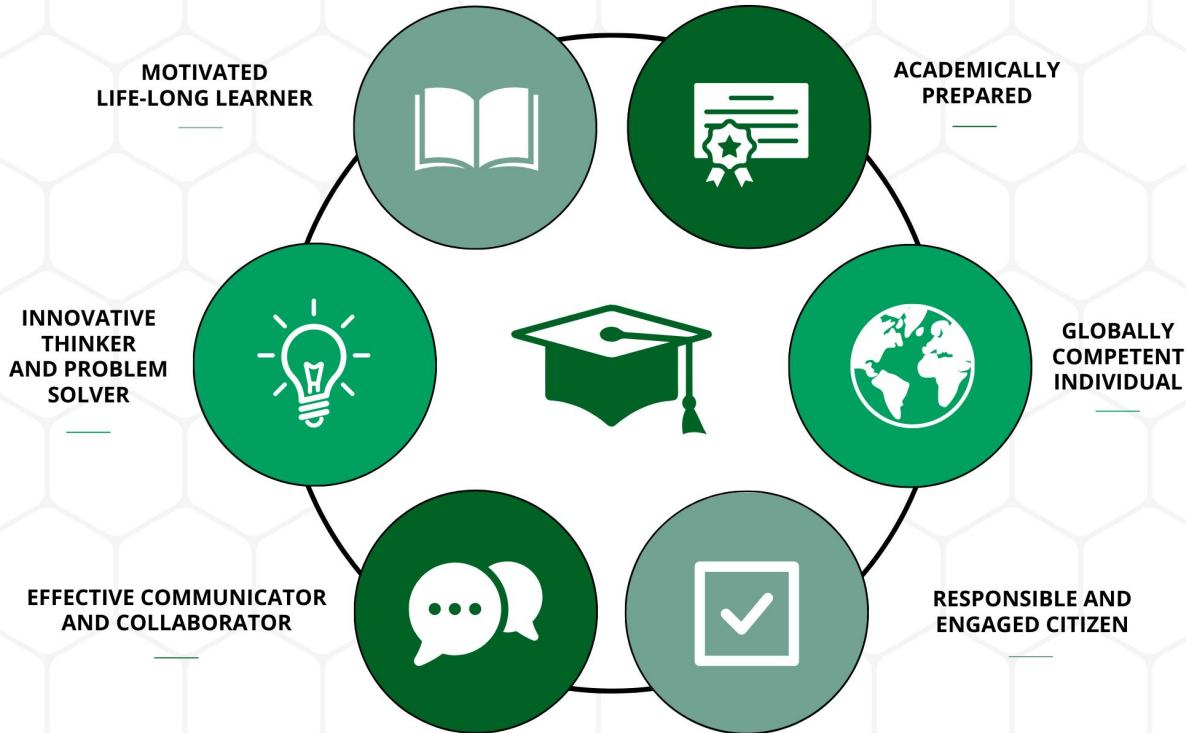
Wages in chart are the median annual wage



2,000 4,000 6,000 8,000 10,000

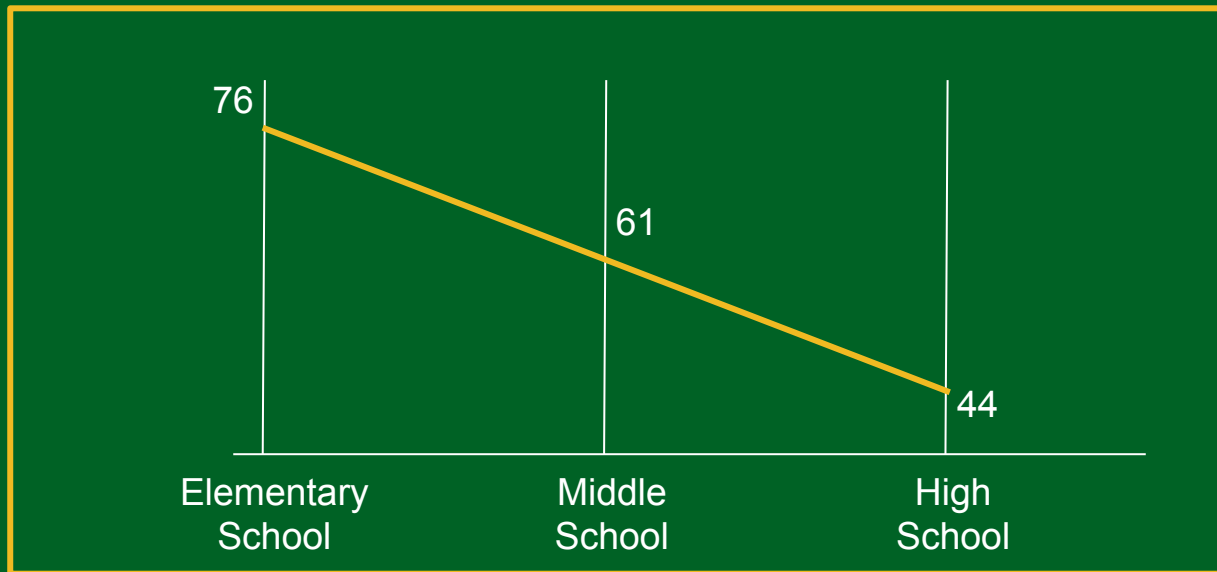
Employment

## Portrait of a Well-Rounded Edina Graduate



# The Gallup Student Poll

## Student Engagement Over Time



■ % Engaged

# Pathways Design Process

## Pathways Design Process:

- Strategic Plan Development
- Business Roundtable
- Stanford Design 6-12 Workshop
- CTE Advisory Team
- Pathways Project Team

## Pathways Feedback Sessions:

- Special Education Advisory Committee
- SV Area Leaders
- VV Area Leaders
- EHS Area Leaders
- CTE Advisory
- K-12 Principals
- Cabinet
- World's Best Workforce
- 9th Grade Career Interest Survey
- Teaching and Learning Board  
Committee
- School Board

# Phase I

**Bundle Existing Opportunities**



# Phase 1 - Four Pathways

## 2024 - 2025 EHS Registration

<b>Career Fields 2024-25</b>	<b>Clusters</b>	<b>Pathways</b>
<b>Engineering, Manufacture &amp; Technology</b>	Transportation and STEM	Engineering Aviation/Aerospace
<b>Agriculture, Food</b>	Agriculture, Food, and Natural Resources	Environmental Sustainability
<b>Arts &amp; Comm</b>	Information Technology	Programming & Software Development

# General Experiences an Edina Student May Have in ALL Pathways

## Early Learning

- Projects, challenges
- Professional Guest Speakers
- Daily Routines
- Experiential Learning
- Curriculum Based Units of Study

## Elementary

- Projects, challenges, competitions
- Professional Guest Speakers
- Classroom Lessons aligned with curriculum
- Media Specialist Instruction

## Middle

- Course Options
- Project work based on career fields, competitions
- Learning Profiles: Interest Inventories
- Career discussion/exploration during Advisory
- Career based field trips
- Professional Guest Speakers
- Microcredentials

## High

- Course Options
- Project work based on career fields, competitions
- Self-assessments
- Mentors
- Career based field trips
- Professional Guest speakers
- Internships, Micro-apprenticeships
- Industry certifications

PLAY

EXPLORE

ENRICH

ENGAGE

# Programming Pathway: Current School Day Sponsored Opportunities

## Early Learning

Un-plugged instruction building foundational programming skills are embedded into daily routines and experiential learning.

Curriculum based camera study

## Elementary

Media Specialists

K-2

Block Coding:

- Robot movement
- Digital Animation

3-5

Coding for Problem solving:

- Robot tasks
- Basic Programming

Foundational programming skills are embedded into Math and Science curriculum.

## Middle

Elective Course Options:

6th Grade

Engineering Exploration

7th Grade

Design & Modeling Robotics & Automation

Media Arts/Coding

8th Grade

Coding

## High

AP Computer Science Principles with 4 possible certifications

AP Computer Science Java with 2 possible certifications

Game Design

Independent Language Design with College Credit and certification options

Work Based Learning - Ex. Genesys and Target Internships

PLAY

EXPLORE

ENRICH

ENGAGE

## Proposed Programming Pathway Experiences - Using Existing Courses

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Required Course Options for Programming</b>	Ap Comp Science Principles Algebra 1	AP Comp Science Java Algebra 2	Game Design	Work Based Learning Independent Design Language
<b>Programming Elective Course Options</b>	N/A	N/A	DECA Digital Design Personal Finance	Cybersecurity Web Page Coding
<b>Clubs &amp; Competitions</b>	Robotics and Coding, Shark Tank			
<b>Internship / Apprenticeship</b>	N/A	N/A	TBD	Ex. Genesys Works Target
<b>Credentials</b>	Program 1 CS Principles Program 2 Python AV Program Python	Program 2 for Java AV Program for Java	CS Program 2	

## 2022-23 Ninth Grade Career Interest Survey

- **Over 700 student responses in the survey**
- **Option to select interest in 16 different career areas**
- **Alignment with Phase I**
  - **7.5% or 55 selected engineering**
  - **5% opted for information technology**

*Phase II career highlights - healthcare (23% or 168), management (16.6% or 121), and education (7% or 51)*



# Phase II

**Bundle Existing Opportunities  
+ Build Where Needed**



# Phase 2

## 2025 - 2026 EHS Registration

<b>Career Fields 2025-26</b>	<b>Clusters</b>	<b>Pathways</b>
<b>Business, Management &amp; Administration</b>	Business, Hospitality, Finance	TBD
<b>Health Science Technology</b>	Health Science	TBD
<b>Human Services</b>	Education	Teacher, Professional Support Services

# Programming Pathway: Current Community Education Sponsored Opportunities

**Early Learning**

**Elementary**

**Middle**

**High**

**PLAY**

**EXPLORE**

**ENRICH**

**ENGAGE**

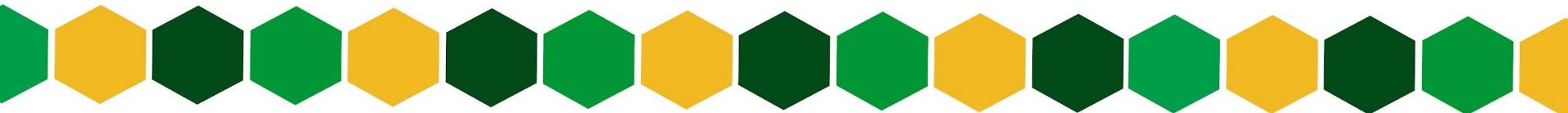
Coding  
Code  
Championship  
Tournament  
  
Minecraft  
Engineering (2-8)  
  
STEAM TEAM  
Club (K-2)  
  
Robots and  
Machines (K-5))

Architecture &  
Design  
  
3D Minecraft  
Creations (4-8)  
  
Coding Hacking Java  
Games  
  
Web Design  
  
Rocket Builder  
Design

# Credentialing Process

- Two ways to earn credentials
  - EPS Coursework
  - EPS Coursework + Work Experience
- Credentialing Agency
  - [YouScience Credentialing Program](#)
  - Others?

- Examples of Credentials/License
  - Biliteracy Seal - State of MN
  - EMT - Dept of Transportation
  - Computer Programming (Java) - Exam
  - Travel Logistics Certification: GDS (Global Distribution System is through the International Air Transport Association)



**Thank you!**



III. Leadership and Committee Updates

IV. Superintendent Updates

V. Adjournment