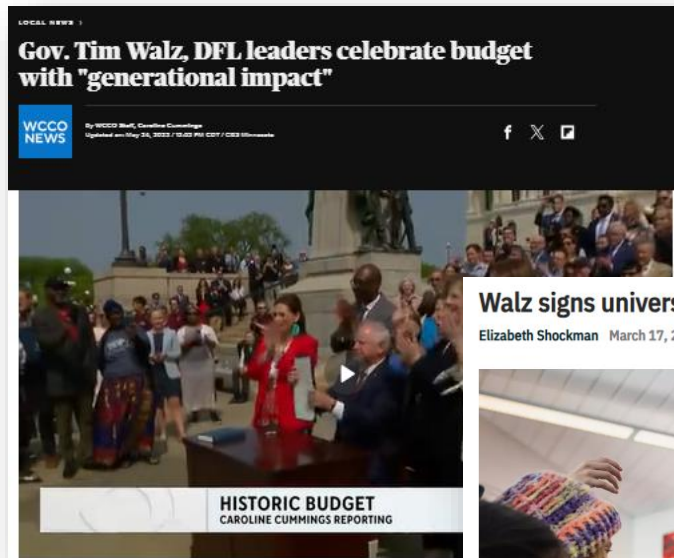




# One Minnesota Budget Implementation | MDE February 20, 2024

# One Minnesota Budget



**Walz signs universal school meals bill into Minnesota law**  
Elizabeth Shockman March 17, 2023 3:36 PM



- **The Walz-Flanagan Administration is working together across agencies to make Minnesota the best state for kids and families.**
  - That's why Governor Walz and Lieutenant Governor Flanagan's 2023 One Minnesota Budget invested in Free School Meals for All, Educator and Worker Supports, Mental Health, American Indian Education, Student Supports, Literacy, and Good Governance.





## MDE Implementation Status Update

# MDE Implementation Successes

- Free school meals program established
  - Breakfast and lunch participation both jumped by double-digit percentages
- READ Act
  - State literacy director hired
  - Curriculum review selection completed
- American Indian Education
  - Increase in American Indian Education Aid
  - Indigenous Education for All Implementation Progress

# MDE Implementation Successes

- Student Mental Health
  - Mental health staff hires
  - Student support personnel aid
- Unemployment Insurance Update
  - Conducted surveys and distributed payments to districts based on responses.
- Grants Management and Office of Inspector General
  - Nearly all legislatively named grants appropriated.
  - Office of Inspector General Established

# Agenda

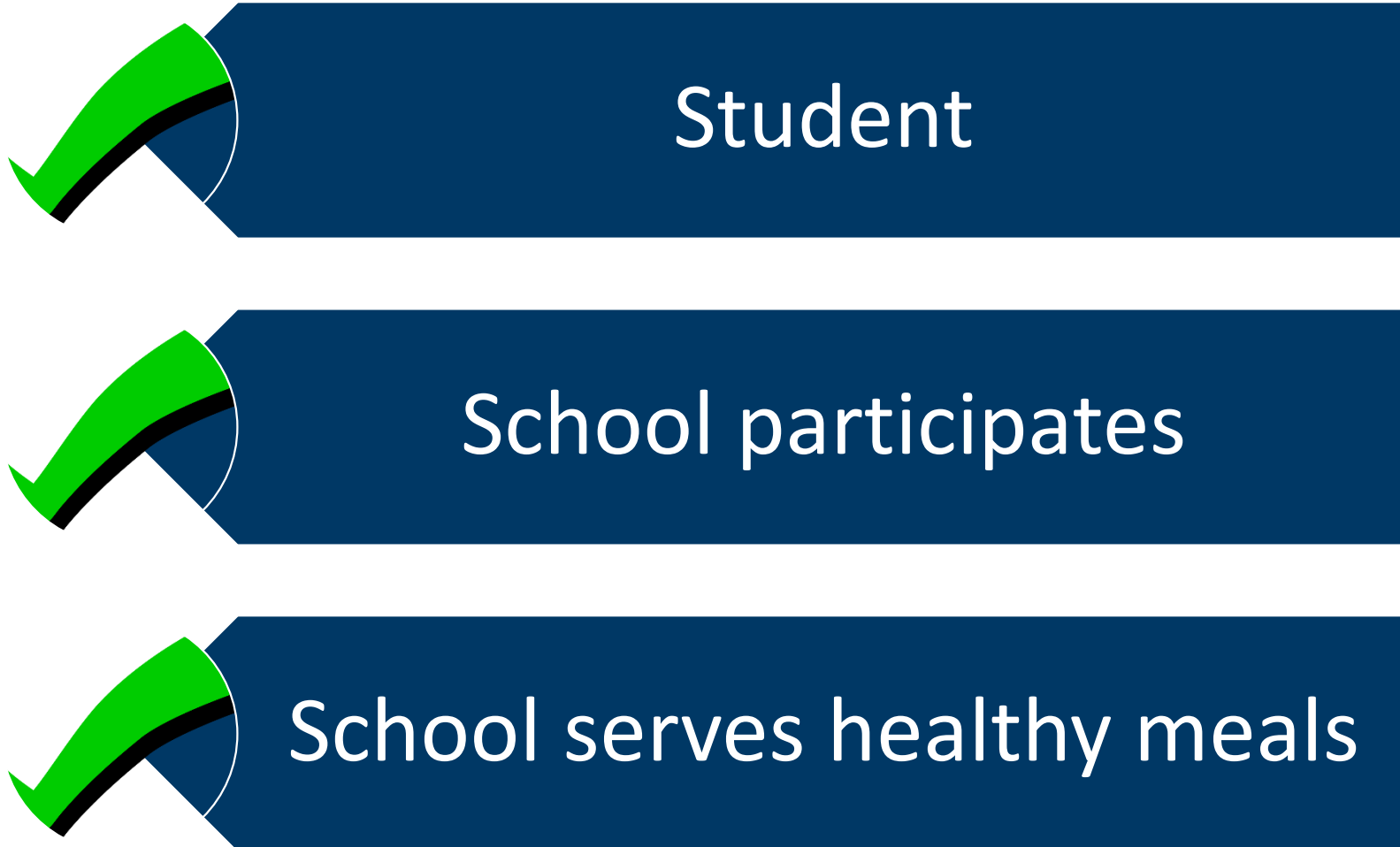
- Free School Meals
- READ Act
- American Indian Education
- Mental Health
- Student Support Personnel Aid
- Unemployment Insurance Update
- Transportation Sparsity
- Grants Management and Oversight



# Implementation Update: Minnesota Free School Meals Program

Daron Korte | Assistant Commissioner

# Minnesota Free School Meals Program





- Schools serve meals, then submit claims for reimbursement to MDE
- Claims are in the form of meals, not expenses
- Meal claims are required to be submitted within 60 days of the claim month ending.
- Statewide claims will not be finalized for SY23-24 until September 2024.
- In comparing September 2022 to September 2023:
  - Breakfast participation increased 31%
  - Lunch participation increased 11%

# Meals Served

School Breakfast Program Meal Counts		
	September 2022	September 2023
<b>Free</b>	1,913,574	2,409,094
<b>Reduced</b>	341,310	340,076
<b>Paid</b>	1,469,967	2,139,240
<b>Total September Breakfast Meals</b>	3,724,851	4,888,410

National School Lunch Program Meal Counts		
	September 2022	September 2023
<b>Free</b>	3,853,165	4,434,000
<b>Reduced</b>	850,950	777,402
<b>Paid</b>	5,280,948	5,837,190
<b>Total September Lunch Meals</b>	9,985,063	11,048,592

# CEP Participation

Minnesota Community Eligibility Provision (CEP) Participation Summary						
	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
<b>Sponsors (Districts)</b>	<b>65</b>	<b>66</b>	<b>70</b>	<b>66</b>	<b>76</b>	<b>139</b>
<b>Sites (Schools)</b>	<b>163</b>	<b>147</b>	<b>155</b>	<b>151</b>	<b>160</b>	<b>410</b>

# Free and Reduced-Price Meals

- There are two ways in which a student can be determine free, reduced or paid category; Direct Certification or through the form.
- It is a federal requirement for MDE to provide a form and for schools to distribute and collect forms in order to participate in the USDA National School Lunch and School Breakfast programs
- The information on these forms are also necessary when calculating the identified student percentage for CEP schools
- Information from the forms determine eligibility for Child and Adult Care Food Program (CACFP) and Summer Food Service Programs (SFSP).
- Direct Certification increased but the form is still necessary to decrease State of MN costs of this MN-FSM, determine eligibility in other programs and determine eligibility of non-USDA programs.



## Implementation Update: The READ Act

Bobbie Burnham | Assistant Commissioner

Kim Gibbons | Director, Center for Applied Research and Educational Outcomes



# The READ Act Goal

**Every child in Minnesota can read at or above grade level and multilingual learners and students receiving special education services are supported in achieving their individualized reading goals.**

[Minnesota Laws 2023, Chapter 55, Article 3: the READ ACT](#)

Quality instruction, assessments, interventions, curriculum, training and ongoing coaching are the foundations of comprehensive systems of support that enable each and every child to read at or above grade level every year, beginning in kindergarten.

# Overview of Key Statutory Components & Dates

Assessment	Evidence Based Curriculum	Intervention	Professional Learning	Literacy Coaching
<p>Universal Screening for all students K-3</p> <p><i>Approved screening Menu posted on July 1, 2023</i></p>	<p>Literacy curriculum must provide foundational reading skills of phonemic awareness, phonics, vocabulary, development, reading fluency, and reading comprehension</p>	<p>All students reading below grade level must have access to evidence-based interventions and data must be used to monitor their progress until the student reaches grade level</p>	<p>K-12 intervention teachers, K-3 classroom teachers, special ed, support staff, curriculum directors, and staff who select curricula must be trained in structured literacy by July 1, 2025</p>	<p>A district must employ or contract with a literacy lead specialist by August 30, 2025</p>
<p>Screening for dyslexia when a student is reading below grade level in grades 4-8</p>	<p>School can select from a list of five curricula aligned to structured literacy best practices that qualify for reimbursement</p> <p><i>Approved curriculum will be posted on January 1, 2024</i></p>	<p>Interventions must be taught by staff who have completed training from the approved list by 2025-26 school year</p>	<p>All other teachers and staff receive training on structured literacy by July 1, 2027</p>	<p>CAREI/MDE will develop a literacy lead training program</p>
<p>Frequent progress monitoring for students who are receiving interventions</p>			<p>MDE/CAREI will identify professional development programs that focus on the five pillars of literacy and the key components of structured literacy</p>	
<p>Universal Screening data must be submitted to MDE annually</p>			<p>State funded professional learning training menu will be posted August 15, 2023</p>	

# Implementation Successes

- All deadlines to date have been met
  - July 1, 2023 - Universal Screening Menu
  - August 15, 2023 - Approved menu of training providers
  - September 15, 2023- RFI and process for approved curriculum selection posted
  - January 9, 2024 – Approved curriculum list
- State Literacy Director; READ Act Data Literacy Specialist; READ Act Training and Communication Specialist
- Contracts close to being executed (CAREI and the three training vendors)

# Year 1: July 2023 to June 2024

## *4 Year READ Act Implementation Plan*

### **Key Activities**

- Survey districts on current literacy practices
- Establish partnerships and execute contracts: CAREI; MN Service Cooperatives; training vendors
- Develop Regional Literacy Networks; hire staff
- Hire State Literacy Director and READ Act staff at MDE
- Generate READ Act webpage; post overview webinar and FAQ
- Determine and post universal screening menu and training options
- Determine process for curriculum review; selection and reimbursement; post approved curriculum; and reimbursement process
- Generate Local Literacy Plan template; develop LLP and data submission process
- Generate District Literacy Lead position description
- Revise BOLD to include The READ Act; post to website; offer webinar series to introduce districts and advocates to BOLD
- MDE, CAREI and WI/MN Comp Center develop an evaluation plan for The READ Act
- Plan, implement and evaluate first summer literacy summit

### **Implementation Milestones**

- All Year 1 deadlines were met
- Local Literacy Plan template is provided to district with TA from RLNs
- All contracts were executed in a timely manner; staff were hired; regional literacy networks are supporting districts;
- READ Act Evaluation Plan in place

### **Key Performance Indicators**

- Number of teachers registered for training by January 1, 2024
- Number of districts submitting Local Literacy Plan on June 15, 2024
- Number of districts submitting for reimbursement for purchasing approved curriculum

# Curriculum Selection Review Process

A curriculum review rubric was co-developed between MDE/CAREI with usability tests with districts in Minnesota and California. After each usability test, the rubric was revised.

Eight domains including global, phonemic awareness, phonics and morphology, fluency, comprehension, vocabulary, writing, and cultural responsiveness.

## Look Fors

- Evidence-based practices that we want to see and looked for at each grade level
- Scored 1 or 0 for each grade level

## Red Flags

- Non evidence-based practices that we do not want to see
- Scored 1 or 0 for each grade level



# Common Questions

Why is the MN list different from other states?

- States are using a variety of ways to determine “the list”.
- Some rely on EdReports exclusively and others superficially review curriculum to see if there are units on Phonemic Awareness, Phonics/Morphology, Comprehension, Vocabulary, Writing, Assessment without looking for the red flags.
- The result is one curriculum operating under two theoretical frameworks that oppose each other and is confusing for students.

Why is the list so short?

- Minnesota went much deeper to look for evidence-based practices, red flags and included more domains.
- Minnesota is leading the country with this review by trying to get to the root cause of the problem with curricula
- The Bottom Line: Nothing is 100% aligned with what we want to see, but there are curricula in existence that have very minimal (if any) red flags.

# Curriculum Program Types

## Program Type:

- **Comprehensive ELA Curriculum:** A curriculum that is designed to provide instruction in all the sub-areas of reading (phonemic awareness, phonics decoding and encoding, morphology, fluency, vocabulary, and comprehension) and writing.
- **Foundational Skills Curriculum:** A curriculum that is designed to provide instruction in at least one sub-area of foundational skill instruction (phonemic awareness, phonics decoding and encoding, morphology, and fluency).
  - Would need to be supplemented with a knowledge building curriculum
- **Language Comprehension & Knowledge-Building Curriculum:** A curriculum that is designed to provide instruction in at least one sub-area of language comprehension (vocabulary, comprehension, writing).
  - Would need to be supplemented with a foundational skills program.

# Approved Core Instructional Programs 2024

## Approved Core Instructional Programs 2024

Program Name	Provider	Type	Phonemic Awareness	Phonics and Morphology	Fluency	Vocabulary	Comprehension	Writing
EL Education, 1st edition, 2017	Open Up Resources	Comprehensive K-5	●	●	●	●	●	●
Wit & Wisdom, 2023	Great Minds	Knowledge Building K-5	N/A	**N/A	**N/A	●	●	●
Magnetic Reading, 2023	Curriculum Associates	Foundational K-2	●	●	●	N/A	N/A	N/A
UFLI Foundations, 2022	Ventris Learning	Foundational K-2	●	●	●	N/A	N/A	N/A
UMN Functional Phonics and Morphology, 2023	University of Minnesota, CAREI	Foundational K-5	●	●	● <sub>K-2</sub>	N/A	N/A	N/A

● Meets    ○ Does Not Meet    Not Applicable N/A

\*While fluency is built into the PA and PM routines additional structured fluency should be included.

\*\* Must be used in conjunction with a foundational program for K-3; Morphology is included 3-5 and Fluency is included 4-5.

Meets = Above Median

# Curriculum Reconsideration and Reimbursement

## Reconsideration Process

- All publishers have received their rubrics.
- Publishers have until February 29, 2024 to submit additional evidence on “Look For’s” and “Red Flags”.
- Our team has 60 days to review additional information to determine additions to the list.

## Reimbursement Process

- Once the reconsideration process is complete in early May, MDE will implement the reimbursement process
- MDE Literacy Unit and School finance are working to determine an equitable distribution model both geographically and financially

# READ Act: Approved Trainings for Educators

- Beginning July 1, 2024, a district must provide access to the training required under the READ Act .
  - LETRS
  - CORE
  - CAREIALL



# READ Act Professional Development

## Phase 1: Required staff to be completed by July 1, 2025

- PreK Classroom Educators – *PreK educators include Voluntary Pre-Kindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness*
- Grades K–3 Classroom Educators
- Grades K–12 Reading Intervention Educators
- Grades PreK–12 Special Education Educators responsible for reading instruction
- Grades PreK–5 Curriculum Directors
- Grades PreK–5 Instructional support staff who provide reading support
- Employees who select literacy instructional materials for grades PreK–5

## Phase 2: Required staff (all other educators responsible for reading instruction) to be completed by July 1, 2027

- Grades 4–12 Classroom Educators responsible for reading instruction/ teaching the MN ELA Standards
- Grades PreK–12 Educators who work with English learners (Licensed ELL teachers)
- Grades K– Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68
- Grades 6–12 Instructional support staff who provide reading support
- Grades 6–12 Curriculum Directors
- Employees who select literacy instructional materials for Grades 6–12

# READ Act Professional Development Registration

- Registration for READ Act literacy professional development will be done through MDE and paid for through READ Act funds. **District and charter schools will not pay for READ Act training when participating in this process.**
- **Registration for Phase 1 educators opened February 1 and will run through October 1, 2024.** A district or charter school must provide access to training beginning July 1, 2024.
- **Open Office Hours offered Week of February 5-9 to assist district/charter schools with registration**

*\*For those districts and charter schools who are choosing LEXIA/LETRS, we acknowledge additional time (beyond the July, 2025 completion deadline) will be needed to complete this course and extensions will be provided*

# READ Act Regional Literacy Networks

- In partnership with MDE each of the nine MN Service Cooperatives will establish a Regional Literacy Networks (RLN), to support the implementation of the READ Act and facilitation of the statewide training, coaching and other required READ Act activities based in evidence-based structured literacy.
- Each RLN will have a Literacy Lead and a team of Literacy Coaches
- The work of the RLNs will be directed and facilitated by MDE and CAREI.

# Regional Literacy Network Coaching Framework

- MDE/CAREI will develop an evidence-based literacy lead training program that trains literacy/coaches/specialists to support schools' efforts in screening, measuring growth, monitoring progress, and implementing instruction and interventions
- Coaching Framework will be integrated with the work of the MnMTSS Regional Teams
- Approved Certified Training Facilitators will participate in a professional learning community where they will receive ongoing coaching and mentoring



# Implementation Update: American Indian Education

Dr. Jane Harstad | Director, Office of American Indian Education

# OAIE Vision – Mission

## Vision:

American Indian students will reach their full potential within their school communities through meaningful, equitable, and targeted educational experiences that affirms and values their unique cultural identities.

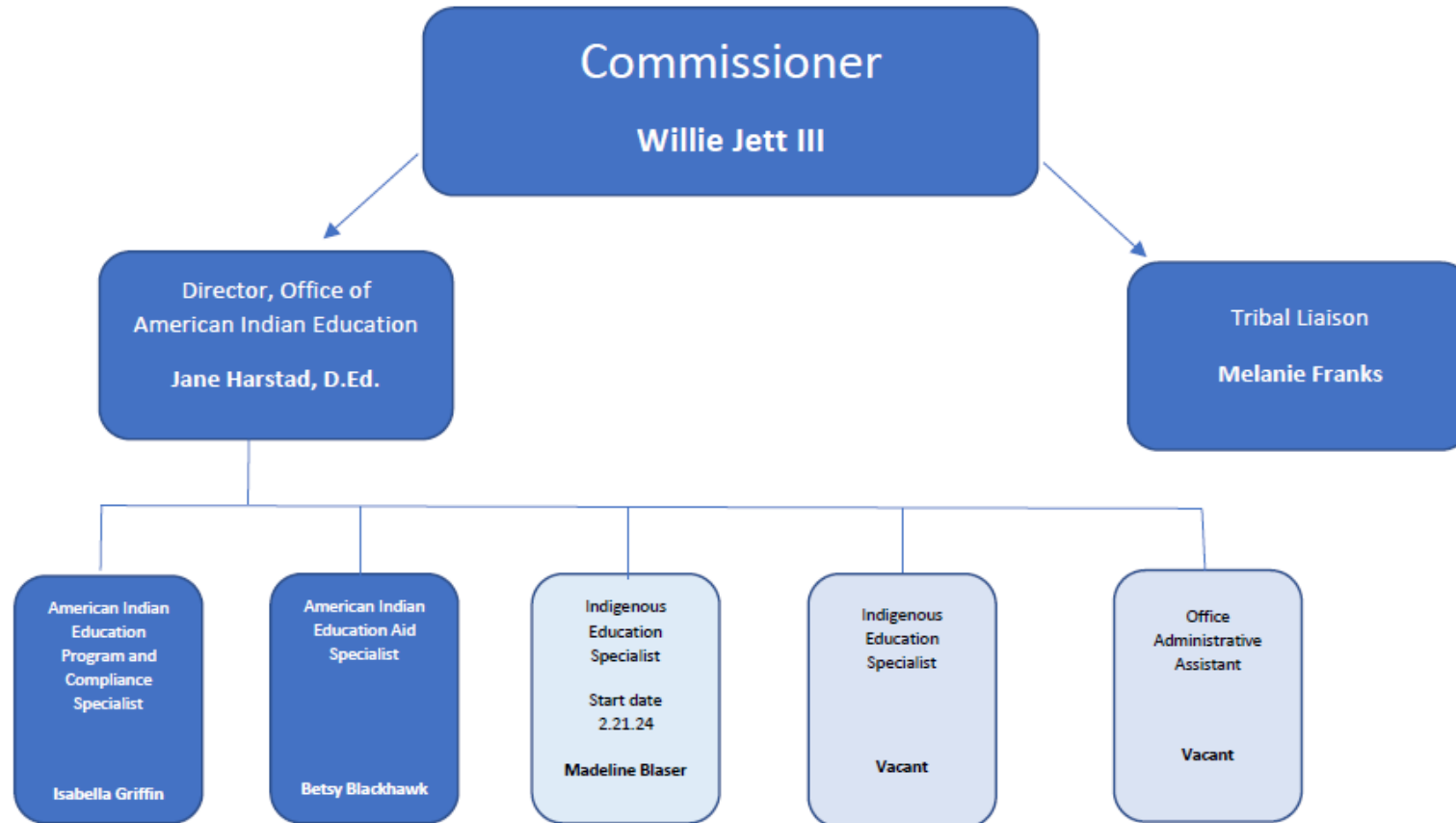
## Mission:

The Office of American Indian Education works to strengthen and promote positive experiences and educational outcomes for American Indian students statewide. We work to accomplish this mission by:

1. Actualizing Minnesota's ten commitments to equity
2. Building meaningful relationships
3. Engaging in timely and courageous conversations
4. Providing education and professional development
5. Proposing and supporting policies
6. Efficiently providing guidance and resources to districts and stakeholders



# Office of American Indian Education



- 29,661 American Indian students reported on October 1, 2023 (3.36%)
- 15,296 Federally reported American Indian students
- Approximately 93% of American Indian students attend public schools in Minnesota
- 178 American Indian Education Aid Eligible Schools/Districts this year



# American Indian Education Aid

- **American Indian Education Aid funding increased, and cooperative units included** in the American Indian school aid formula.
- Increase to **minimum American Indian Education Aid per district** from \$20,000 to \$40,000 per year.
- Increase the **minimum per-pupil amount** of American Indian Education Aid from \$358 to \$500 per student.
- Districts allowed to **carry forward unspent American Indian Education Aid** into the first six months of the following fiscal year if certain conditions are met.

## American Indian Education Aid:

**FY24–25: \$12,970,000**

**FY26–27: \$14,800,000**

# Aid- Related Implementation

- Dedicated and Defined Coordinator
  - 100 or more American Indian students (25/67)
  - Indicated on AIEA Applications
- American Indian Parent Advisory Committee changes
  - Majority Parents/Guardians
  - Program Plan Review (Due March 1)
- Culture and Language Classes requirement
  - 5% American Indian student population (100 districts)
  - 100 or more American Indian Students (32 districts)
  - Planning one year ahead
  - Guidance and grant dollars

# Language Revitalization

- **Native Language Revitalization Grants** \$15.0M/biennium.
- Grants to districts and charter schools to offer **language instruction in Dakota and Anishinaabe** languages or another language indigenous to the United States or Canada. Eligible expenses include costs for teachers, program supplies and curricular resources.
- Working with Tribal Nations Education Committee
- Request for Information January to present
- Full Grant Application available March 1

# Indigenous Education For All

- \$1.324 million over the biennium
  - Set aside from the general fund agency operating funds
  - Not funded beyond FY26
    - \$450,000 to Tribal Nations and Urban Indigenous Organizations to provide foundation for curricular resources
    - \$287,000 for two staff and operating costs
    - TNEC Operating grant
- Needs Assessment Results
  - More Funding for Tribal Nations and districts
  - Professional Development Needs
  - Curricular Resource Needs

# Implementation Update

- Tribal Sovereignty Institute
  - On-line class e-learning: Key Concepts and Terms
  - Planning for in-person class
- Shared-Time Enrollment
  - Clarifies that aid may only be used for non-Native students to participate in program after American Indian students' unique cultural and academic needs are met, and student accountability factors meet or exceed non-Native peers. This funding is used for programming under section 124D.74, subdivision 1.
- Sacred Tobacco in Schools
  - No incidents this year

# Implementation Updates

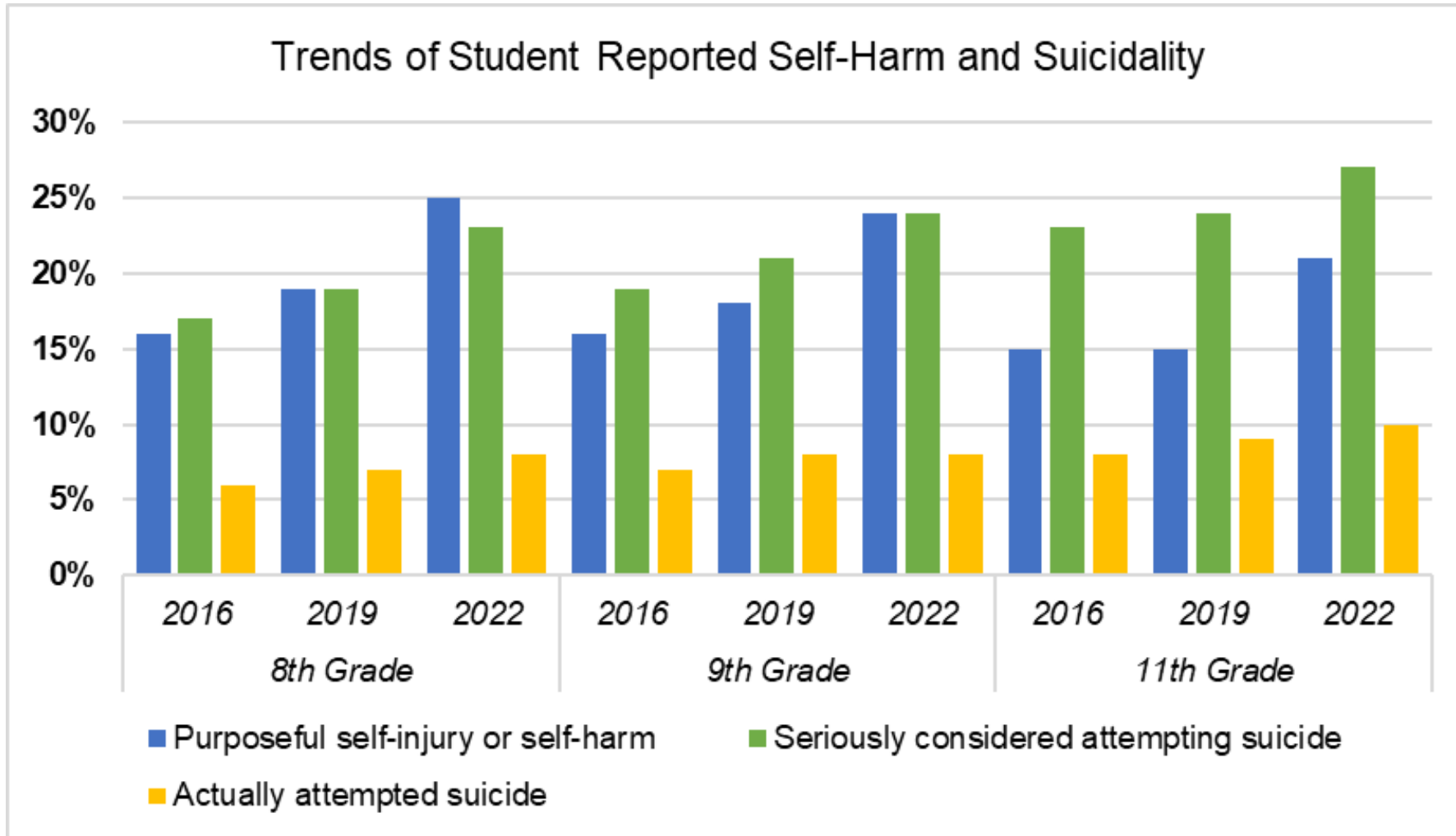
- Graduation Regalia
  - Shared last year
  - Preemptive letter to Districts/Schools on March 15th
- Indigenous People's Day
  - Mixed results
  - Guidance and more resources available June 1



## Implementation Update: Mental Health

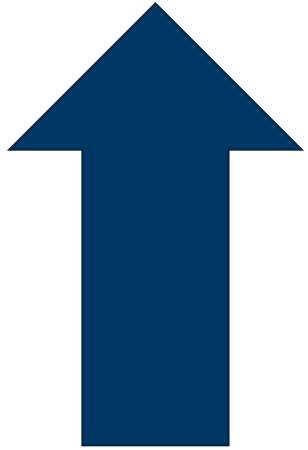
Stephanie Graff | Deputy Commissioner

# Why is mental health important?





# Benefits of School Mental Health

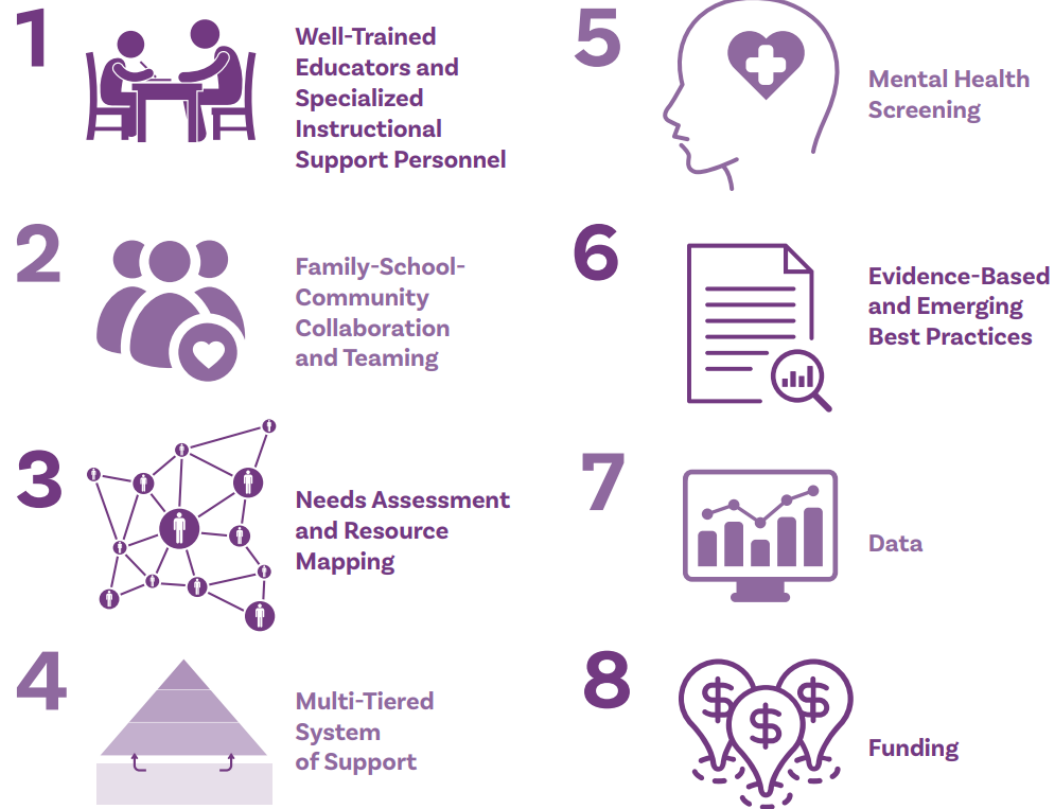


- Improvements in social and self-awareness, decision-making capacity, and relationship skills (Durlak et al., 2011)
- Improved academic outcomes (Durlak et al., 2011; Kase et al., 2017)
- Increased student engagement and feelings of connectedness to school (Greenberg et al., 2005)



- Fewer special education referrals and decreased need for restrictive placements (Bruns et al., 2004)
- Fewer disciplinary actions (Flannery et al., 2014; Taylor et al., 2017)

# Comprehensive School Mental Health Systems (CSMHS)



- Model for the delivery of mental health supports and services that is a multi-tiered system of supports approach to caring for the needs of all students.
- Provides a full array of supports and services that promote positive school climate, social and emotional learning, and mental health and well-being, while reducing the prevalence and severity of mental illness.
- A fundamental component of CSMHS is providing culturally responsive and equitable mental health care across the multi-tiered systems of support (MTSS)

# Minnesota's Approach

## Equity, Diversity, and Inclusion (EDI) Center

- **Mission:** Advance the principles of equity, diversity, and inclusion to create the conditions for building authentic cross-cultural communities where harm is eliminated and every person's humanity is acknowledged and valued.
- The MN Comprehensive School Mental Health Systems Framework is strategically aligned to the mission, vision and beliefs of the EDI Center. The housing of the mental health framework in the EDI center to center equity in mental health work is the first of its kind in the nation for both this type of alignment and commitment for a department of education.



# 2023 Legislative Session

- Student Support Personnel
  - Aid to schools
  - Workforce Pipeline Grant
- Equity, Diversity, and Inclusion Center dedicated funding
- Mental Health Lead
- School Nurse Consultant
- Suicide prevention information on student ID cards
- Social emotional learning (SEL) resources

# MDE's CSMHS Structure

## Mental Health Lead

Lead the development of agency CSMHS program for students, learners, educators, leadership, and align state resources and partners.

## Student Support Personnel

Focus on student support personnel recruitment and retention through the workforce pipeline and position professional development and support.

## Statewide School Nurse Consultant

Lead the development of the school nurse MDE program that focuses on recruitment, retention and professional development for school nurses, implementing the CSMHS (30% of their services are mental health related) and for chronic health issues.



## Crisis Mgt Team

Safe and Supportive MN Act, bullying, harassment and intimidation and crisis mgt taskforce and professional development, and prevention and targeted interventions guidance.

## Health and Youth Development

Incorp the CSMHS in the Whole School, Whole Community, Whole Child model, will build culturally responsive health and wellness professional development and programs for schools.

## Project AWARE

Two grants focusing on advancing CSMHS for 6 districts. Ends 2026.

Aid to Schools

# Student Support Personnel

- **Aid**

- Goal: to increase the number of student support personnel in schools.
- Schools currently have access to this funding. More information on actual expenditures will be known after fiscal year close data is finalized.

- **Pipeline Grant**

- Goal: to increase Black, Indigenous, and people of color in the fields of school psychologists, school nurses, school counselors, and school social workers.
- Held community engagement with School Nurse Organization of Minnesota, Minnesota School Psychologist Associations, Minnesota School Social Worker Association and Minnesota School Counseling Associations in the development of the student support personnel grant.
- Request for Proposals (RFP) was released for applications December 14, 2023, for accredited programs and universities. Applications were due January 26. Grant expected to begin April 5, 2024.
- Student support personnel position to support the grant and provide professional development, guidance, and technical assistance to the field. Posting closed February 9, 2024. Expected start date in March.

# Dedicated Positions

- **Mental Health Lead**

- This position exists to provide leadership and support for the design, implementation and evaluation of state and local policies and programs that address the health needs of children, youth & adolescents in school settings and early childhood education programs to promote healthy development and safety which enhances positive educational outcomes.
- Staff starting February 28

- **School Nurse Consultant**

- This position exists to provide leadership and support for the design, implementation and evaluation of state and local policies and programs that address the health needs of children, youth & adolescents in school settings and early childhood education programs to promote healthy development and safety which enhances positive educational outcomes.
- Staff starting February 28

# EDI Center Mental Health Organization Development

## Mental Health Lead

Support for schools in addressing the mental health needs of students, teachers, and school staff and developing comprehensive school mental health systems in school districts and charter schools.

## Student Support Personnel Specialist

Provide professional development, technical assistance and resources to student support personnel using the comprehensive mental health framework , organizational change and school improvement. Lead the workforce pipeline grant

## Crisis Management Team (2 positions)

Lead the development and facilitation of crisis management professional development, guidance, technical assistance and resources to schools, districts and educators regarding possible types of school crisis including, but not limited to, death of a student or staff member, acts of violence, suicide attempt or completion, automobile accident, natural disaster, and medical emergencies.

## School Nurse Consultant

Provide leadership and support for the design, implementation and evaluation of state and local policies and programs that address the health needs of children, youth & adolescents in school settings and early childhood education programs to promote healthy development and safety which enhances positive educational outcomes

## Health and Wellness Specialist

Culturally Responsive Health and Wellness that support mental health initiatives (Whole School, Whole Community, Whole Child)



- Suicide prevention information on student ID cards
  - Schools must print suicide prevention information, including the national crisis lifeline number (988), on all student IDs, and in student planners for students in grades 6-12.
  - Currently engaging with students to inform the guidance on the language to be used for Suicide prevention information on student ID cards.
- Social emotional resources required
  - Modules created and available for schools.



## Implementation Update: School Finance Topics

Cathy Erickson | Director of School Finance

# Student Support Personnel Aid (SSPA)

- Funding Overview for FY2024:
  - School Districts receive the greater of \$11.94 per Adjusted Pupil Unit (APU) or \$40,000
  - Charter Schools receive the greater of \$11.94 per APU or \$20,000
  - A district with under 3,350 APU will receive the base \$40,000
  - A charter school with under 1,675 APU will receive the base \$20,000
- Other Cooperative Units that serve students will receive up to 100% of their member districts calculation. If a district is a member of more than one cooperative unit, the district amount must be divided between cooperatives as directed by the school district.

# Student Support Personnel Aid (SSPA)

## Projected FY24 Allocations: \$33.6 Million

- School Districts
  - Total Eligible Districts: 327
  - Number Receiving Minimum \$40,000: 264
  - Total Projected Aid to Districts: \$17.6 Million
- Charter Schools
  - Total Eligible Charters: 181
  - Number Receiving Minimum \$20,000: 178
  - Total Projected Aid for Charters: \$4.7 Million
- Cooperatives
  - Total Eligible Cooperatives: 40
  - Total Projected Aid for Cooperatives: \$12.3 Million

# Student Support Personnel Aid (SSPA)

- Current statute requires that final aid is the lesser of the estimated entitlement or actual expenditures.
  - Final aid amounts will not be available until after final financial submission deadlines in December 2024. Aid adjustments will be made in January 2025.
- All LEA's will submit an annual report by February following the final aid calculations to show how the new FTE or contracted services paid for through this funding impacted at least two of the following:
  - School climate, student health, attendance rates, academic achievement, career and college readiness, and postsecondary completion rates.

# Overview of Unemployment Reimbursement Aid

- **\$135,000,000** to support the cost of new qualifying summer-term hourly workers receiving unemployment benefits.
  - The legislation took effect on May 28, 2023, with staff receiving benefits this summer
  - The funds can be used until June 30, 2027, or until the funds are exhausted
  - The ability of eligible staff to collect summer-term unemployment benefits continues even after aid funds are exhausted
  - Districts are not able to levy for these qualifying costs and all LEA's are not able to code costs to reimbursable funding areas while receiving unemployment reimbursement aid
  - Districts have to pay for the UI costs this November, but the process that relies on final data would not result in disbursement of the UI-specific funds until January 2025

# Unemployment Expense Survey Results

LEA Type	# of Eligible LEA's	Responses	Response Rate	Expenditures	Eligible Staff*
School Districts	329	325	99%	\$37,537,195	16,325
Charter	181	125	69%	\$797,368	675
Intermediates	4	4	100%	\$1,078,082	411
Cooperatives	39	29	74%	\$710,822	455
<b>TOTAL</b>	<b>553</b>	<b>483</b>		<b>\$40,123,467</b>	<b>17,866</b>
*Number of staff receiving any amount of unemployment benefit Survey results collected October/November 2023 – not validated by MDE					

# Unemployment Expense Survey Results (cont.)

LEA Type	Expenditures	Eligible Staff*	Average cost per staff
School Districts	\$ 37,537,195	16,325	\$ 2,299.37
Charter	\$ 797,368	675	\$ 1,181.29
Intermediates	\$ 1,078,082	411	\$ 2,623.07
Cooperatives	\$ 710,823	455	\$ 1,562.25
<b>TOTAL</b>	<b>\$ 40,123,467</b>	<b>17,866</b>	<b>\$ 1,916.49</b>



# Unemployment Expense Survey Results (cont.)

## Ten Largest District Submissions by Cost

District #	District Name	Total Expense	Eligible Staff	% of Submitted Total
625	ST. PAUL PUBLIC SCHOOL DISTRICT	\$ 2,065,509	748	5.1%
1	MINNEAPOLIS PUBLIC SCHOOL DISTRICT	\$ 1,954,475	656	4.9%
196	ROSEMOUNT-APPLE VALLEY-EAGAN	\$ 1,576,281	511	3.9%
11	ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	\$ 1,417,275	612	3.5%
728	ELK RIVER SCHOOL DISTRICT	\$ 867,432	316	2.2%
742	ST. CLOUD PUBLIC SCHOOL DISTRICT	\$ 820,188	398	2.0%
279	OSSEO PUBLIC SCHOOL DISTRICT	\$ 809,499	308	2.0%
833	SOUTH WASHINGTON COUNTY SCHOOL DIST	\$ 753,553	287	1.9%
194	LAKEVILLE PUBLIC SCHOOL DISTRICT	\$ 670,244	327	1.7%
281	ROBBINSDALE PUBLIC SCHOOL DISTRICT	\$ 627,188	206	1.6%

Expense data and eligible staff as reported by districts not audited or validated

# Unemployment Expense Survey Results (cont.)

## Ten Largest Charter Submissions by Cost

District #	District Name	Total Expense	Eligible Staff	% of Submitted Total
4122	EAGLE RIDGE ACADEMY CHARTER SCHOOL	\$ 51,269.76	21	0.1%
4183	LIONSGATE ACADEMY	\$ 50,499.92	28	0.1%
4008	PACT CHARTER SCHOOL	\$ 40,070.86	14	0.1%
4142	STRIDE ACADEMY	\$ 33,727.00	16	0.1%
4113	SPERO ACADEMY	\$ 31,921.26	23	0.1%
4137	SWAN RIVER MONTESSORI CHARTER SCH	\$ 29,663.24	13	0.1%
4255	SKYLINE MATH AND SCIENCE ACADEMY	\$ 28,986.16	11	0.1%
4074	AFSA HIGH SCHOOL	\$ 27,345.24	12	0.1%
4231	MINNESOTA MATH AND SCIENCE ACADEMY	\$ 26,828.53	11	0.1%
4124	BEACON ACADEMY	\$ 26,450.39	11	0.1%
Expense data and eligible staff as reported by districts not audited or validated				

# Unemployment Cost per Employment Category

	<b>Paraprofessional Expenditures</b>	<b>Food Service Expenditures</b>	<b>Transportation Expenditures</b>	<b>Clerical Expenditures</b>	<b>Operations and Maintenance Expenditures</b>	<b>Other</b>	<b>Statewide Totals</b>
Total Costs	\$26,354,835	\$4,782,469	\$2,579,616	\$2,680,910	\$57,958	\$2,148,498	\$38,604,286
% of Total	68.27%	12.39%	6.68%	6.94%	0.15%	5.57%	

- This survey was sent as a separate data collection and the number of respondents varied from the initial survey to collect total unemployment costs, leading to a difference in the statewide totals. This data, in more detail can be found in the Legislative Report on Unemployment Costs submitted in January 2024. This data is considered unaudited.

# Transportations Sparsity Excess Cost

- The Legislature increased the percentage reimbursement for calculated excess costs for LEAs from 18.2% to 35%.
  - LEAs that have more costs compared to the computed transportation related aid in the general fund would receive 35% reimbursement for the qualifying expenses.
  - Not all LEAs qualify for this aid.

# Transportation Sparsity Excess Cost

- Transportation Sparsity Excess Cost Aid Projection FY24: \$9,448,878
  - Qualifying Districts: 114 out of 329 Districts
  - Excess Cost rate: 35% of eligible costs
- Transportation Sparsity Excess Cost Aid Projection FY23: \$2,546,660
  - Qualifying Districts: 78 out of 329 Districts
  - Excess Cost Rates: 18.2% of eligible costs



# Implementation Update: Grant Management and Oversight

Patty Hand | Chief Operating Officer

Patrick Wolfgram | Inspector General

# Commitments

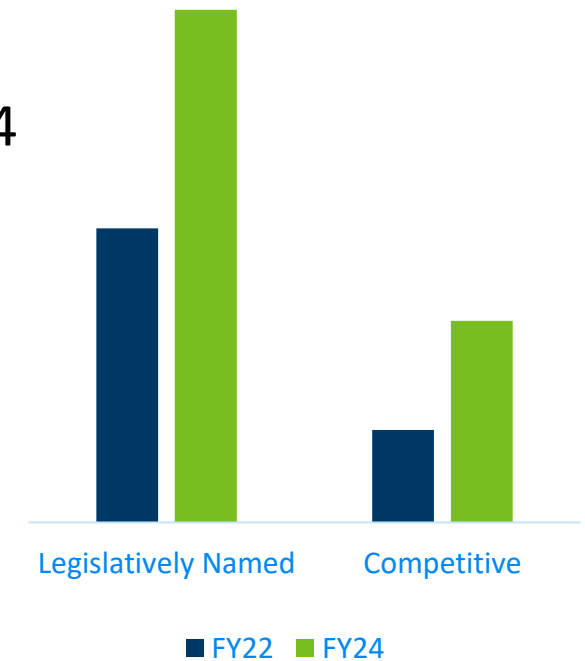


- **Legislatively Named Grants**

- 64 total legislatively-named grants were appropriated for FY24
- An 83% increase from FY22
- 61 official grant awards fully executed

- **Competitive Grants**

- 24 total competitive grants were appropriated in for FY24
- A 118% increase from FY22
- 9 requests for proposal (RFPs) are completed
- 4 RFPs posted, 3 RFPs will post this month, 4 applications under review





# Accomplishments

- Increased the use of technology
  - Introduced Phase 1 of the Minnesota Education Grant System (MEGS)
  - Centralized electronic grant files
- Enhanced training
  - Training for authorized representatives
  - Training about competitive grants
- Updated policies and procedures
  - Grant management tool kit, checklists, and templates

# Actions Taken: Technology

- The initial phase of MEGS launched new applications for the Elementary and Secondary Education Act, Elementary and Secondary School Emergency Relief Fund, and other programs, which enhances the user experience for more than 500 educational entities
- MDE intranet site includes a Grant Management page that provides overview information for grant processes and links to the Department of Administration – Office of Grants Management (OGM) policies and tools
- MDE's centralized, electronic grant file system supports internal grants oversight activities

# Actions Taken: Training

- MDE has implemented training for persons responsible for managing grants covering:
  - Roles and responsibilities
  - Reporting and monitoring requirements
  - Close out procedures
  - Where to go for assistance

# Actions Taken: Policies/Procedures

- Financial Reviews and Reconciliations
  - Fully documenting reviews
  - Ensuring legislatively named grants are administered similarly to other grants
- Reporting Requirements
  - Updated payment approval procedures to ensure all reporting requirements are completed prior to making any payments
- Progress Reports and Monitoring
  - Implemented 1:1 grantee visits
  - Improved documentation for monitoring reviews

# In Progress: Highlights

- Increased the use of technology
  - Full implementation of the Minnesota Education Grant System (MEGS)
- Enhanced training
  - Employee onboarding
  - Better tracking of training requirements
- Updated policies and procedures
  - Collaborating with MMB
  - Department of Administration – Office of Grants Management

# In Progress: Technology

- The next phase of MEGS will provide complete support of the grant management process by integrating data throughout workflow phases.
  - Will help ensure MDE can meet all federal and state requirements
  - Competitive, named, and single source grants will use system in FY25

- Employee onboarding
  - Identified job-related training requirements for grant administrators
- Better tracking of training requirements
  - Using the state's ELM system

# In Progress: Policies/Procedures

- MDE is consulting with MMB's Internal Control and Accountability Office to examine and improve its grants processes
- MDE is incorporating new guidance from the Department of Administration's Office of Grants Management
- Continuous Improvement Project



# Additional Resources

- MDE is further strengthening oversight and monitoring activities by providing additional resources for this work.
- In addition, during the 2023 session, the Legislature provided additional funding for:
  - Grant Administration
  - Expanding School Finance Audits
  - Office of Inspector General, including Audit and Internal Controls
- The Legislature also provided additional resources to support the Enterprise through funding for the Department of Administration – Office of Grants Management

# Policies and Procedures Developed

- The following OIG policies apply to MDE:
  - Reporting Violations of Law, Policies, and Misuse of State or Federal Funds and/or Property (published 11/29)
    - Training and Guidance provided to MDE Staff on the Policy
  - Risk Management Policy
- OIG Intake and Case Framework Process developed

# Breaking Down Silos

## Building partnerships internally

- Division check-ins
- Divisional/program/individual connections
- Roundtable forum

## Stakeholder Engagement

- MMB Internal Control and Accountability Office
- Other State Agencies Office of Inspector Generals (DHS / Corrections)
- MN Dept. of Human Services
- Office of the State Auditor
- Minnesota Attorney General's Office
- Federal, State, and Local law enforcement

# OIG Strengthening Oversight and Accountability

- Conducting routine risk management activities
- Constant process improvement
- SME Partnership and Networking
  - OIG, Internal Control, Audit, and other SME's across the state
- Risk Management and Accountability and Agency Finance Continuous Improvement Partnership
- RMA is consulting with MDE's Agency Finance Team and MMB's Internal Control and Accountability Office to map, examine and improve grants processes.



# OIG Strengthening Oversight and Accountability

## **Risk Management and Accountability Resources**

We are enhancing grant management, oversight and controls through

- expanding audit and risk management activities;
- increasing risk assessment and mitigation activities; and
- implementing an audit program

These resources provide reasonable assurance of:

- effectiveness and efficiency of operations;
- reliability of financial reporting; and
- compliance with applicable laws and regulations.

Thank you!