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AT A GLANCE

Services provided by the Minnesota Department of Education (MDE) support three overarching strategies:

- Direct Support: MDE directly supports the continuous improvement of teaching and learning to schools, teachers, children, students, and parents.
- E-12 Systems: MDE provides systems support through program/policy development and assessment.
- Guidance, Technical Assistance, and Funding: MDE provides supportive leadership to all education entities through guidance, technical assistance to meet state and federally legislated requirements, and administration of school funding programs.

MDE also supports customers and stakeholders (2021):

- 850,575 students in prekindergarten through grade 12.
- Over 135,000 children participating in early learning programs.
- 330 school districts, 173 charter schools, and four tribal schools.
- 37,898 adult learners in fiscal year (FY) 2021.

PURPOSE

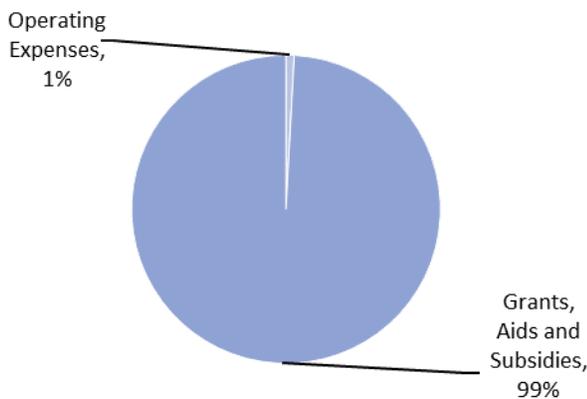
The goal for education is: “Ensuring every child receives a quality education, no matter their race or zip code.” The Minnesota Department of Education (MDE) is striving to make Minnesota the Education State, where the public education system is intentionally designed to help each individual student thrive.

In this work, MDE key objectives include:

- Meeting the needs of students during and after the COVID-19 pandemic.
- Every student deserves a world-class education.
- Every student deserves to learn in a safe, nurturing environment.
- Every student deserves to learn in a classroom with caring, qualified teachers.

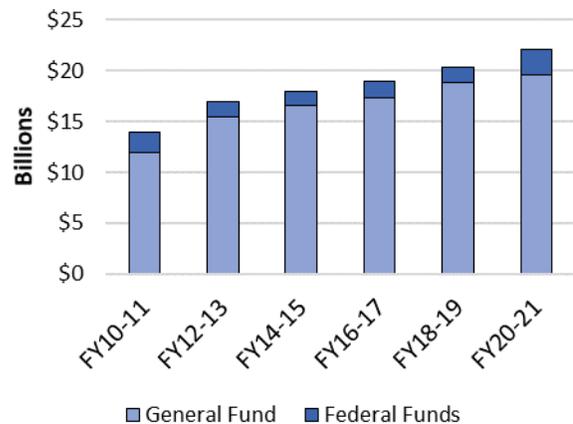
BUDGET

**Spending by Category
FY 2021 Actual**



Source: Budget Planning & Analysis System (BPAS)

Historical Spending



Note: “Other Funds” omitted; see Agency Expenditure Overview.
Source: Consolidated Fund Statement

In FY 2020-2021, 87.7 percent of education funding was from the state general fund, 11.2 percent was from federal funds, and 1.1 percent was from other funds. In FY 2021, actual spending was \$11.6 billion; \$11.5 billion was passed through the agency as grants and aids, \$24.8 million was passed through as testing/assessment/other contracts, and \$45.3 million was spent on salary/fringe and other operating costs.

STRATEGIES

In order to reach measurable goals for student achievement, Minnesota must prioritize diversity, equity, inclusion, and support for the student's entire experience with school.

To achieve its mission, MDE provides leadership and support to students, teachers, and schools using the following strategies:

- **Direct Support**

Department programs provide direct support in continuous improvement of teaching and learning to schools and districts. The Regional Centers of Excellence provide strategic instructional and leadership support and implementation of best practice strategies to improve teaching and learning in the classroom. While the most intensive support is aimed at those schools that need the most assistance, direct support is available to all districts, as needed, through the Regional Centers.

- **Prekindergarten through grade 12 Systems**

MDE programs provide support for systems improvement through a comprehensive, collaborative approach. For example, MDE works to improve teacher and leader quality by supporting and improving implementation of local teacher and principal professional development and evaluation support systems that will benefit all Minnesota students. The state accountability system under the federal Every Student Succeeds Act and state World's Best Workforce legislation measures student performance from pre-K through postsecondary education and provides a comprehensive model of continuous system improvement for all districts.

- **Guidance, Technical Assistance, and Funding**

Department programs provide supportive leadership to all educational entities by providing guidance and technical assistance to meet the myriad of state and federally legislated requirements. For instance, the technical assistance to districts in the development of their World's Best Workforce plans results in a plan for continuous improvement of school districts through the systemic alignment of legislative requirements in a manner that is streamlined, equitable, and effective for all districts. The department also administers school funding programs, including the calculation and distribution of various funding sources.

M.S. 119A; M.S. 120-129; M.S. 134-135

Education

Agency Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	9,736,226	9,820,395	9,856,556	10,154,236	10,486,733	10,547,424
2000 - Restrict Misc Special Revenue	6,560	6,664	6,820	8,732	8,654	10,701
2001 - Other Misc Special Revenue	75,348	73,907	84,299	78,210	77,596	77,607
2301 - Arts & Cultural Heritage	2,550	2,573	2,602	2,820		
2403 - Gift	101	102	124	234	164	133
3000 - Federal	844,552	1,393,936	1,972,232	1,961,218	1,909,726	1,448,560
3010 - Coronavirus Relief	302	258,220				
3015 - ARP-State Fiscal Recovery		9,947	49,599	58,800		
3801 - Endowment School	39,090	36,678	35,327	36,929	35,394	35,846
6000 - Miscellaneous Agency	2	3	1	1	2	1
Total	10,704,730	11,602,425	12,007,559	12,301,180	12,518,269	12,120,272
Biennial Change				2,001,583		329,802
Biennial % Change				9		1

Expenditures by Program

Education Leadership and Support	106,163	360,225	185,504	264,914	239,086	178,228
General Education	7,377,302	7,366,059	7,389,486	7,561,299	7,792,516	7,733,617
Other General Education	48,303	51,089	50,737	52,921	54,515	55,432
Choice Programs	181,142	189,927	177,338	194,707	200,189	207,325
Indian Education	12,979	14,178	14,875	14,956	15,205	15,727
Innovation and Accountability	101,805	103,192	100,243	100,309	101,530	101,139
Student and Teacher Opportunities	297,249	403,793	776,623	1,093,214	1,020,772	641,622
Special Education	1,790,885	1,916,629	1,947,762	2,087,375	2,195,183	2,286,808
Facilities and Technology	163,405	140,414	139,219	136,277	136,438	133,306
Nutrition	353,238	788,465	948,706	516,826	496,774	504,791
Libraries	20,746	21,221	22,650	21,992	18,138	18,139
Early Childhood and Family Support	190,866	185,341	193,853	193,932	185,684	181,954
Community Education	4,958	4,863	3,802	4,241	3,984	3,945
Self Sufficient and Lifelong Learning	55,691	57,031	56,760	58,217	58,255	58,239
Total	10,704,730	11,602,425	12,007,559	12,301,180	12,518,269	12,120,272

Expenditures by Category

Education

Agency Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
Compensation	43,525	45,269	47,595	58,033	56,524	53,717
Operating Expenses	53,964	50,386	90,169	132,285	112,338	72,040
Grants, Aids and Subsidies	10,607,212	11,506,676	11,869,748	12,109,941	12,348,486	11,993,594
Other Financial Transaction	29	94	47	921	921	921
Total	10,704,730	11,602,425	12,007,559	12,301,180	12,518,269	12,120,272

Total Agency Expenditures	10,704,730	11,602,425	12,007,559	12,301,180	12,518,269	12,120,272
Internal Billing Expenditures	6,198	6,306	6,366	9,624	8,581	7,413
Expenditures Less Internal Billing	10,698,533	11,596,119	12,001,193	12,291,556	12,509,688	12,112,859

<u>Full-Time Equivalents</u>	386.45	388.32	396.76	495.57	470.66	435.02
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Education

Agency Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	9,618,813	9,711,550	9,771,818	10,071,820	10,423,201	10,451,869
Levies	3,119,279	3,314,470	3,366,835	3,383,990	3,621,894	3,760,300
District Revenue	12,738,092	13,026,020	13,138,653	13,455,810	14,045,095	14,212,169
Direct Appropriation	9,825,481	9,976,064	10,287,641	10,220,525	10,566,690	10,627,381
Open Appropriation	3,290	3,264	3,288			
Balance Forward In	8,619	23,771	3,200	13,668		
Transfers In	1,382	2,177	1,075	331	322	342
Transfers Out	79,036	76,503	82,029	80,288	80,279	80,299
Cancellations	16,767	108,359	342,952			
Balance Forward Out	6,744	19	13,667			
Expenditures	9,736,226	9,820,395	9,856,556	10,154,236	10,486,733	10,547,424
Biennial Change in Expenditures				454,171		1,023,365
Biennial % Change in Expenditures				2		5
Full-Time Equivalents	138.07	139.87	140.28	147.39	137.49	138.59

2000 - Restrict Misc Special Revenue

Balance Forward In	3,666	4,301	4,886	5,625	7,705	8,794
Receipts	7,273	7,188	7,560	10,812	9,743	8,242
Internal Billing Receipts	6,215	6,306	6,366	9,624	8,581	7,413
Transfers Out	118					
Balance Forward Out	4,262	4,824	5,626	7,705	8,794	6,335
Expenditures	6,560	6,664	6,820	8,732	8,654	10,701
Biennial Change in Expenditures				2,328		3,803
Biennial % Change in Expenditures				18		24
Full-Time Equivalents	29.22	28.45	27.79	41.02	41.00	41.00

2001 - Other Misc Special Revenue

Balance Forward In	0	2,753	7,164	575	175	164
Receipts	248	904	300	401	176	176
Transfers In	75,209	70,709	77,427	77,459	77,409	77,409
Transfers Out		300	18	50		
Balance Forward Out	109	159	575	175	164	142
Expenditures	75,348	73,907	84,299	78,210	77,596	77,607

Education

Agency Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
Biennial Change in Expenditures				13,253		(7,306)
Biennial % Change in Expenditures				9		(5)
Full-Time Equivalents	5.49	4.83	6.38	8.15	6.65	6.65

2301 - Arts & Cultural Heritage

Balance Forward In		50	38	110		
Direct Appropriation	2,600	2,600	2,710	2,710	0	0
Cancellations		40	35			
Balance Forward Out	50	38	110			
Expenditures	2,550	2,573	2,602	2,820		
Biennial Change in Expenditures				300		(5,422)
Biennial % Change in Expenditures				6		(100)

2403 - Gift

Balance Forward In	173	169	151	164	31	
Receipts	98	83	137	101	133	133
Balance Forward Out	169	150	164	31		
Expenditures	101	102	124	234	164	133
Biennial Change in Expenditures				155		(61)
Biennial % Change in Expenditures				76		(17)
Full-Time Equivalents		0.03				

2820 - Maximum Effort School Loan

Balance Forward In	287	959	42	28	26	27
Receipts	854					
Transfers Out	287	959	42	28	26	27
Net Loan Activity	105	42	28	26	27	30
Balance Forward Out	959	42	28	26	27	30

3000 - Federal

Balance Forward In	26	106	3			
Receipts	844,553	1,393,831	1,972,229	1,961,218	1,909,726	1,448,560
Transfers Out			0			

Education

Agency Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
Balance Forward Out	27	2	0			
Expenditures	844,552	1,393,936	1,972,232	1,961,218	1,909,726	1,448,560
Biennial Change in Expenditures				1,694,962		(575,164)
Biennial % Change in Expenditures				76		(15)
Full-Time Equivalents	213.67	214.18	220.74	297.66	285.52	248.78

3010 - Coronavirus Relief

Direct Appropriation	323	259,581				
Cancellations	21	1,360				
Expenditures	302	258,220				
Biennial Change in Expenditures				(258,522)		0
Biennial % Change in Expenditures				(100)		
Full-Time Equivalents		0.96				

3015 - ARP-State Fiscal Recovery

Balance Forward In			57,917	57,300		
Direct Appropriation		67,864	48,981	1,500	0	0
Balance Forward Out		57,917	57,300			
Expenditures		9,947	49,599	58,800		
Biennial Change in Expenditures				98,452		(108,399)
Biennial % Change in Expenditures						(100)
Full-Time Equivalents			1.57	1.35		

3801 - Endowment School

Balance Forward In	0					
Transfers In	39,090	36,678	35,327	36,929	35,394	35,846
Expenditures	39,090	36,678	35,327	36,929	35,394	35,846
Biennial Change in Expenditures				(3,512)		(1,016)
Biennial % Change in Expenditures				(5)		(1)

6000 - Miscellaneous Agency

Balance Forward In		1	1	1	1	
Receipts	3	4	1	1	1	1

Education

Agency Financing by Fund

(Dollars in Thousands)

	Actual	Actual	Actual	Estimate	Forecast Base	
	FY20	FY21	FY22	FY23	FY24	FY25
Balance Forward Out	1	1	1	1		
Expenditures	2	3	1	1	2	1
Biennial Change in Expenditures				(4)		1
Biennial % Change in Expenditures				(69)		73

Education

Agency Change Summary

(Dollars in Thousands)

	FY23	FY24	FY25	Biennium 2024-25
Direct				
Fund: 1000 - General				
FY2023 Appropriations	10,638,594	10,638,594	10,638,594	21,277,188
Base Adjustments				
Current Law Base Change		(1,681)	(1,681)	(3,362)
Pension Allocation		18	18	36
Approved Transfer Between Appropriation		0	0	0
Forecast Open Appropriation Adjustment	(241,867)	(89,341)	99	(89,242)
November Forecast Adjustment	(176,202)	19,100	(9,649)	9,451
Forecast Base	10,220,525	10,566,690	10,627,381	21,194,071
Fund: 2301 - Arts & Cultural Heritage				
FY2023 Appropriations	2,710	2,710	2,710	5,420
Base Adjustments				
One-Time Legacy Fund Appropriations		(2,710)	(2,710)	(5,420)
Forecast Base	2,710	0	0	0
Fund: 3015 - ARP-State Fiscal Recovery				
FY2023 Appropriations	1,500	1,500	1,500	3,000
Base Adjustments				
All Other One-Time Appropriations		(1,500)	(1,500)	(3,000)
Forecast Base	1,500	0	0	0
Dedicated				
Fund: 2000 - Restrict Misc Special Revenue				
Planned Spending	8,732	8,654	10,701	19,355
Forecast Base	8,732	8,654	10,701	19,355
Fund: 2001 - Other Misc Special Revenue				
Planned Spending	78,210	77,596	77,607	155,203
Forecast Base	78,210	77,596	77,607	155,203
Fund: 2403 - Gift				
Planned Spending	234	164	133	297
Forecast Base	234	164	133	297
Fund: 3000 - Federal				
Planned Spending	1,961,218	1,909,726	1,448,560	3,358,286
Forecast Base	1,961,218	1,909,726	1,448,560	3,358,286

Education

Agency Change Summary

(Dollars in Thousands)

	FY23	FY24	FY25	Biennium 2024-25
Fund: 6000 - Miscellaneous Agency				
Planned Spending	1	2	1	3
Forecast Base	1	2	1	3
 Revenue Change Summary				
Dedicated				
Fund: 2000 - Restrict Misc Special Revenue				
Forecast Revenues	10,812	9,743	8,242	17,985
Fund: 2001 - Other Misc Special Revenue				
Forecast Revenues	401	176	176	352
Fund: 2403 - Gift				
Forecast Revenues	101	133	133	266
Fund: 3000 - Federal				
Forecast Revenues	1,961,218	1,909,726	1,448,560	3,358,286
Fund: 6000 - Miscellaneous Agency				
Forecast Revenues	1	1	1	2
 Non-Dedicated				
Fund: 1000 - General				
Forecast Revenues	737	757	782	1,539

Program: Education Leadership and Support

Activity: Education Leadership and Support

<https://education.mn.gov/mde/>

AT A GLANCE

The Education Leadership and Support program sets policy and directs annual spending. In fiscal year (FY) 2021 this program directed the spending of approximately \$12 billion, including COVID-19 federal funding supporting school districts and other educational entities in their response to the impacts of the pandemic.

Also, in FY 2021, this program provided guidance and assistance to:

- 850,575 students in prekindergarten through grade 12.
- Over 135,000 children participating in early learning programs.
- 330 school districts, 173 charter schools, and four tribal schools.
- 37,898 adult learners in FY 2021 and 41,280 in FY 2022.

PURPOSE AND CONTEXT

The goal for education is: “Ensuring every child receives a quality education, no matter their race or zip code.” The Minnesota Department of Education (MDE) is striving to make Minnesota the Education State, where the public education system is intentionally designed to help each individual student thrive.

In this work, MDE key objectives include:

- Meeting the needs of students during and after the COVID-19 pandemic.
- Every student deserves a world-class education.
- Every student deserves to learn in a safe, nurturing environment.
- Every student deserves to learn in a classroom with caring, qualified teachers.

SERVICES PROVIDED

Services provided by MDE’s Education Leadership and Support program support three overarching strategies:

1. **Direct support:** MDE directly supports the continuous improvement of teaching and learning to schools, teachers, children, students, and parents. In this work the Education Leadership and Support program:
 - Provides training and resources to assist schools, families, and the department in maintaining compliance with state and federal laws and policies.
 - Assists schools and childcare providers in providing nutritious meals and creating safe and healthy learning environments.
 - Develops and extends statewide library services.
 - Established and administers a School Safety Technical Assistance Center to assist districts and schools to provide a safe and supportive learning environment.
2. **Prekindergarten through 12th-grade systems:** MDE provides systems support through program and policy development and assessment. The Education Leadership and Support program:
 - Administers the Carl Perkins federal grant program.
 - Administers and collects data for the state’s assessment and accountability system.
 - Develops and implements assessment systems to measure student knowledge and skills on Minnesota K-12 Academic Standards and Minnesota English Language Proficiency Standards.
 - Develops academic standards.

- Monitors school district and MDE compliance with state and federal education laws.
 - Administers the Minnesota Braille and Talking Book Library.
 - Implements the student maltreatment, charter schools, and early education policies and programs.
3. **Guidance, technical assistance, and funding:** MDE provides supportive leadership to all educational entities by providing guidance and technical assistance to meet state and federally legislated requirements and administers school funding programs. Education Leadership and Support also:
- Provides leadership, policy direction, and information technology services for the agency.
 - Develops tools and provides guidance to assist schools in the implementation of programs and academic standards.
 - Provides policy guidance for school choice programs, including online learning.
 - Distributes formula and competitive grants, as well as aid programs.
 - Calculates state aid and distributes payments to school districts and charter schools.
 - Calculates school district local property tax levies.

The fiscal pages of this Budget Activity display MDE’s primary general fund operating appropriations as well as numerous appropriations across other funds. These appropriations are for items such as agency operations, agreements with other agencies or grant providers, gift funds, and federal funds not included in other Budget Activities. Additionally, federal COVID relief funds from the statewide Coronavirus Relief Fund (CRF) and State Fiscal Recovery Fund (SFRF) are reflected in this Budget Activity.

RESULTS

Goal: Early Learning – Minnesota will increase the proportion of students who make greater than expected developmental gains in language, literacy, and communication by 5 percent overall, and by 10 percent for students of color, American Indian students, students from low-income families, English learners, students receiving Special Education services, and homeless students (measured from Voluntary Prekindergarten, School Readiness Plus, and Early Childhood Special Education programs).

<i>2021 Result</i>	<i>2025 Goal</i>	<i>Distance from Current Result to 2025 Goal</i>
71% overall	5% increase (75%)	4 percentage points

Goal: Reading – Minnesota will increase the proportion of students demonstrating proficiency in third-grade reading to at least 79 percent, with no student group below 64 percent, which reflects progress towards existing 2025 goals.

<i>2022 Result</i>	<i>2025 Goal</i>	<i>Distance from Current Result to 2025 Goal</i>
48% overall	79% overall	31 percentage points

Goal: Math – Minnesota will increase the proportion of students demonstrating proficiency in eighth-grade math to at least 78 percent, with no student group below 63 percent, which reflects progress towards existing 2025 goals.

<i>2022 Result</i>	<i>2025 Goal</i>	<i>Distance from Current Result to 2025 Goal</i>
40% overall	78% overall	38 percentage points

Goal: Science – Minnesota will increase the proportion of students demonstrating proficiency in fifth-grade science to at least 78 percent, with no student group below 65 percent, which reflects progress towards existing 2025 goals.

<i>2022 Result</i>	<i>2025 Goal</i>	<i>Distance from Current Result to 2025 Goal</i>
50% overall	78% overall	28 percentage points

Goal: Graduation – Minnesota will increase the four-year graduation rate to 95 percent or greater.

<i>2021 Result</i>	<i>2025 Goal</i>	<i>Distance from Current Result to 2025 Goal</i>
83% overall	95% overall	12 percentage points

Goal: Dropout Rate – Minnesota will decrease the four-year high school dropout rate to less than 2.5 percent.

<i>2021 Result</i>	<i>2025 Goal</i>	<i>Distance from Current Result to 2025 Goal</i>
4% overall	Less than 2.5% overall	1.5 percentage points

M.S. 119A; M.S. 120-129B; M.S. 134-135.

Education Leadership and Support

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	22,628	23,617	24,563	30,266	24,813	24,833
2000 - Restrict Misc Special Revenue	6,560	5,967	6,793	8,729	8,650	10,701
2001 - Other Misc Special Revenue	1,054	1,632	1,190	1,648	1,272	1,283
2403 - Gift	101	102	124	234	164	133
3000 - Federal	74,470	72,730	102,002	163,830	202,845	139,936
3010 - Coronavirus Relief	302	244,782				
3015 - ARP-State Fiscal Recovery		9,947	49,599	58,800		
6000 - Miscellaneous Agency	2	3	1	1	1	1
Total	105,117	358,779	184,271	263,508	237,745	176,887
Biennial Change				(16,118)		(33,147)
Biennial % Change				(3)		(7)
<u>Expenditures by Category</u>						
Compensation	32,842	32,913	34,556	41,634	41,496	40,259
Operating Expenses	25,608	22,917	36,327	47,536	39,339	37,414
Grants, Aids and Subsidies	46,655	302,940	113,341	173,417	155,989	98,293
Other Financial Transaction	13	10	47	921	921	921
Total	105,117	358,779	184,271	263,508	237,745	176,887
Total Agency Expenditures	105,117	358,779	184,271	263,508	237,745	176,887
Internal Billing Expenditures	3,540	3,447	3,506	5,224	5,018	4,306
Expenditures Less Internal Billing	101,578	355,332	180,765	258,284	232,727	172,581
<u>Full-Time Equivalent</u>	294.12	284.77	290.01	353.83	345.96	330.62

Education Leadership and Support

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	27,941	23,656	29,543	24,993	24,671	24,671
Balance Forward In	12	5,671		5,122		
Transfers In	622	1,887	303	331	322	342
Transfers Out	417	2,686	162	180	180	180
Cancellations		4,911				
Balance Forward Out	5,530		5,122			
Expenditures	22,628	23,617	24,563	30,266	24,813	24,833
Biennial Change in Expenditures				8,584		(5,183)
Biennial % Change in Expenditures				19		(9)
Full-Time Equivalents	133.61	134.83	134.93	141.94	132.04	133.14

2000 - Restrict Misc Special Revenue

Balance Forward In	2,997	3,631	4,864	5,618	7,701	8,794
Receipts	7,273	7,138	7,548	10,812	9,743	8,242
Internal Billing Receipts	6,215	6,306	6,366	9,624	8,581	7,413
Transfers Out	118					
Balance Forward Out	3,592	4,802	5,619	7,701	8,794	6,335
Expenditures	6,560	5,967	6,793	8,729	8,650	10,701
Biennial Change in Expenditures				2,995		3,829
Biennial % Change in Expenditures				24		25
Full-Time Equivalents	29.22	28.45	27.79	41.02	41.00	41.00

2001 - Other Misc Special Revenue

Balance Forward In	0	236	160	337	175	164
Receipts	248	904	300	401	176	176
Transfers In	915	950	1,085	1,085	1,085	1,085
Transfers Out		300	18			
Balance Forward Out	109	158	337	175	164	142
Expenditures	1,054	1,632	1,190	1,648	1,272	1,283
Biennial Change in Expenditures				152		(283)
Biennial % Change in Expenditures				6		(10)
Full-Time Equivalents	5.49	4.83	6.38	8.15	6.65	6.65

Education Leadership and Support

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
2403 - Gift						
Balance Forward In	173	169	151	164	31	
Receipts	98	83	137	101	133	133
Balance Forward Out	169	150	164	31		
Expenditures	101	102	124	234	164	133
Biennial Change in Expenditures				155		(61)
Biennial % Change in Expenditures				76		(17)
Full-Time Equivalents		0.03				

2820 - Maximum Effort School Loan

Balance Forward In	287	959	42	28	26	27
Receipts	854					
Transfers Out	287	959	42	28	26	27
Net Loan Activity	105	42	28	26	27	30
Balance Forward Out	959	42	28	26	27	30

3000 - Federal

Balance Forward In	7	30	0			
Receipts	74,490	72,702	102,002	163,830	202,845	139,936
Transfers Out			0			
Balance Forward Out	27	2				
Expenditures	74,470	72,730	102,002	163,830	202,845	139,936
Biennial Change in Expenditures				118,632		76,949
Biennial % Change in Expenditures				81		29
Full-Time Equivalents	125.80	116.20	119.34	161.37	166.27	149.83

3010 - Coronavirus Relief

Direct Appropriation	323	244,800				
Cancellations	21	18				
Expenditures	302	244,782				
Biennial Change in Expenditures				(245,084)		0
Biennial % Change in Expenditures				(100)		

Education Leadership and Support

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
Full-Time Equivalents		0.43				

3015 - ARP-State Fiscal Recovery

Balance Forward In			57,917	57,300		
Direct Appropriation		67,864	48,981	1,500	0	0
Balance Forward Out		57,917	57,300			
Expenditures		9,947	49,599	58,800		
Biennial Change in Expenditures				98,452	(108,399)	
Biennial % Change in Expenditures					(100)	
Full-Time Equivalents			1.57	1.35		

6000 - Miscellaneous Agency

Receipts	2	3	1	1	1	1
Expenditures	2	3	1	1	1	1
Biennial Change in Expenditures				(4)		0
Biennial % Change in Expenditures				(69)		15

Program: Educational Leadership and Support

Activity: Regional Centers of Excellence

<https://education.mn.gov/MDE/dse/rc/>

AT A GLANCE

- In fiscal year (FY) 2022, the Regional Centers of Excellence provided support to:
 - 119 schools identified for targeted support and improvement (TSI) in 60 districts
 - 159 schools identified for comprehensive support and improvement (CSI) in 92 districts
 - 83 Continuous Improvement schools
- From July 2021 to June 2022, Center staff provided over 14,000 hours of direct support to schools identified for support and improvement and school leaders.

PURPOSE AND CONTEXT

The Regional Centers of Excellence (RCE) were established by the Minnesota Department of Education (MDE) in partnership with Minnesota Service Cooperatives to provide supports to districts and schools to meet goals in Minnesota's World's Best Workforce legislation and to support schools identified as needing support under Minnesota's plan for the federal Every Student Succeeds Act (ESSA). MDE's Collaborative Minnesota Partnerships to Advance Student Success, COMPASS, works in partnership with the RCEs to guide the state's system of support for schools and districts.

Comprehensive Support and Improvement (CSI) schools are the 5 percent most persistently low-performing Title I schools or any public high school with a graduation rate less than 67 percent. Targeted Support and Improvement (TSI) schools include any public school that has one or more student groups performing at a similar level as CSI schools or the school's overall performance is similar to CSI schools. The Centers support the Minnesota Department of Education's commitment to equity by developing leadership teams across levels of the system, making data visible and actionable, working on the conditions for learning, and supporting budget decisions that more equitably distribute resources.

The Centers use a stage-based framework with schools that incorporates three core support elements:

1. Building and using implementation teams to actively lead implementation efforts.
2. Using data and consistent, frequent feedback loops to drive decision-making and promote continuous improvement.
3. Developing an implementation infrastructure that uses evidence-based practices, fosters change, and enables continuous improvement.

SERVICES PROVIDED

Identified schools and districts receive intensive on-site coaching and technical assistance in alignment with Minnesota's support and improvement timeline in the following areas:

- School leadership teams that work on continuous improvement.
- Continuous improvement processes including comprehensive needs assessment, root-cause analysis, and improvement plan design/implementation.
- Selection and implementation of evidence-based practices.
- School, family, and community engagement.
- Engagement of tribal communities.
- Identification and implementation of short-term strategies for school improvement.

- District or charter level practices that support school improvement including resource equity studies and alignment of school improvement activities to local World’s Best Workforce initiatives.
- Participation in professional development activities for school and district staff.

The Centers also develop resources and tools for use by all schools and districts in Minnesota to support data use, planning, teaching and learning, and community engagement. In addition, the Centers provide support for individual school leaders and supports for schools working to improve school climate through social emotional learning and restorative practices, revisions to discipline policy, mental health supports for students, or community engagement.

The Minnesota Department of Education provides program evaluation, strategic leadership, coordination, and support for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2021</i>
Result	Students proficient in math in CSI and TSI Schools	29.1% (CSI Schools) 46.8% (TSI Schools)	23.4% (CSI Schools) 33.0% (TSI Schools)
Result	Students proficient in reading in CSI and TSI Schools	40.3% (CSI Schools) 46.9% (TSI Schools)	19.2% (CSI Schools) 38.3% (TSI Schools)
Result	4-year graduation rates in identified schools receiving support from the Regional Centers	50.5%	52.4%

Items from a 2019 school survey completed by school leaders (the survey was not administered in 2020 or 2021 but will be administered in 2022):

<i>Item</i>	<i>Positive responses (strongly agree or agree)</i>	<i>Percentage of positive responses</i>
Our Advocate has enhanced our continuous improvement process	72	96.0%
Our Advocate introduced new ideas to us to aid our Continuous Improvement process	68	91.9%
Our Advocate has advanced our thinking around equitable practices or policies	60	81.1%
The support we are receiving from our Advocate is aligned well with our needs	67	89.3%
Our Advocate has supported us in identifying and addressing resource inequities	56	75.6%

M.S. 120B.115

Regional Centers of Excellence

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	781	1,186	961	1,039	1,000	1,000
Total	781	1,186	961	1,039	1,000	1,000
Biennial Change				33		0
Biennial % Change				2		(0)

Expenditures by Category

Compensation	132	221	195	104	105	106
Operating Expenses	10	14	12	110	70	69
Grants, Aids and Subsidies	639	951	755	825	825	825
Total	781	1,186	961	1,039	1,000	1,000

Full-Time Equivalents

	0.87	1.36	1.27	1.27	1.27	1.27
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Regional Centers of Excellence

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	1,000	1,000	1,000	1,000	1,000	1,000
Balance Forward In		355		39		
Cancellations		169				
Balance Forward Out	219		39			
Expenditures	781	1,186	961	1,039	1,000	1,000
Biennial Change in Expenditures				33		0
Biennial % Change in Expenditures				2		(0)
Full-Time Equivalents	0.87	1.36	1.27	1.27	1.27	1.27

Program: Education Leadership and Support

Activity: Board of School Administrators

<https://bosa.mn.gov/BOSA/LicInfo/>

AT A GLANCE

- The Board of School Administrators (BOSA) is a ten-member board appointed by the Governor and confirmed by the Senate for their outstanding contributions in their respective fields and for their commitment to the highest ethical standards for Minnesota’s administrators.
- There are 6,997 Minnesota licensed school administrators (not including lifetime licenses). The Board processes over 475 new licenses every year.
- The Board reviews each of the 43 administrative preparation programs at Minnesota’s fourteen universities every five years to ensure quality and effectiveness.
- The Board has processed over 59 ethics inquiries in the past year. This number is lower than usual due to COVID-19.
- The Board awards over 800 certificates of continuing education every year.

PURPOSE AND CONTEXT

The Board of School Administrators (BOSA) was created by the state legislature in 2001 to ensure a system of accountability that leads to the highest performing superintendents, principals, directors of special education, and directors of community education for Minnesota’s schools. Standards are enforced through licensing, approving university preparation programs and alternative pathways for administrators, establishing rules on continuing education and professional development, and adopting and implementing a rigorous code of ethics.

SERVICES PROVIDED

BOSA is an autonomous body created with the support of the Minnesota educational administration organizations. Ten board members are appointed by the Governor and confirmed by the Senate to serve four-year terms. BOSA members represent secondary and elementary principals, superintendents, directors of special education, community education directors, higher education institutions, teachers, school board members, and the public. Two employees are hired by the Board: an executive director and an administrative assistant.

The duties of the board include:

- Licensing and re-licensing of superintendents, principals, directors of special education, and directors of community education who want to work in Minnesota
- Leadership on legislative issues involving school administrators
- Offering advice on best practices to administrators and school districts
- Reviewing variance requests from school boards to determine if they are in the public’s interest
- Reviewing, approving, and monitoring university administrative preparation programs
- Establishing and certifying continuing education activities that promote the highest standards of professional development
- Reviewing ethical complaints and determining appropriate discipline
- Collecting fees for administrative license renewal
- Data collection and analysis

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of first-time Minnesota administrative licenses issued	479	475
Quantity	Number of school boards served through the granting of variances	24	23
Quantity	Number of Board-approved continuing education certificates issued to administrators	15,697	810*
Quantity	Number of Code of Ethics inquiries reviewed	80**	59**
Quantity	Number of Conduct Reviews	N/A	86

* Reflects only the number of certificates approved. Number of professional development activities were down due to COVID.

**The impacts of COVID-19 and distance learning have significantly lowered the number of ethics complaints.

M.S. 122A.11-14; MN Rule 3512

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	264	260	271	367	341	341
Total	264	260	271	367	341	341
Biennial Change				114		44
Biennial % Change				22		7
<u>Expenditures by Category</u>						
Compensation	172	212	237	245	257	261
Operating Expenses	93	32	34	122	84	80
Other Financial Transaction		16				
Total	264	260	271	367	341	341
<u>Full-Time Equivalents</u>						
	1.62	1.94	2.25	2.35	2.35	2.35

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	319	319	319	319	341	341
Balance Forward In		100		48		
Transfers Out		130				
Cancellations		29				
Balance Forward Out	55		48			
Expenditures	264	260	271	367	341	341
Biennial Change in Expenditures				114		44
Biennial % Change in Expenditures				22		7
Full-Time Equivalents	1.62	1.94	2.25	2.35	2.35	2.35

Program: General Education

Activity: General Education

<https://education.state.mn.us/MDE/dse/schfin/GenEd/>

AT A GLANCE

In fiscal year (FY) 2021 general education revenue:

- Served 850,575 prekindergarten through grade 12 students.
- Served 330 school districts and 173 charter schools.
- Provided \$7.3 billion in state aid and \$1.4 billion in local property taxes.
- On average provided \$10,154 per student.
- Was the largest single item of state general fund spending.
- Was the largest resource available to school districts and charter schools.
- Provided funding for prekindergarten to 240 school sites.

PURPOSE AND CONTEXT

General education revenue provides core funding to promote a general and uniform, thorough and efficient system of public schools throughout the state. Funding is provided for:

- All public school students in kindergarten through grade 12, voluntary prekindergarten, school readiness plus, and prekindergarten children with disabilities.
- Students receiving dual college credit.
- Students enrolled in private, nonsectarian schools that have contracted with a public school district to provide educational services (contract alternative).
- Students attending public schools on a part-time basis while also attending nonpublic schools (shared time).

SERVICES PROVIDED

The following are components of general education revenue. Unless noted, dollars associated with each component reflect school district aid entitlements and are from FY 2021.

Core funding allowances for all districts and charter schools:

- Basic Revenue (\$6.1 billion) provides districts and charter schools with uniform funding per pupil unit. The basic education funding formula is \$6,438 and \$6,567 per weighted student in FY 2020 and FY 2021, respectively. Elementary students are weighted at 1.0; secondary students are weighted at 1.2.

Additional funding for students with unique needs:

- English Learner Revenue (\$55.0 million) is based on the number and concentration of English Learner students enrolled in a district or charter school. The English Learner program is a state aid program.
- Compensatory Revenue (\$541.9 million) is additional funding based on the concentration of students who are income-eligible for the federal free and reduced-price lunch programs. This revenue is calculated on a site level instead of a district level. In 2018, Compensatory Pilot Grants, a program that grants additional money to several districts for compensatory purposes outside of the normal compensatory calculation, were permanently added to this funding; these amounts are the same from year to year. The Compensatory program is a state aid program.
- Extended-Time Revenue (\$19.0 million) provides districts with state approved alternative programs additional revenue to fund educational programs for at-risk students outside the traditional school year schedule. The Extended-Time program is a state aid program.

- Gifted and Talented Revenue (\$12.1 million) provides districts and charter schools with funding for gifted and talented educational programs. The gifted and talented funding formula is \$13 per weighted student. The Gifted and Talented program is a state aid program.

Additional funding for cost differences among school districts:

- Sparsity Revenue (\$28.7 million) funds the added costs of operating small schools that are too isolated to reduce costs by cooperating or consolidating. The Sparsity program is a state aid program.
- Transportation Sparsity Revenue (\$72.5 million) funds the added cost of pupil transportation in areas with low population density and includes a pupil transportation adjustment for schools with transportation expenses that exceed allocations. The Transportation Sparsity is a state aid program.
- Small Schools Revenue (\$16.6 million) provides additional funding to small districts with less than 960 weighted students. The Small Schools program is a state aid program.
- Declining Enrollment Revenue (\$48.9 million) provides districts and charter schools with funding to limit the impact of declining enrollment. The Declining Enrollment program is a state aid program.
- Pension Adjustment Revenue (\$43.7 million) provides state aid for districts with a below state average revenue increase from the elimination of an aid reduction for changes in pension contribution rates beginning in 2015. Beginning in 2019 additional pension adjustment revenue was made available for all districts based on a percentage of teacher salaries in the district. The Pension Adjustment program is a state aid program.

Additional funding for Voluntary Prekindergarten (2017) and School Readiness Plus Programs (2018):

- In FY 2019, the participant cap for voluntary prekindergarten (VPK) and school readiness plus (SRP) was increased to 7,160 seats. This expansion was extended to FY 2022 and FY 2023. After FY 2023 the funding for School Readiness Plus programs sunsets and the cap for Voluntary Prekindergarten is set to 3,160 participants.
- Aid entitlements for FY 2021 voluntary prekindergarten are estimated to be \$40 million. In addition, there was an estimated \$8 million in property tax levies associated with the program.
- School districts and charter schools with sites approved for funding receive funding on a per pupil basis, with pupil units limited to 0.6 per participant. All pupil-driven formulas apply (e.g., basic revenue, compensatory revenue, referendum revenue, long-term facilities maintenance revenue, safe schools levy, achievement and integration revenue).
- Requirements outlined in law include providing at least 350 hours of instruction for the school year, staff-to-child ratios not to exceed one-to-ten with class size not to exceed 20; instructional salaries comparable to local K-12 staff and for school readiness plus, classrooms must have a licensed teacher, and several more program requirements.

Additional funding with property tax components (school districts must tax local property to receive state aid for these revenues):

- Operating Referendum Revenue (\$716.3 million) is optional revenue raised by either public vote or school board resolution to provide funding for their district. The Operating Referendum program is made up of a mixture of state aids and levies. The program is comprised of \$29.9 million in state aid and \$686.4 million in levies. The revenue and aid amounts are inclusive of charter school aid based on the average per pupil Operating Referendum Revenue and first tier Local Optional Revenue.
- Operating Capital Revenue (\$211.2 million) is reserved for facilities and equipment purposes. The Operating Capital program is made up of a mixture of state aids and levies. The program is comprised of \$134.7 million in state aid and \$76.5 million in levies. The revenue and aid amounts are inclusive of Operating Capital aid to charter schools.
- Equity Revenue (\$108.2 million) provides additional funding targeted primarily to districts with low referendum revenue per weighted student. The Equity program is made up of a mixture of state aids and levies. The program is comprised of \$18.9 million in state aid and \$89.3 million in levies.

- Transition Revenue (\$29 million) is funding to protect districts from loss of revenue due to previous law changes. The Transition program is made up of a mixture of state aids and levies. The program is comprised of \$4.3 million in state aid and \$24.7 million in levies.
- Local Optional Revenue (LOR) (\$620.7 million) provides up to \$424 per weighted student and is deducted from referendum revenue approved by voters in 2013 or earlier. In FY 2021, LOR increased to \$724 per weighted student, with an additional \$300 deducted from board approved or voter approved referendum authority. The Local Optional Revenue program is made up of a mixture of state aids and levies. The program is comprised of \$122.5 million in state aid and \$498.2 million in levies.

Miscellaneous Adjustments to General Education Revenue:

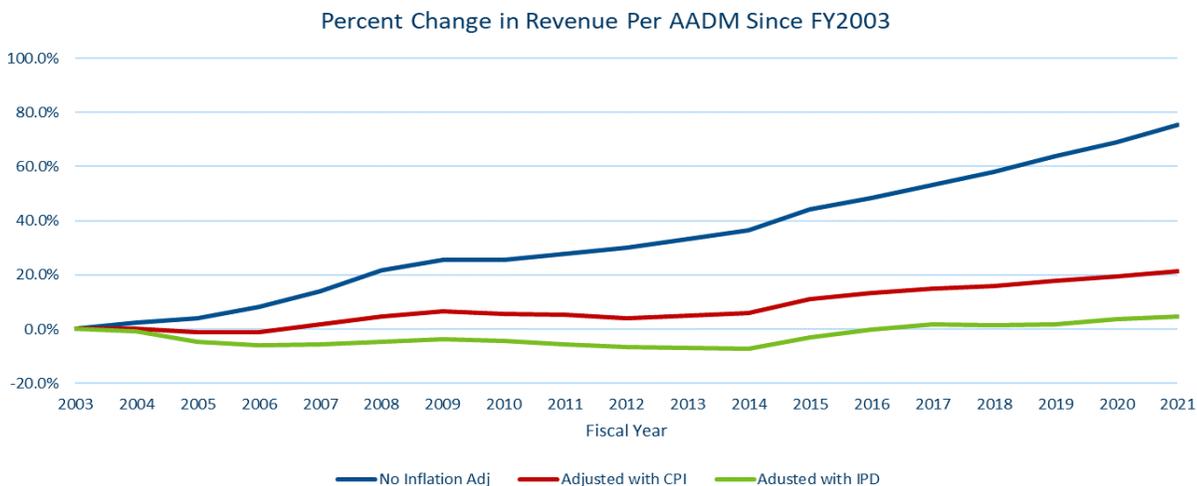
- Postsecondary Enrollment Options (PSEO) Aid is paid to Minnesota colleges and universities for courses taken by eligible 11th- through 12th-grade students, and 10th-grade students on a more limited basis, for high school credit.
- Contract Alternative Aid is paid to districts for students eligible to participate in the graduation incentives program who enroll in nonpublic, nonsectarian schools that have contracted with the serving school district to provide education services.
- Shared Time Aid is paid to districts for students who attend public schools on a part-time basis while also attending nonpublic schools.
- Online Learning (OLL) Aid is paid to state-approved OLL programs on behalf of students who have completed supplemental OLL courses while enrolled in another public school district or charter school.

The fiscal activity associated with the Endowment/Permanent School Fund (\$36.7 million in FY 2021) is also displayed in this Budget Activity. This is a revenue that the State Board of Investment calculates based on earnings in the Permanent School Fund, which is created by the Minnesota Constitution and designated as a long-term source of revenue for public schools. The earnings are then transferred into the School Endowment Fund and distributed to school districts and charter schools. The funds are used for general operations of the district and are not tied to a specific activity.

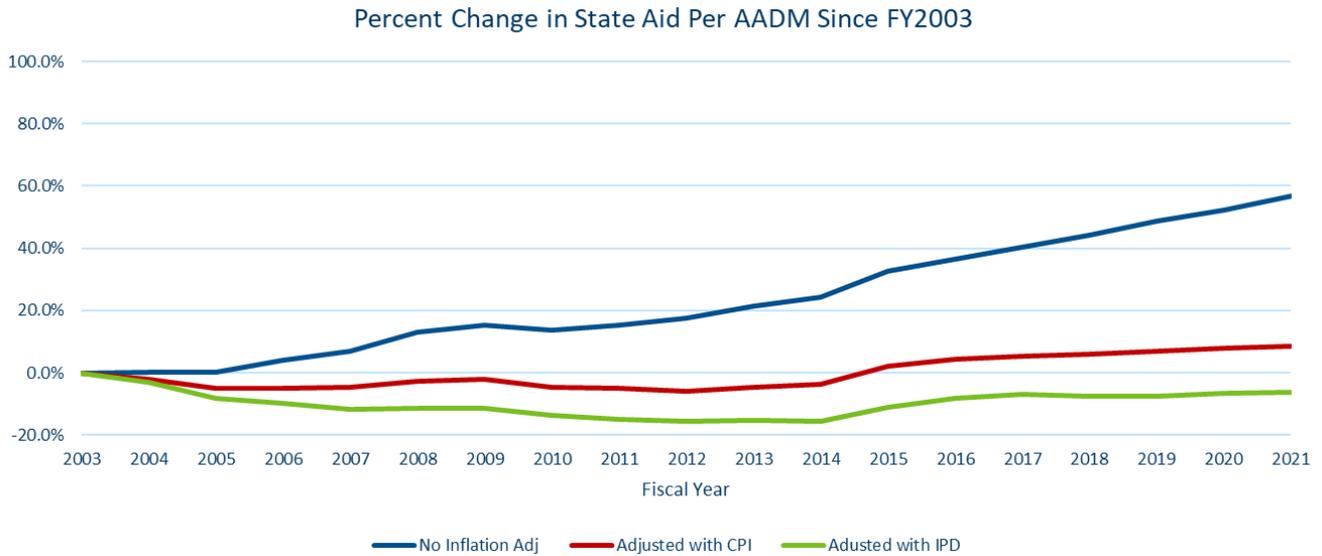
MDE calculates and processes aid payments and provides technical support for these programs.

RESULTS

Quality Result: This chart shows the percentage change in general education revenue per student (adjusted average daily membership, or AADM) between FY 2003 and FY 2021, based on unadjusted current dollars and adjusted for inflation using the consumer price index and the implicit price deflator. Revenue per student in unadjusted current dollars increased by 75 percent during this period. However, when adjusted for inflation, revenue per student remained essentially constant.



Quality Result: This chart shows the percentage change in general education state aid per student (AADM) between FY 2003 and FY 2021, based on unadjusted current dollars and adjusted for inflation using the consumer price index and the implicit price deflator. Revenue per student in unadjusted current dollars increased by 57 percent during this period. However, when adjusted for inflation, revenue per student remained essentially constant.



M.S. 126C.10

General Education

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	7,338,212	7,329,381	7,354,159	7,524,370	7,757,122	7,697,771
3801 - Endowment School	39,090	36,678	35,327	36,929	35,394	35,846
Total	7,377,302	7,366,059	7,389,486	7,561,299	7,792,516	7,733,617
Biennial Change				207,425		575,348
Biennial % Change				1		4
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	7,377,302	7,365,991	7,389,486	7,561,299	7,792,516	7,733,617
Other Financial Transaction		68				
Total	7,377,302	7,366,059	7,389,486	7,561,299	7,792,516	7,733,617

General Education

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	7,348,691	7,326,044	7,388,686	7,542,139	7,780,832	7,688,406
Levies	1,317,674	1,404,354	1,417,221	1,479,857	1,582,265	1,640,944
District Revenue	8,666,365	8,730,398	8,805,907	9,021,996	9,363,097	9,329,350
Direct Appropriation	7,347,424	7,408,985	7,569,266	7,524,370	7,757,122	7,697,771
Current Year	6,637,829	6,617,496	6,684,854	6,831,824	7,046,808	6,963,746
Prior Year	700,188	711,885	669,305	692,546	710,314	734,025
Transfers Out	380		386			
Cancellations	8,832	79,604	214,721			
Expenditures	7,338,212	7,329,381	7,354,159	7,524,370	7,757,122	7,697,771
Biennial Change in Expenditures				210,936		576,364
Biennial % Change in Expenditures				1		4

3801 - Endowment School

Balance Forward In	0					
Transfers In	39,090	36,678	35,327	36,929	35,394	35,846
Expenditures	39,090	36,678	35,327	36,929	35,394	35,846
Biennial Change in Expenditures				(3,512)		(1,016)
Biennial % Change in Expenditures				(5)		(1)

Program: Other General Education

Activity: Enrollment Options Transportation

AT A GLANCE

- 70 students served in fiscal year (FY) 2020.
- Of the 70 students, five were from the postsecondary enrollment options program, five were in the open enrollment program, and 60 were in charter schools.
- Three districts took part in the Pregnant and Parenting Pupil Transportation program in FY 2020 and one district in FY 2021

PURPOSE AND CONTEXT

This state aid program helps students from low-income families participate in Postsecondary Enrollment Options (PSEO), school district enrollment options, and charter school programs by reimbursing transportation costs.

This aid program supports the goal of reducing the racial and economic opportunity gaps for low-income students by reimbursing their transportation costs.

In addition, the pregnant and parenting pupil transportation reimbursement program was enacted in FY 2020 to reimburse districts for the transportation of pregnant and parenting pupils to and from programs that provide academic instruction, are at least four hours per week of parenting instruction, and provide high-quality child care on site during the education day with the capacity to serve all children of enrolled pupils. The base revenue for FY 2021 was \$56,000.

SERVICES PROVIDED

School districts and charter schools get state aid to reimburse transportation costs for qualifying students who participate in PSEO or open enrollment. PSEO is a program that allows students in grades 10-12 to earn secondary and college credit (dual-credit) while still in high school, through enrollment in and successful completion of college-level courses at higher education institutions. Open enrollment programs allow voluntary prekindergarten through grade 12 students and prekindergarten children with disabilities to apply to attend a public school outside of their resident district.

PSEO students apply for reimbursement through their resident district or charter school (or the postsecondary institution, if nonpublic). Open enrollment students apply through the enrolling district. Charter school students apply through the enrolling school. Students and families provide their own transportation in these programs.

School districts and charter schools providing out-of-district transportation for a fee are reimbursed for the transportation costs of qualifying low-income students. The reimbursement rate is set at \$0.15 per mile and no more than 250 miles per week.

This aid program also provides reimbursement of transportation expenses for districts that provide academic instruction and child care for pregnant and parenting enrolled students.

The Minnesota Department of Education (MDE) processes reimbursement requests and provides technical support.

RESULTS

The table below provides the average amount of a claim for mileage reimbursement per student per year in postsecondary enrollment options, school district enrollment options, and charter school programs over the last four years. It also provides the number of students served by the program for the last four years.

<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2020*</i>	<i>FY 2021**</i>	<i>FY 2022</i>
Average Claim per Student per Year	\$295	\$147	\$162	\$198
Number of Students Served	57	70	4	74
Number of Districts reimbursed for Pregnant and Parenting Transportation Program	N/A	3	1	***
Number of Students participating in Pregnant and Parenting Transportation Reimbursement Program	N/A	12	5	***

* Although the number of students requesting reimbursement remained high in FY 2020, the statewide move to distance learning beginning March 18, 2020, as a response to the COVID-19 pandemic, resulted in no requests for reimbursement in the last three months of the 2019-2020 school year.

** The number of students served and requests for reimbursement continued to be impacted in FY 2021 by statewide distance learning due to the COVID-19 pandemic.

*** Pregnant and Parenting Pupil Transportation Reimbursement information for FY 2022 was not available at the time of publication.

M.S. 124D.03; M.S. 124D.09; M.S. 124E.15

Enrollment Options Transportation

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	11	113	71	56	56	56
Total	11	113	71	56	56	56
Biennial Change				3		(15)
Biennial % Change				2		(12)
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	11	113	71	56	56	56
Total	11	113	71	56	56	56

Enrollment Options Transportation

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	11	1	15	1	1	1
District Revenue	11	1	15	1	1	1
Direct Appropriation	75	67	68	56	56	56
Current Year	11	1	15	1	1	1
Balance Forward In		56				
Transfers In			3			
Cancellations	8	10				
Balance Forward Out	56					
Expenditures	11	113	71	56	56	56
Biennial Change in Expenditures				3		(15)
Biennial % Change in Expenditures				2		(12)

Program: Other General Education

Activity: Abatement Revenue

AT A GLANCE

- The Abatement Aid entitlement totaled \$1.97 million in fiscal year (FY) 2022 based on 2020 revenue losses.
- The Abatement Levy totaled \$6.077 million in FY 2023 based on 2020 revenue losses.

PURPOSE AND CONTEXT

This state aid and local property tax levy program maintains equity for students and taxpayers by replacing revenue the district was entitled to but did not receive due to abatements. An “abatement” occurs when property taxes on a real estate parcel are decreased after the district certifies levy revenue.

For FY 2022, 263 school districts in Minnesota participated in this program.

SERVICES PROVIDED

Abatement aid and levy is calculated annually based on abatements reported by counties to the Minnesota Department of Education (MDE).

The aid and levy are designed to replace the revenue in the same proportion of aid and levy as the original entitlement. The aid reimbursement is received one year after the revenue loss and the levy reimbursement is received two years after the revenue loss.

MDE calculates and processes aid payments and levy limitations for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Calendar Year 2021</i>	<i>Calendar Year 2022</i>
Quantity	Statewide District Revenue Loss Prevented	\$15.4 M	\$8.046 M

M.S. 126C.46; M.S. 127A.49, subdivision 2

Abatement Revenue

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	1,770	2,595	2,042	1,340	2,339	2,665
Total	1,770	2,595	2,042	1,340	2,339	2,665
Biennial Change				(983)		1,622
Biennial % Change				(23)		48
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	1,770	2,595	2,042	1,340	2,339	2,665
Total	1,770	2,595	2,042	1,340	2,339	2,665

Abatement Revenue

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	1,662	2,698	1,970	1,269	2,458	2,688
Levies	11,571	10,176	9,083	7,870	11,367	16,596
District Revenue	13,233	12,874	11,053	9,139	13,825	19,284
Direct Appropriation	1,770	2,595	2,897	1,340	2,339	2,665
Current Year	1,496	2,429	1,773	1,143	2,213	2,420
Prior Year	274	166	269	197	126	245
Cancellations			855			
Expenditures	1,770	2,595	2,042	1,340	2,339	2,665
Biennial Change in Expenditures				(983)		1,622
Biennial % Change in Expenditures				(23)		48

Program: Other General Education
Activity: Consolidation Transition

AT A GLANCE

- There was one school district consolidation in fiscal year (FY) 2021 and one in FY 2022.
- There are no school district consolidations planned for FY 2023.

PURPOSE AND CONTEXT

School districts consolidate to expand programs and services and to become more financially stable. The consolidation transition revenue program provides funds for reorganization to districts that have recently consolidated. Students and communities in the consolidating districts are served by this program.

SERVICES PROVIDED

Consolidation Transition revenue must be used to cover district costs for early retirement incentives granted by the district, to reduce operating debt, to enhance learning opportunities, and to cover reorganization expenses.

Aid is \$200 per resident pupil unit in the new district in the first year of consolidation and \$100 per resident pupil unit the year after consolidation. The number of pupil units used to calculate aid for a district in either year is limited to 1,500.

This program is mainly funded with state aid. Optional local property taxes may be used to cover certain additional costs.

The Minnesota Department of Education (MDE) calculates state aid payments and property tax levy limits, and provides technical assistance to districts that choose to consolidate.

RESULTS

In FY 2021 the Eveleth-Gilbert (#2154) and Virginia (#706) districts consolidated to form Rock Ridge School District (#2909). In FY 2022 Norman County West (#2527) and Ada-Borup (#2854) consolidated to form Ada-Borup-West School District (#2910). While the number of consolidations is measurable, the true performance measure is in the satisfaction and achievement of the districts that consolidated, which is not evaluated.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>	<i>FY 2022</i>
Quantity	First Year of Consolidation	0	0	1	1

M.S. 123A.485; M.S. 123A.48

Consolidation Transition

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General		270	292	92	187	290
Total		270	292	92	187	290
Biennial Change				114		93
Biennial % Change						24

Expenditures by Category

Grants, Aids and Subsidies		270	292	92	187	290
Total		270	292	92	187	290

Consolidation Transition

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement		300	290	70	200	300
District Revenue		300	290	70	200	300
Direct Appropriation		270	309	92	187	290
Current Year		270	262	63	180	270
Prior Year			30	29	7	20
Cancellations			17			
Expenditures		270	292	92	187	290
Biennial Change in Expenditures				114		93
Biennial % Change in Expenditures						24

Program: Other General Education

Activity: Nonpublic Pupil

<https://education.mn.gov/MDE/fam/nphs/>
<https://education.mn.gov/MDE/dse/schfin/Non/>

AT A GLANCE

- Number of nonpublic students participating in Fiscal Year (FY) 2021:
 - Textbook/materials: 67,864
 - Health services: 61,852
 - Guidance and counseling: 24,261
- Rates per nonpublic student in FY 2021:
 - Textbook/materials: \$85.59
 - Health services: \$83.63
 - Guidance and counseling: \$279.36
- All nonpublic students requesting materials and/or services by the statutory deadline have been and are being accommodated.

PURPOSE AND CONTEXT

This state aid program exists to ensure fair access to nonreligious study materials and student support services for students who choose nonpublic education. This aid program supports the objective of ensuring every student receives a world-class education.

SERVICES PROVIDED

Funding is allocated to public school districts for the benefit of nonpublic school students and not directly to the nonpublic schools. School districts are reimbursed for the costs of the educational materials loaned to nonpublic school students and for the costs of providing support services to nonpublic school students.

There are three basic categories of nonpublic pupil aid supporting the following services:

- Textbooks, individualized instructional materials, and standardized tests.
- Health services.
- Guidance and counseling services.

School districts receive additional funds to cover administrative costs. This amount is equal to 5 percent of their total aid reimbursement amount. MDE calculates and processes aid payments and provides technical support to school districts and nonpublic schools for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Percentage of nonpublic students applying for access to textbooks.	75%	71%
Quantity	Percentage of nonpublic students applying for access to health services.	69%	64%
Quantity	Percentage of secondary nonpublic students applying for access to guidance and counseling services.	87%	91%

M.S. 123B.40-48

Nonpublic Pupil

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	17,456	18,436	16,757	19,029	20,280	21,515
Total	17,456	18,436	16,757	19,029	20,280	21,515
Biennial Change				(105)		6,009
Biennial % Change				(0)		17
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	17,456	18,436	16,757	19,029	20,280	21,515
Total	17,456	18,436	16,757	19,029	20,280	21,515

Nonpublic Pupil

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	17,909	19,031	17,022	19,252	20,394	21,639
District Revenue	17,909	19,031	17,022	19,252	20,394	21,639
Direct Appropriation	17,925	18,918	16,991	19,029	20,280	21,515
Current Year	16,119	17,128	15,320	17,327	18,355	19,476
Prior Year	1,337	1,308	1,437	1,702	1,925	2,039
Transfers In			232			
Cancellations	469	482	466			
Expenditures	17,456	18,436	16,757	19,029	20,280	21,515
Biennial Change in Expenditures				(105)		6,009
Biennial % Change in Expenditures				(0)		17

Program: Other General Education

Activity: Nonpublic Transportation

<https://education.mn.gov/MDE/dse/schfin/Trans/Type/>

AT A GLANCE

- 37,222 nonpublic students were transported to and from school in fiscal year (FY) 2021.
- 187 of 330 districts transported nonpublic students in FY 2021.

PURPOSE AND CONTEXT

This program ensures that nonpublic school students receive the same level of transportation services as public school students, and that the school districts are able to provide this transportation without significant costs being paid from their general fund.

SERVICES PROVIDED

School districts must provide equal transportation services within the district for public and nonpublic school students living within the district. If the district transports nonpublic school students to a school in another district, the nonpublic school or the parents pay the cost of transportation outside of the district boundaries.

Public school districts must provide nonpublic school student transportation within the district boundaries for health and secondary guidance/counseling services that the school district provides to the nonpublic school students.

The public school district must transport nonpublic school students on late activity bus routes if it provides that service for public school students.

The Minnesota Department of Education (MDE) calculates and processes aid payments and provides technical support to school districts and nonpublic schools for this program.

RESULTS

Participation is measured by the percentage of nonpublic students transported to and from school.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Percentage of nonpublic students transported	60.9%	56.0%

M.S. 123B.92, subdivision 9; M.S. 123B.84-87

Nonpublic Transportation

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	18,809	18,715	19,771	19,601	19,262	19,288
Total	18,809	18,715	19,771	19,601	19,262	19,288
Biennial Change				1,848		(822)
Biennial % Change				5		(2)
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	18,809	18,715	19,771	19,601	19,262	19,288
Total	18,809	18,715	19,771	19,601	19,262	19,288

Nonpublic Transportation

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	18,720	18,671	19,845	19,645	19,219	19,296
District Revenue	18,720	18,671	19,845	19,645	19,219	19,296
Direct Appropriation	19,168	19,106	19,770	19,601	19,262	19,288
Current Year	16,848	16,804	17,861	17,681	17,298	17,367
Prior Year	1,961	1,911	1,910	1,920	1,964	1,921
Transfers In			1			
Transfers Out		145				
Cancellations	359	246				
Expenditures	18,809	18,715	19,771	19,601	19,262	19,288
Biennial Change in Expenditures				1,848		(822)
Biennial % Change in Expenditures				5		(2)

Program: Other General Education

Activity: Career and Technical Aid

<https://education.mn.gov/MDE/dse/cte/>

AT A GLANCE

- 313 districts levied a total of \$32.5 million for Career and Technical Education programs for fiscal year (FY) 2021.
- 117 districts received Career and Technical Education aid in FY 2021 totaling \$3.0 million.

PURPOSE AND CONTEXT

Career and Technical Education (CTE) revenue is a state aid and local property tax levy program that allows districts to receive revenue for Career and Technical program expenses.

All school districts with approved CTE programs are eligible for this revenue. Federal Carl D. Perkins funds are also available to help provide career and technical education program and services.

CTE programs are a sequence of courses that integrate core academic knowledge with technical and occupational knowledge and skills to provide students a pathway to postsecondary education and careers. CTE teaches transferable workplace skills in applied learning contexts to provide opportunities to explore high-demand career options and gives students the technology and skills needed for success in adult life.

SERVICES PROVIDED

Districts must submit annual budgets for their CTE programs to qualify for this revenue. A district with a CTE program approved by the Minnesota Department of Education (MDE) may levy for costs associated with the program.

- A district is eligible for revenue equal to 35 percent of approved expenditures in the fiscal year in which the levy is certified.

CTE property tax levy equals:

- CTE revenue, times
- The lesser of:
 - one; or,
 - the ratio of the adjusted net tax capacity per student in the fiscal year in which the levy is certified, to \$7,612.

CTE aid equals:

- CTE revenue minus CTE levy.

MDE reviews district programs for approval, calculates aid and property tax levies, and makes federal and state aid payments for these programs.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of districts participating in CTE programs	313	313
Quantity	Amount of property tax levy for CTE programs	\$29,965,983	\$32,503,334

M.S. 124D.4531

Career and Technical Aid

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	3,857	3,433	2,582	2,015	1,603	830
3000 - Federal	6,335	7,462	7,157	8,723	8,723	8,723
Total	10,192	10,895	9,739	10,738	10,326	9,553
Biennial Change				(610)		(598)
Biennial % Change				(3)		(3)
<u>Expenditures by Category</u>						
Compensation		6				
Operating Expenses	67	41	1			
Grants, Aids and Subsidies	10,125	10,848	9,738	10,738	10,326	9,553
Total	10,192	10,895	9,739	10,738	10,326	9,553
Total Agency Expenditures	10,192	10,895	9,739	10,738	10,326	9,553
Internal Billing Expenditures	4	7	1			
Expenditures Less Internal Billing	10,188	10,888	9,738	10,738	10,326	9,553
<u>Full-Time Equivalent</u>						
		0.05				

Career and Technical Aid

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	3,813	3,394	2,509	1,962	1,563	748
Levies	28,272	30,348	30,743	35,540	38,988	39,510
District Revenue	32,085	33,742	33,252	37,502	40,551	40,258
Direct Appropriation	3,857	3,288	2,668	2,015	1,603	830
Current Year	3,435	3,055	2,259	1,766	1,407	674
Prior Year	422	378	323	249	196	156
Transfers In		145				
Cancellations			86			
Expenditures	3,857	3,433	2,582	2,015	1,603	830
Biennial Change in Expenditures				(2,693)		(2,164)
Biennial % Change in Expenditures				(37)		(47)
3000 - Federal						
Receipts	6,335	7,462	7,157	8,723	8,723	8,723
Expenditures	6,335	7,462	7,157	8,723	8,723	8,723
Biennial Change in Expenditures				2,083		1,566
Biennial % Change in Expenditures				15		10
Full-Time Equivalents		0.05				

Program: Other General Education

Activity: Reserves and Credits

AT A GLANCE

- 12 state-paid property tax credit programs in fiscal year (FY) 2021 (three programs are for prior year adjustments).
- The General Fund Reserve transferred \$2,451,327 between one excess and two deficient programs for FY 2021.
- Community Education funds had no deficiencies for FY 2021 and the Community Education Reserve was not utilized.

PURPOSE AND CONTEXT

Property tax credits and aids calculated by the Minnesota Department of Revenue provide a vehicle for property tax reform or relief for targeted real property classes. The effect of these state paid property tax credits and aids is to shift a portion of property tax burden for education from property owners to the state.

- All school districts in the state receive some form of state paid property tax credits.
- The number and the amount of state paid tax credits that districts and property tax owners in the district receive is dependent upon the local conditions, such as natural disasters, existence of agricultural property, economic depression, and others noted below.

The two “Education Reserves” allow the commissioner to transfer the excess from a direct general fund appropriation for any education aid or grant authorized in specified chapters that exceeds the amount required to be used to any education aid or grant appropriation that is insufficient.

- The general fund reserve pertains to chapters 127A, 122A, 123A, 123B, 124D, 124E, 125A, 126C, and 134, excluding appropriations under sections 124D.135, 124D.16, 124D.20, 124D.22, 124D.52, 124D.531, 124D.55, and 124D.56.
- The community education fund reserve pertains to sections 124D.135, 124D.16, 124D.20, 124D.22, 124D.52, 124D.531, 124D.55, and 124D.56.

SERVICES PROVIDED

There are several property tax credit and aid programs paid to school districts by the Minnesota Department of Education (MDE) that reduce property taxes paid by property owners:

Programs reducing the property tax rate applied to the property value to calculate property tax:

- *Disparity Reduction Aid* provides relief to high tax rate areas. The Department of Revenue calculates a reduction to the initial tax rate to reduce the rate as much as 10 percent.

Programs providing a reduction to the calculated property tax:

- *Local Option Disaster Abatement Credit* provides relief related to the damage or destruction of homestead and non-homestead property. The property need not be located within a disaster or emergency area.
- *Homestead and Disaster Credit* provides relief related to the damage or destruction that occurred for each reassessed homestead property within the county that is located within a disaster or emergency area.

Local Option Disaster Credit provides relief related to the damage or destruction that occurred for: (1) homestead property that meets all the requirements under M.S. 273.1233 (Local Option Disaster Abatement), subdivision 1, paragraph (a), but that does not qualify for a credit under the Homestead and Disaster Credit; and (2) non-homestead and utility property that meets all the requirements under M.S. 273.1233 (Local Option Disaster Abatement), subdivision 1, paragraph (b).

Agricultural Preserves Credit provides relief to owners of agricultural property in the seven-county metropolitan area.

Disparity Reduction Credit provides relief to apartments, commercial, industrial, and public utilities in economically depressed areas located at Minnesota borders designated as enterprise zones.

Residential Homestead Market Value Credit provides relief to residential homestead property, including the house, garage, one acre of land for farm homesteads, and certain resort homesteads. The credit is computed as 0.4 percent of the first \$76,000 market value of each homestead property. The maximum credit is \$304 and is phased out at a rate of .09 percent of the value over \$76,000.

Agricultural Land Market Value Credit provides relief to agricultural homestead property, excluding the house, garage, and one acre. The credit is computed as 0.3 percent of the first \$115,000 market value of each homestead property, plus 0.1 percent of the market value of each homestead property in excess of \$115,000. The maximum credit is \$490 and is phased out at a rate of .05 percent of the value over \$115,000 with a maximum reduction of \$115.

School Building Bond Agricultural Credit, enacted in 2017, provides relief to agricultural homestead property, excluding the house, garage, and one acre. For taxes payable FY 2023 and on, the credit is computed as 70 percent of the property's eligible net tax capacity, multiplied by the school debt tax rate.

Note that the fiscal activity associated with the payment of these credits is displayed in the budget book for Tax Aids, Credits, and Refunds.

In addition to the property tax relief aids and credits listed above, school districts may receive other credits paid by the county, including power line credit, county conservation credit, taconite homestead credit, and supplementary homestead credit. Taconite homestead credit and supplementary homestead credit targets Iron Range homeowners with a credit of either 66 percent or 57 percent, depending on characteristics of the mining industry within the school district. The 66 percent credit has a maximum of \$315.10 per property. The 57 percent credit has a maximum of \$289.80 per property.

The Education Reserves allow full funding or closer to full funding for programs that may be underfunded due to the difference between forecast estimates and the actual costs of specified programs.

RESULTS

<i>Type of Measure</i>	<i>Program Name</i>	<i>FY 2020 2018 Pay 2019</i>	<i>FY 2021 2019 Pay 2020</i>	<i>FY 2022 2020 Pay 2021</i>
Quantity	<i>Disparity Reduction Aid</i>	\$7,966,830	\$8,086,085	\$8,023,442
Quantity	<i>Local Option Disaster Abatement Credit</i>	\$0	\$374,313	\$1,146
Quantity	<i>Homestead and Disaster Credit</i>	\$31,037	\$1,274	\$2,545
Quantity	<i>Local Option Disaster Credit</i>	\$30	\$0	\$407,707
Quantity	<i>Agricultural Preserves Credit</i>	\$140,929	\$127,466	\$89,760
Quantity	<i>Disparity Reduction Credit</i>	\$2,534,911	\$2,959,676	\$3,266,650
Quantity	<i>Residential Homestead Market Value Credit</i>	\$20,704	\$21,098	-\$521,600
Quantity	<i>Prior Year Real Property Credit</i>	\$21,739	\$10,641	\$10,578
Quantity	<i>Agricultural Land Market Value Credit</i>	\$8,639,885	\$8,410,302	\$7,726,211
Quantity	<i>School Bonding Credit</i>	\$38,054,515	\$57,035,540	\$62,666,854
Quantity	<i>Prior Year School Bonding Credit</i>	n/a	\$778,977	-\$51

M.S. 273.119; M.S. 273.1233; M.S. 273.1234; M.S. 273.1235; M.S. 273.1384; M.S. 273.1387; M.S. 273.1398;
M.S. 127A.41, subdivision 8; M.S. 127A.41, subdivision 9

Reserves and Credits

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Transfers In	380	145	386			
Transfers Out	380	145	386			

Program: Other General Education

Activity: Other Aid Allocations

AT A GLANCE

- The One-Room Schoolhouse revenue program was implemented in fiscal year (FY) 1995.
- The FY 2021 English Learner (EL) cross-subsidy statewide total was \$146 million.

PURPOSE AND CONTEXT

These programs provide additional general education revenue to school districts to fund specific obligations of the district’s general fund.

SERVICES PROVIDED

- One-room Schoolhouse
 - The One-Room Schoolhouse program provides \$65,000 each year to the Warroad school district to assist with expenses related to the Angle Inlet Elementary School.
- English Learner (EL) Cross-Subsidy Reduction Aid
 - The English Learner Cross-Subsidy Reduction Aid was established during the 2021 special session to supplement regular EL and concentration revenue and is meant to help districts fund English Learner programs. For FY 2022 through FY 2025, the aid will be \$2,000,000 each year allocated among school districts and charter schools based on the total amount of EL revenue the entity received during the prior fiscal year.

The Minnesota Department of Education (MDE) processes the aid payments for these programs.

RESULTS

MDE does not collect data regarding utilization of One-Room Schoolhouse aid.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of Minnesota resident students attending Angle Inlet School	9	12

Total aid distribution for EL Cross-Subsidy Reduction Aid.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2021</i>	<i>FY 2022</i>
Quantity	EL Cross-Subsidy Aid	N/A	\$2,000,000

MN Laws 2021, 1st Special Session, Chapter 13, Article 1, section 9 and section 10, subdivisions 8 and 11

Other Aid Allocations

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	65	65	2,065	2,065	2,065	2,065
Total	65	65	2,065	2,065	2,065	2,065
Biennial Change				4,000		0
Biennial % Change				3,077		0
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	65	65	2,065	2,065	2,065	2,065
Total	65	65	2,065	2,065	2,065	2,065

Other Aid Allocations

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	65	65	2,065	2,065	2,065	2,065
Expenditures	65	65	2,065	2,065	2,065	2,065
Biennial Change in Expenditures				4,000		0
Biennial % Change in Expenditures				3,077		0

Program: Other General Education

Activity: Miscellaneous Levies (information only)

<https://education.state.mn.us/MDE/dse/datasub/LevyCertSys/>

AT A GLANCE

- 12 levy programs had estimated levies for FY 2023.

PURPOSE AND CONTEXT

These programs provide additional local property tax levy revenue to school districts to fund specific obligations of the district's general fund. There is no state funding associated with these levies, so this Budget Activity's fiscal pages reflect only local levy amounts.

SERVICES PROVIDED

The following levies are currently in effect:

- Reemployment Insurance Levy
 - A school district may levy for unemployment insurance and for job-placement services offered to eligible employees.
- Judgment Levy
 - A school district may levy for judgments against the district, including interest costs or for its proportionate share of the costs of a judgment against an intermediate district.
- Health Benefit Levy
 - A school district may levy for health insurance and unreimbursed medical expenses of employees who retired before July 1, 1992.
- Additional Retirement Levy
 - The Minneapolis and St. Paul school districts may levy for certain pension obligations.
- St. Paul Severance Levy
 - The St. Paul school district may levy to pay for severance costs.
- Safe Schools Levy
 - A school district may levy up to \$36 per pupil unit: to provide a drug abuse prevention program in the elementary schools; to provide police liaison services in the schools; to provide a gang resistance education program in the schools; to pay the costs for security on school property and/or pay for other crime prevention, drug abuse, student and staff safety; to pay costs for licensed school counselors, licensed school nurses, licensed school social workers, licensed school psychologists, and licensed alcohol and chemical dependency counselors to help provide early responses to problems; to pay for facility security enhancements including laminated glass, announcement systems, communication devices, and other modifications related to violence prevention and facility security; to pay for the costs associated with improving school climate; or to pay costs associated with collaborating with mental health professionals who are not district employees or contractors. Intermediate districts may levy up to \$15 per pupil unit through their member districts to provide the same allowed services as school districts.
- Ice Arena Levy
 - A school district may levy for the net operational costs of the ice arena for the previous fiscal year. To qualify for the levy, a district must demonstrate to the Minnesota Department of Education (MDE) gender equity in usage of the ice arena during peak times throughout the year.

- Severance Levies
 - A school district that reorganizes under dissolution and attachment may levy the costs of severance pay or early retirement incentives for licensed and non-licensed employees who resign or retire early as a result of the reorganization. A school district with a secondary agreement with another district must pay severance to licensed employees placed on unrequested leave and may levy for the expenses. Districts with an agreement to allow pupils to attend school in an adjoining state may levy for severance costs resulting from the agreement.
- Swimming Pool Levy
 - Certain school districts on the Canadian border may levy for the net operational costs of a swimming pool, not to exceed the net actual costs of operation of the swimming pool for the previous year.
- Economic Development Abatement Levy
 - The governing body of a political subdivision may grant an abatement of the taxes imposed by the political subdivision on a parcel of property, or defer the payments of the taxes and abate the interest and penalty that otherwise would apply. The political subdivision must add to its levy amount for the current year the total estimated amount of all current year abatements granted. No abatement aid is generated for these abatements.
- Tree Growth Replacement Levy
 - Districts may levy an amount not to exceed its tree growth revenue for taxes payable in 2001.
- Reorganization Operating Debt Levy
 - A school district that reorganizes under consolidation or dissolution and attachment may levy to retire the net negative undesignated fund balance in the operating funds.

Other Miscellaneous Severance Pay/Early Retirement Incentive Levies

- Annual Other Postemployment Benefits Levy
 - A school district may levy for other postemployment benefit expenses if the district: 1) has created an actuarial liability to pay postemployment benefits; and 2) has a sunset clause in effect for the current collective bargaining agreement.
- Consolidation Transition Revenue
 - For a school district that consolidates under Minnesota Statutes, section 123A.485, subdivision 2, consolidation transition aid is equal to a maximum of \$200 per resident pupil unit for the first year of consolidation and \$100 per resident pupil unit for the second year of consolidation. If the cost of the early retirement incentives offered by the district under subdivision 2 exceeds the amount of consolidation transition aid, the district may levy for the difference for a period not to exceed three years.
- Consolidation/Transition Levies
 - The board(s) of districts combining or combined under Minnesota Statutes, section 123A.37, subdivision 2, may levy over three years or less for costs directly related to the transition from cooperation to combination.
- Administrative Services Levy
 - The school district may levy for costs of retirement incentives or severance pay or other costs related to the discontinuance of administrative positions, under certain circumstances.

MDE collects data from the districts, calculates the levy authority and in some cases, reviews and approves levy requests.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Pay 2021 In Thousands</i>	<i>Pay 2022 In Thousands</i>
Quantity	Reemployment Insurance Levy	\$14,822.6	\$6,775.0
Quantity	Judgment Levy	\$489.9	\$363.1
Quantity	Health Benefit Levy	\$1,234.8	\$1,251.3
Quantity	Additional Retirement Levy	\$26,046.1	\$26,812.0
Quantity	St. Paul Severance Levy	\$1,271.6	\$1,381.5
Quantity	Safe Schools Levy (includes both school district and intermediate levies)	\$35,324.0	\$34,771.8
Quantity	Ice Arena Levy	\$2,967.9	\$3,263.9
Quantity	Severance Levies	\$106.4	\$142.5
Quantity	Swimming Pool Levy	\$642	\$651.9
Quantity	Economic Development Abatement Levy	\$892.7	\$347.2
Quantity	Tree-Growth Replacement Levy	\$694.2	\$680.3
Quantity	Reorganization Operating Debt Levy	\$0	\$0

M.S. 126C.43, subd. 2; M.S. 126C.43, subd. 3; M.S. 126C.41, subd. 2; M.S. 126C.41, subd. 3; M.S. 126C.41, subd. 4; M.S. 126C.41, subd. 5; M.S. 126C.44; M.S. 126C.45; M.S. 123A.30, subd. 6; M.S. 123A.39, subd. 3; M.S. 123A.73, subd. 12; M.S. 123A.444; M.S. 124D.05, subd. 3; M.S. 126C.41, subd. 6; M.S. 126C.455; M.S. 469.1812-1815; M.S. 126C.445; M.S. 123A.73, subd. 9; M.S. 123B.82; M.S. 126C.445; M.S. 123A.485; M.S. 123A.41, subd. 4; M.S. 123A.76; M.S. 123A.12

Miscellaneous Levies

Activity Financing by Fund

(Dollars in Thousands)

	Actual	Actual	Actual	Estimate	Forecast Base	
	FY20	FY21	FY22	FY23	FY24	FY25
Levies	469,213	451,438	469,415	484,282	493,054	505,892
District Revenue	469,213	451,438	469,415	484,282	493,054	505,892

Program: Choice Programs
Activity: Charter School Lease Aid

<https://education.state.mn.us/MDE/dse/chart>

AT A GLANCE

- In fiscal year (FY) 2021, 170 of the 173 charter schools in Minnesota received lease aid.
- Maximum lease aid per pupil unit is \$1,314.

PURPOSE AND CONTEXT

Unlike school districts, charter schools cannot generate property tax revenue to pay for school buildings. The Charter School Lease Aid program provides partial funding to charter schools to lease facilities and land. This program supports the objective that every student receives a world-class education.

SERVICES PROVIDED

This program provides funding to charter schools to lease facilities for instructional purposes. Charter schools submit applications for lease aid that are approved or denied based on:

- Reasonableness of the price per square foot.
- Appropriateness of the proposed lease in the context of the space needs, code compliance, and financial circumstances of the charter school.
- Conformity of the leased space and lease agreement to the laws and rules of the state and federal governments.

State aid is the lesser of:

- Ninety percent of the actual net lease costs; or
- \$1,314 times the number: (pupil units served plus postsecondary enrollment options pupil units).

The Minnesota Department of Education (MDE) approves charter school lease aid applications. Beginning FY 2017, lease aid is available for approved pre-K school programs.

The fiscal pages for this Budget Activity also display federal funds that are available to support charter schools.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2021</i>	<i>Preliminary FY 2022*</i>
Quantity	Charter Schools receiving lease aid	165	170	169
Quantity	Pupil Units Served	66,944	70,181	64,716
Quantity	Average Lease Cost per Pupil Unit	\$1,620	\$1,588	\$1,640
Quantity	Average Aid per Pupil Unit	\$1,249	\$1,193	\$1,258

*Does not reflect FY 2022 UFARS adjustments to lease costs or final FY 2022 pupil units served.

M.S. 124E.22

Charter School Lease Aid

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	83,171	83,296	83,643	89,364	95,370	100,356
3000 - Federal	6,180	7,828	3,032	12,693	9,000	9,000
Total	89,351	91,124	86,675	102,057	104,370	109,356
Biennial Change				8,257		24,994
Biennial % Change				5		13
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	89,351	91,124	86,675	102,057	104,370	109,356
Total	89,351	91,124	86,675	102,057	104,370	109,356

Charter School Lease Aid

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	83,500	83,268	83,362	89,662	96,004	100,840
District Revenue	83,500	83,268	83,362	89,662	96,004	100,840
Direct Appropriation	83,214	85,916	93,547	89,364	95,370	100,356
Current Year	75,150	74,942	75,026	80,696	86,404	90,756
Prior Year	8,021	8,354	8,617	8,668	8,966	9,600
Cancellations	43	2,620	9,904			
Expenditures	83,171	83,296	83,643	89,364	95,370	100,356
Biennial Change in Expenditures				6,540		22,719
Biennial % Change in Expenditures				4		13

3000 - Federal						
Receipts	6,180	7,828	3,032	12,693	9,000	9,000
Expenditures	6,180	7,828	3,032	12,693	9,000	9,000
Biennial Change in Expenditures				1,717		2,275
Biennial % Change in Expenditures				12		14

Program: Choice Programs

Activity: Achievement and Integration Aid

<https://education.state.mn.us/MDE/dse/acint/>

AT A GLANCE

- During the 2021-2022 school year 55 racially identifiable schools* (in 15 different districts) and 64 racially isolated districts** participated in this program. Some of these racially isolated districts also have racially identifiable schools.
- 105 additional districts were in the program and partnered with racially isolated districts to implement integration activities for students.
- Districts use this revenue to increase racial and economic integration, to reduce achievement disparities within their districts, and to partner with neighboring districts on integration activities for students.

**A school with an enrollment of students of color and American Indian students that is more than 20 percentage points above that of the district average for schools serving the same grade levels.*

***A district with districtwide enrollment of students of color and American Indian students that exceeds that of any adjoining district by more than 20 percentage points.*

PURPOSE AND CONTEXT

This program exists to increase racial and economic integration, reduce achievement disparities for specific student groups, and provide students equitable access to a qualified and racially diverse teaching staff.

Students served include prekindergarten through grade 12 students attending a public school district that is either *racially isolated*, has a *racially identifiable school*, or is in close proximity to a racially isolated school district as defined above.

Achievement and Integration revenue is made up of two different funding streams: *initial revenue* which may be used to fund the strategies in a district's approved achievement and integration plan and *incentive revenue* which must be used for strategies to reduce racial and economic enrollment disparities. All strategies funded with either revenue stream must have the effect of increasing student integration and help reduce academic disparities that are identifiable by students' race or economic status. Incentive revenue may be used only to fund strategies designed specifically to increase enrollment of students of color and American Indian students or students that qualify for free or reduce priced lunch into the following: schools, classes, programs, or districts where there are documented enrollment disparities for students from one or more of these groups. Both types of revenue are funded through local property tax levy (30 percent) and state aid (70 percent).

This program supports the goals of closing all racial and economic opportunity gaps.

Districts that have not met their plan goals at the end of three years must develop an improvement plan and use up to twenty percent of their achievement and integration revenue to fund that plan.

SERVICES PROVIDED

Achievement and Integration revenue is used to implement strategies in a district's achievement and integration plan. These strategies must increase integration and reduce achievement disparities within the district or racially identifiable school. Most plans include student integration activities between neighboring districts.

Achievement and Integration plans may include the following types of strategies:

- Family involvement programs.
- Integrated prekindergarten to grade 12 programs with school enrollment choices designed to decrease racial and economic enrollment disparities within or between districts.
- Training for teachers and administrators to improve the achievement of all students.
- Rigorous coursework and career and college readiness programs for underserved students.
- Recruitment and retention of a racially and ethnically diverse staff.

The Minnesota Department of Education (MDE) reviews and approves district plans and budgets, calculates and processes aid payments, and provides ongoing assistance to districts on developing effective plans, monitoring their progress, improvement processes, and reporting results.

RESULTS

The table below lists the number of racially identifiable schools and racially isolated districts participating in the program for the years listed.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
Quantity	Number of participating racially isolated districts	45	63	64	64
Quantity	Number of participating racially identifiable schools	50	50	55	55
Quantity	Number of participating districts with racially identifiable schools	16	13	15	15

Districts self-report on the extent to which they have realized the goals in their plans. Achievement and integration plans were in effect starting in FY 2018 and ending in FY 2020. Districts' progress toward the goals in their prior three-year plan are listed below.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>2019</i>	<i>2020*</i>	<i>Number of Districts</i>
Quality	Progress toward goal for reducing reading achievement gap			13
Quality	Progress toward goal for reducing math achievement gap			6
Quality	Progress toward new goals for reducing academic disparities	18% met goal	16% met goal	24 (2019) 27 (2020)
Quality	Progress toward integration goals to increase opportunities for students to learn from and work with students from racial and economic backgrounds that are different from their own	23% met goal	29% met goal	29 (2019) 50 (2020)

*In 2020, many districts were unable to implement plans as written because of the pandemic. Progress of 67% of goals was unable to be reported on due to COVID-19 disruptions.

M.S. 124D.861; M.S. 124D.862; MN Rules 3535.0100-3535.0180

Achievement and Integration Aid

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	76,848	82,778	80,013	80,926	82,904	83,739
Total	76,848	82,778	80,013	80,926	82,904	83,739
Biennial Change				1,312		5,704
Biennial % Change				1		4

Expenditures by Category

Grants, Aids and Subsidies	76,848	82,778	80,013	80,926	82,904	83,739
Total	76,848	82,778	80,013	80,926	82,904	83,739

Achievement and Integration Aid

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	77,814	85,071	79,083	81,723	83,385	84,151
Levies	33,089	34,111	34,282	34,109	35,057	32,089
District Revenue	110,903	119,182	113,365	115,832	118,442	116,240
Direct Appropriation	77,247	87,574	84,057	81,250	83,219	84,074
Current Year	70,065	76,535	71,145	73,227	74,732	75,401
Prior Year	7,058	6,243	8,868	7,699	8,172	8,338
Transfers Out	275	288	296	324	315	335
Cancellations	124	4,508	3,748			
Expenditures	76,848	82,778	80,013	80,926	82,904	83,739
Biennial Change in Expenditures				1,312		5,704
Biennial % Change in Expenditures				1		4

Program: Choice Programs

Activity: Inter-district Desegregation Transportation

<https://education.state.mn.us/MDE/dse/acint/>

AT A GLANCE

- In fiscal year (FY) 2021, over 5,300 open enrolled students were transported to and from schools participating in achievement and integration programs at a total district cost of \$16.7 million. Districts received state aid in the amount of \$14.9 million, as districts already receive a portion of general education revenue to cover the cost.
- Other students were transported to achievement and integration programs and events at a total district cost of \$399,569 in FY 2021. Districts received \$399,569 in state aid as there is no general education deduction for this type of transportation.

PURPOSE AND CONTEXT

This state aid program supports the achievement and integration program by funding unreimbursed transportation costs for students in an inter-district desegregation program. The majority of school districts participating in the state’s Achievement and Integration program are required to partner with each other on integration activities for their students. These ‘inter-district’ programs, classes, or events are designed and implemented to bring together racially and economically diverse groups of students from each partnering district. The objective is for students to learn from and work with each other. Demographics of these groups are supposed to reflect the demographics of each district and include students of color, white students, American Indian students accordingly.

This aid program supports the objective that every child receives a world-class education.

SERVICES PROVIDED

Transportation is provided between the student’s home or school and the achievement and integration program.

The aid paid to school districts is the difference between the cost of transportation and the portion of general education revenue attributable to transportation that the students generate.

The Minnesota Department of Education (MDE) calculates aid payments and provides technical support for this program.

RESULTS

Both the number of districts and the number of students participating has fluctuated over time.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of Districts	56	49	38
Quantity	Number of Students Transported	6,439	6,252	5,370

M.S. 124D.87

Inter-district Desegregation Transportation

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	14,231	15,293	9,900	10,974	12,165	13,480
Total	14,231	15,293	9,900	10,974	12,165	13,480
Biennial Change				(8,650)		4,771
Biennial % Change				(29)		23
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	14,231	15,293	9,900	10,974	12,165	13,480
Total	14,231	15,293	9,900	10,974	12,165	13,480

Inter-district Desegregation Transportation

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	14,231	15,293	9,900	10,974	12,165	13,480
District Revenue	14,231	15,293	9,900	10,974	12,165	13,480
Direct Appropriation	14,231	15,670	12,310	10,974	12,165	13,480
Current Year	14,231	15,293	9,900	10,974	12,165	13,480
Cancellations		377	2,410			
Expenditures	14,231	15,293	9,900	10,974	12,165	13,480
Biennial Change in Expenditures				(8,650)		4,771
Biennial % Change in Expenditures				(29)		23

Program: Choice Programs
Activity: Recovery Program

AT A GLANCE

- \$750,000 per year is available for grants to cover a portion of the costs of licensed support staff and unreimbursed transportation expenses.
- Recovery programs are eligible for grants of up to \$125,000 per year.

PURPOSE AND CONTEXT

The Recovery Program Grant provides additional revenue to help with the cost of substance abuse recovery program support staff at approved recovery schools. Recovery programs must provide academic instruction designed to meet graduation requirements and assist students recovering from substance abuse or dependency.

This grant program supports the objective that every student should receive a world-class education in a safe and nurturing environment.

SERVICES PROVIDED

Grants pay for a portion of the costs of recovery program support staff. In fiscal year (FY) 2018, coverage for unreimbursed transportation expenses was added to the list of eligible expenses.

Recovery program support staff are defined as:

- Licensed alcohol and chemical dependency counselors;
- Licensed school counselors;
- Licensed school psychologists;
- Licensed school nurses; and
- Licensed school social workers.

The Minnesota Department of Education provides the following services for the program:

- Approving recovery programs;
- Developing application process and reporting forms for applicants/recipients;
- Providing technical assistance to applicants/recipients;
- Creating grant contracts including work plans and budget information;
- Calculating, auditing, and processing payments; and
- Providing guidance as it relates to Minnesota statutes and state policies.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2021</i>	<i>FY 2022</i>
Quantity	Schools receiving grants	6	6
Quantity	Students served	152	146
Quantity	Licensed recovery program support staff paid using grant funds	10.43 FTE	10.49 FTE

M.S. 124D.695

Recovery Program

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	712	731	750	750	750	750
Total	712	731	750	750	750	750
Biennial Change				57		0
Biennial % Change				4		0

Expenditures by Category

Grants, Aids and Subsidies	712	731	750	750	750	750
Total	712	731	750	750	750	750

Recovery Program

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Direct Appropriation	750	750	750	750	750	750
Balance Forward In		38				
Cancellations		57				
Balance Forward Out	38					
Expenditures	712	731	750	750	750	750
Biennial Change in Expenditures				57		0
Biennial % Change in Expenditures				4		0

Program: American Indian Education

Activity: Minnesota Indian Teacher Training Program

<https://education.mn.gov/MDE/dse/indian/mnindtrain/>

AT A GLANCE

- Historically, grants were awarded to four project sites: Augsburg University, in collaboration with Minneapolis Public Schools and St. Paul Public Schools; Bemidji State University, in collaboration with Red Lake Public Schools; Minnesota State University Moorhead, in collaboration with Mahnommen Public Schools; and the University of Minnesota-Duluth, in collaboration with Duluth Public Schools.
- In fiscal year (FY) 2019, the Minnesota Indian Teacher Training Program (MITTP) expanded to award competitive joint grants. In FY 2019 through FY 2023 MITTP joint grants were awarded to St. Cloud State University in partnership with St. Cloud Area Schools and Fond du Lac Tribal and Community College in partnership with Fond du Lac Ojibwe School. In FY 2022, a joint grant was awarded to Minnesota State University Mankato in partnership with Mankato Public Schools.
- Program funding increased from \$460,000 to \$600,000 annually starting in FY 2022.
- In FY 2019, MITTP grantees awarded scholarships to 21 students. In FY 2020, MITTP support extended to 39 scholarship recipients with a total of \$375,657 provided in scholarships. Of the 39 scholarship recipients, four graduated, one was a current teacher who accessed support for certification, one was awaiting a required course, and 23 were continuing their education.

PURPOSE AND CONTEXT

The Minnesota Indian Teacher Training Program (MITTP) provides scholarships and program support to assist American Indian students to become teachers and to assist current American Indian teachers in gaining additional education, credentials, or certifications. The program seeks to increase the number of American Indian teachers and school staff in Minnesota. Access to American Indian teachers is important for all students to receive the highest quality education. This program is designed to ensure all students receive a world-class education from caring, qualified teachers.

SERVICES PROVIDED

This program provides scholarships and program support to American Indian students and teachers who have the potential to complete a teacher-training program or certification needed to work in a prekindergarten through grade 12 school setting. At least 80% of grant funds must be used for scholarships or stipends. The program receives \$600,000 per year. MDE calculates and processes payments and provides technical support for this program.

RESULTS

Students receive scholarship funds and are supported for multiple years during their teacher training or educational certification program. MITTP students also receive other state, federal, and tribal grant dollars to support their education.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY2020</i>
Quantity	Program Participants	21	39
Quantity	Graduates	3	4

M.S. 122A. 63; M.S. 124D.72.

Indian Teacher Training Program

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<i>Expenditures by Fund</i>						
1000 - General	460	848	600	600	600	600
Total	460	848	600	600	600	600
Biennial Change				(108)		0
Biennial % Change				(8)		0
<i>Expenditures by Category</i>						
Grants, Aids and Subsidies	460	848	600	600	600	600
Total	460	848	600	600	600	600

Indian Teacher Training Program

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Direct Appropriation	460	460	600	600	600	600
Balance Forward In		389				
Cancellations		1				
Expenditures	460	848	600	600	600	600
Biennial Change in Expenditures				(108)		0
Biennial % Change in Expenditures				(8)		0

Program: American Indian Education

Activity: Tribal Contract Schools

<https://education.state.mn.us/MDE/fam/indian/>

AT A GLANCE

- In fiscal year (FY) 2021, 649 American Indian students attended the four federal Bureau of Indian Education (BIE) tribal contract schools in Minnesota.

PURPOSE AND CONTEXT

The program seeks to provide tribal schools with sufficient funding so they can provide an adequate and uniform education to their students, as required by the Minnesota Constitution. This funding provides aid to tribal contract schools to bring them closer to the amount public schools and districts in Minnesota receive per pupil. Tribal contract schools do not receive the standard per-pupil funding from the State of Minnesota. Participants include the four tribal contract schools in the state: Bug-O-Nay-Ge-Shig School, Leech Lake; Circle of Life Academy, White Earth; Nay ah Shing School, Mille Lacs; and Fond du Lac Ojibwe School, Fond du Lac.

This program supports the objective that all students should receive a world-class education.

SERVICES PROVIDED

This state aid program provides funding to promote equal education for American Indian students enrolled in BIE tribal contract schools. The funds provide general education services and are not specifically set aside to meet any legislated goals. State aid is calculated based on the difference between the state per pupil adjusted aid amount minus the amount provided by the federal government. State aid to BIE tribal contract schools increases alongside the state per-pupil general education aid.

The Minnesota Department of Education (MDE) calculates and processes aid payments to tribal contract schools for this program.

RESULTS

MDE does not track or report participant performance. Tribal contract schools are under federal jurisdiction and therefore are not state public schools under Minnesota statutes, so MDE cannot require tribal schools to submit assessment data related to this program.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2021</i>	<i>FY 2022</i>
Quantity	Number of BIE Tribal contract schools	4	4	4
Quantity	Number of BIE Tribal contract students served	644	649	676

M.S. 124D.83

Tribal Contract Schools

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	2,766	2,435	2,808	2,524	2,380	2,468
Total	2,766	2,435	2,808	2,524	2,380	2,468
Biennial Change				131		(484)
Biennial % Change				3		(9)

Expenditures by Category

Grants, Aids and Subsidies	2,766	2,435	2,808	2,524	2,380	2,468
Total	2,766	2,435	2,808	2,524	2,380	2,468

Tribal Contract Schools

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	2,741	2,401	2,853	2,553	2,361	2,479
District Revenue	2,741	2,401	2,853	2,553	2,361	2,479
Direct Appropriation	2,766	2,435	2,743	2,524	2,380	2,468
Current Year	2,467	2,161	2,568	2,298	2,125	2,232
Prior Year	299	274	240	226	255	236
Transfers In			65			
Expenditures	2,766	2,435	2,808	2,524	2,380	2,468
Biennial Change in Expenditures				131		(484)
Biennial % Change in Expenditures				3		(9)

Program: American Indian Education

Activity: Tribal Early Childhood Program

<https://education.state.mn.us/MDE/fam/indian/>

AT A GLANCE

- Provides support to four tribal early childhood family education (ECFE) programs.
- Serves 800 to 1,100 children, birth to age 5, every year.
- Program sites: Bug-O-Nay-Ge-Shig school in Leech Lake; Circle of Life Academy in White Earth; Fond du Lac Ojibwe School in Cloquet; and, Wewinabi Early Education Center in Mille Lacs.

PURPOSE AND CONTEXT

This program ensures Early Childhood and Family Education (ECFE) services are available for parents who live in tribal communities and who will send their children to tribal schools.

This program supports the objective that all children deserve a world class education in a safe and nurturing school.

SERVICES PROVIDED

The program uses culturally appropriate materials and strategies to deliver the basic ECFE program, with an added emphasis on preserving American Indian history, language, and culture.

The programs require the direct presence and substantial involvement of the children's parents, especially fathers, and may include any or all of the following education services:

- Programs to educate parents about the physical and mental development of the children.
- Programs to enhance parents' skills in providing for their children's learning and development.
- Participation in "Positive Indian Parenting" programs.
- Learning experiences for children and parents.
- Activities designed to detect children's physical, mental, emotional, or behavioral problems that may cause learning problems.
- Activities and materials designed to encourage self-esteem, skills, and behaviors that prevent sexual and other interpersonal violence.
- Educational materials that may be borrowed for home use.
- Home visits or center-based activities.
- Other programs or activities to improve the health, development, and school-readiness of children.

The Minnesota Department of Education (MDE), through the Office of Indian Education, works with each of the four project sites annually to determine how allocations will be utilized and verifies how many children and families are served. MDE also calculates and processes aid payments for this program.

RESULTS

Tribally controlled schools are under federal jurisdiction and, therefore, are not state public schools under Minnesota statutes. They are not required to submit assessment data for this program. MDE does not track or report participant performance.

M.S. 124D.83, subdivision 4

Tribal Early Childhood Program

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	68	68	68	68	68	68
Total	68	68	68	68	68	68
Biennial Change				0		0
Biennial % Change				0		0
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	68	68	68	68	68	68
Total	68	68	68	68	68	68

Tribal Early Childhood Program

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Direct Appropriation	68	68	68	68	68	68
Expenditures	68	68	68	68	68	68
Biennial Change in Expenditures				0		0
Biennial % Change in Expenditures				0		0

Program: American Indian Education

Activity: American Indian Education Aid

<https://education.mn.gov/MDE/dse/indian/tribnatmn/>

AT A GLANCE

- Provides formula funding to 136 eligible school districts, charter schools, and tribal contract schools.
- Funding is intended to reach 100 percent of state identified American Indian students.
- 26,734 American Indian students served annually.

PURPOSE AND CONTEXT

This program seeks to increase the academic achievement, decrease the dropout rate, and improve the school climate for American Indian students in culturally appropriate ways. The program serves American Indian students in school districts, federal Bureau of Indian Education tribal contract schools, and charter schools.

The Minnesota Department of Education's Office of Indian Education convened a stakeholder group to recommend how to improve educational outcomes for American Indian students. The working group decided that the Success for the Future program, a \$4.2 million competitive grant program, needed to be replaced to reach more American Indian students. The recommendation, and eventual statutory funding formula that was enacted in 2015, expands funding to eligible districts and schools from 32 to 143, serving nearly 97 percent of American Indian students in Minnesota. Under the current formula, school districts, charter schools, and tribal schools that have 20 or more American Indian students enrolled are eligible to receive \$20,000 for the first 20 students, and an additional \$358 per student beyond the initial count of 20.

This program is designed to aid American Indian students with reaching their full potential within their school communities through meaningful, equitable, and targeted educational experiences that affirms and values their unique cultural identities.

SERVICES PROVIDED

American Indian education programs are designed to meet the unique educational and cultural needs of American Indian students.

The following services are funded by the American Indian formula aid program with the goals of increasing student achievement, increasing graduation rates, reducing the achievement gap, and lowering dropout rates:

- Support postsecondary preparation for pupils;
- Support the academic achievement of American Indian students;
- Make the curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils;
- Provide positive reinforcement of the self-image of American Indian pupils;
- Develop intercultural awareness among pupils, parents, and staff; and
- Supplement, not supplant, state and federal educational and co-curricular programs.

The Minnesota Department of Education administers the aid program and calculates payments to school districts, charter schools, and tribal contract schools.

RESULTS

The program is designated for 100 percent of Minnesota’s state-identified American Indian students enrolled in public schools and Tribal schools, and enables participating students to take part in a variety of culturally relevant programs. *Note: this information is from the federal count of American Indian students and does not represent the more accurate count of state-identified students. The federal count does not include American Indian students who mark any other race in combination with American Indian heritage, therefore the federal count does not accurately reflect tribal members nor descendants with mixed ancestry. The state count uses self-identification; either American Indian or not.*

Type of Measure	Name of Measure	FY 2020	FY 2021
Results	Statewide American Indian Graduation Rate	55.7%	58.6%

M.S. 124D.81

American Indian Education Aid

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	9,685	10,827	11,399	11,764	12,157	12,591
Total	9,685	10,827	11,399	11,764	12,157	12,591
Biennial Change				2,651		1,585
Biennial % Change				13		7

Expenditures by Category

Grants, Aids and Subsidies	9,685	10,827	11,399	11,764	12,157	12,591
Total	9,685	10,827	11,399	11,764	12,157	12,591

American Indian Education Aid

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	9,996	10,901	11,482	11,795	12,197	12,635
District Revenue	9,996	10,901	11,482	11,795	12,197	12,635
Direct Appropriation	10,113	10,939	11,351	11,764	12,157	12,591
Current Year	8,997	9,811	10,334	10,616	10,978	11,372
Prior Year	688	1,016	1,065	1,148	1,179	1,219
Transfers In			85			
Cancellations	428	112	37			
Expenditures	9,685	10,827	11,399	11,764	12,157	12,591
Biennial Change in Expenditures				2,651		1,585
Biennial % Change in Expenditures				13		7

Program: Innovation and Accountability
Activity: Alternative Compensation (Q Comp)

<https://education.mn.gov/MDE/dse/edev/qc/>

AT A GLANCE

- In fiscal year (FY) 2021, 183 districts and charter schools participated (36 percent):
 - 109 school districts participated (33 percent).
 - 72 charter schools participated (45 percent).
 - One intermediate district participated (25 percent).
 - One education district participated (8 percent).
- 507,053 students in the state were served by schools participating in the program (57 percent).
- 45,739 (approximate) licensed staff in the state were served (55 percent).
- 27 districts and charter schools are on the waiting list with pending applications awaiting funding.

PURPOSE AND CONTEXT

The alternative teacher professional pay system (commonly known as Q Comp) provides school districts and charter schools with up to \$260 per student and education districts and intermediate districts with \$3,000 per teacher in additional revenue for designing and implementing a program.

Q Comp programs approved by the Minnesota Department of Education (MDE) use various methods to improve classroom instruction and student learning while also recruiting and retaining highly qualified teachers.

Program revenue is available to all districts and sites that apply and have an approved plan. However, basic aid has been limited by statute to \$88,118,000 for FY 2017 and later. Program expenditures reached this cap as of the start of FY 2017. Due to enrollment increases, all participating programs had funding statutorily prorated to 97.6 percent in FY 2021 to ensure the basic aid cap is not exceeded. Applications are still accepted for the waiting list, but no plans will be approved until revenue is available.

This program supports the objective that every student should receive a world-class education from caring, qualified teachers.

SERVICES PROVIDED

Interested education sites are required to submit an application that includes:

- A plan of how licensed staff members can provide leadership to help others improve their instructional skills.
- Student achievement goals and the professional development plan that will help meet the goals.
- A description of the teacher observation/evaluation process and training plans.
- An explanation of salary schedule reform linking movement to performance measures and an overview of the performance pay system.

Approved districts or schools use the program funding to provide:

- Compensation to teacher leaders and licensed staff members.
- Professional development, training, and resources related to the program.

MDE performs several functions in support of this program, including:

- Review and approve applications and subsequent program changes.
- Provide technical assistance on program development and implementation.
- Provide professional development, networking and coaching to support educators to effectively implement the program including but not limited to observation and feedback, professional learning communities, and teacher leadership development.
- Calculate and process Q Comp payments.

Basic alternative compensation aid was capped at \$88.1 million for FY 2017 and was available to districts on a first-come, first-served basis. State total basic aid is currently at the cap. The funding cap was reached in FY 2017. Minnesota Statute 122A.415, subdivision 4(b) states that the funding cap cannot be exceeded, and the aid must be prorated among the participating districts. The cap would need to be increased in order to provide full funding for all current districts and to provide funding to all interested districts. However, districts have the authority to levy for an amount equal to the shortfall due to proration. Districts also have the opportunity to access equalization aid for the levy portion of the program revenue.

School districts receive 65 percent of the \$260 per pupil amount (\$169) in the form of state aid and the balance (\$91 per pupil) in the form of equalized levy revenue.

Charter schools (which do not have levy authority) receive a prorated aid amount based on the percentage of \$260 per pupil that all school districts receive (\$253.75 for FY 2021).

Education districts and intermediate districts (which do not have levy authority) receive \$3,000 per teacher.

RESULTS

Since Q Comp was enacted, two outside studies have been done to investigate its effectiveness:

- A 2014 study published in The Journal of Human Resources found a 0.03 standard deviation increase in student achievement on two different reading assessments and on one math assessment at districts receiving Q comp revenue (<http://jhr.uwpress.org/content/49/4/945.abstract>).
- A 2009 study identified a positive correlation between the implementation of Q Comp over a number of years and improved student achievement (Hezel Associates Q Comp for Teachers Summative Evaluation - <https://www.leg.state.mn.us/docs/2009/other/090321.pdf>).

M.S. 122A.414; M.S. 122A.415

Alternative Compensation

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	89,125	88,788	88,547	88,281	88,358	87,967
Total	89,125	88,788	88,547	88,281	88,358	87,967
Biennial Change				(1,085)		(503)
Biennial % Change				(1)		(0)

Expenditures by Category

Grants, Aids and Subsidies	89,125	88,788	88,547	88,281	88,358	87,967
Total	89,125	88,788	88,547	88,281	88,358	87,967

Alternative Compensation

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	89,033	88,778	88,529	88,254	88,369	87,923
Levies	39,952	40,826	42,396	37,025	41,356	32,822
District Revenue	128,985	129,604	130,925	125,279	129,725	120,745
Direct Appropriation	89,166	88,788	88,896	88,281	88,358	87,967
Current Year	80,151	79,901	79,676	79,429	79,533	79,131
Prior Year	8,974	8,887	8,871	8,852	8,825	8,836
Cancellations	41		349			
Expenditures	89,125	88,788	88,547	88,281	88,358	87,967
Biennial Change in Expenditures				(1,085)		(503)
Biennial % Change in Expenditures				(1)		(0)

Program: Innovation and Accountability

Activity: Assessments

AT A GLANCE

- Serves approximately 65,000 students per grade, grades 3-8 Mathematics and Reading, grade 10 Reading, grade 11 Mathematics, and grades 5, 8, and high school Science. This totals approximately a million assessments across the grades for Minnesota Comprehensive Assessments (MCAs).
- Serves approximately 73,000 English learners (ELs), grades K-12.
- Serves approximately 6,000 students with severe cognitive disabilities.
- Supports all charter schools, districts, Minnesota Department of Education (MDE) divisions, and stakeholders with data requests and data analysis.
- The cost of college entrance exams is reimbursed for over 14,000 students annually.

PURPOSE AND CONTEXT

Statewide testing’s mission is to design, develop, and implement a system of assessment so Minnesota students, parents, teachers, administrators, legislators, and taxpayers will have access to valid and reliable data to support and improve education in Minnesota. Our purpose is to build a comprehensive assessment system and provide analytics that adds value to Minnesota’s education system.

This program supports the objective of ensuring every student receives a world-class education. To further that goal, college entrance exam costs are reimbursed. Those reimbursements are prioritized for students eligible for free or reduced-price meals.

SERVICES PROVIDED

This program provides data and analysis to inform parents, teachers, and the public on the achievement of students against the Minnesota K-12 Academic Standards and Minnesota English Language Proficiency Standards. This includes special populations such as English learners, students receiving special education services, and student receiving free or reduced-price meals. These services are possible due to state funds as well as federal assessment grants.

MDE awards contracts to vendors, manages the contracts, supports districts’ administration of the tests, and reports test results. Part of the district and agency support provided from the Data Analytics Team, which conducts complex analysis of program-specific data, which often includes test results.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>	<i>FY 2022</i>
Quality	District satisfaction with support/training materials. (Baseline of 75-85% in FY16)	~80-90%	Not available	Not available	90%

M.S. 120B.30; M.S. 120B.31; M.S. 124D.59
 ESEA 1965, Title VI, Part A, Subpart I, Section 1111(b) (2)

Assessments

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	12,223	13,685	10,647	10,759	11,903	11,903
3000 - Federal	457	719	1,049	1,269	1,269	1,269
Total	12,680	14,404	11,696	12,028	13,172	13,172
Biennial Change				(3,360)		2,620
Biennial % Change				(12)		11
<u>Expenditures by Category</u>						
Operating Expenses	11,169	11,611	10,685	11,017	12,161	12,161
Grants, Aids and Subsidies	1,511	2,793	1,011	1,011	1,011	1,011
Total	12,680	14,404	11,696	12,028	13,172	13,172
Total Agency Expenditures	12,680	14,404	11,696	12,028	13,172	13,172
Internal Billing Expenditures	5	4	4	4	4	4
Expenditures Less Internal Billing	12,675	14,400	11,691	12,024	13,168	13,168

Assessments

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	12,223	12,403	10,703	10,703	11,903	11,903
Balance Forward In		1,282		56		
Balance Forward Out			56			
Expenditures	12,223	13,685	10,647	10,759	11,903	11,903
Biennial Change in Expenditures				(4,502)		2,400
Biennial % Change in Expenditures				(17)		11
3000 - Federal						
Receipts	457	719	1,049	1,269	1,269	1,269
Expenditures	457	719	1,049	1,269	1,269	1,269
Biennial Change in Expenditures				1,142		220
Biennial % Change in Expenditures				97		10

Program: Student and Teacher Opportunities

Activity: Advanced Placement-International Baccalaureate

<https://education.state.mn.us/MDE/dse/ccs/ap/>

<https://education.state.mn.us/MDE/dse/ccs/ib/>

AT A GLANCE

In fiscal year (FY) 2020:

- 74 International Baccalaureate (IB) programs were in place in 55 authorized IB schools.
- 40,261 Advanced Placement (AP) students took 64,872 exams.
- 3,845 IB students took 8,194 exams.
- Efforts focused on increasing the number of low-income students taking AP or IB exams.
- 251 AP teachers attended in-depth training.
- 601 IB teachers attended in-depth training.

PURPOSE AND CONTEXT

This state aid program gives high school students the opportunity to take college-level courses and earn college credit while in high school. The funding is used to pay all Advanced Placement (AP) and International Baccalaureate (IB) exam costs for students from low-income families and a portion of exam costs for all students. The program also provides funding for AP/IB teachers to attend training programs.

SERVICES PROVIDED

Most of Minnesota's public and private colleges and universities have credit-awarding policies for AP and IB course credits for exams taken by students.

- Colleges and universities in Minnesota State must award college credit to high school students who receive a score of three or higher on an advanced placement examination or four or higher on the international baccalaureate program examination.
- The University of Minnesota and private postsecondary institutions are encouraged, but not required, to award college credit to high school students who receive a score of three or higher on an advanced placement examination or four or higher on the international baccalaureate program examination.

The AP and IB programs provide financial incentives to support:

- Teacher training and support.
- Student examination fees.

The Minnesota Department of Education (MDE) reviews and approves applications and calculates and processes aid payments for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>
Quality	Percent of AP exams proficient or above (national average is 57-58%). These are scores of 3 out of 5 and above.	66%	66%	66%
Quality	Number of IB exams proficient or above (national average is 74%). These are scores of 4 out of 7 and above.	51%	61%	60%
Quantity	Number of low-income students/percentages of low-income students taking AP exams. These exam fees are fully funded.	5,251 (11%)	5,325 (12%)	4,596 (11%)
Quantity	Number of low-income students/percentages of low-income students taking IB exams. These exam fees are fully funded.	1,125 (28%)	1,117 (28%)	1,041 (27%)

M.S. 120B.13

Advanced Placement-International Baccalaureate

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<i>Expenditures by Fund</i>						
1000 - General	4,498	5,208	3,000	6,000	4,500	4,500
Total	4,498	5,208	3,000	6,000	4,500	4,500
Biennial Change				(707)		0
Biennial % Change				(7)		0
<i>Expenditures by Category</i>						
Operating Expenses	3		3,000	3,000	3,000	3,000
Grants, Aids and Subsidies	4,495	5,208		3,000	1,500	1,500
Total	4,498	5,208	3,000	6,000	4,500	4,500

Advanced Placement-International Baccalaureate

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Direct Appropriation	4,500	4,500	4,500	4,500	4,500	4,500
Balance Forward In		708		1,500		
Balance Forward Out	2		1,500			
Expenditures	4,498	5,208	3,000	6,000	4,500	4,500
Biennial Change in Expenditures				(707)		0
Biennial % Change in Expenditures				(7)		0

Program: Student and Teacher Opportunities

Activity: Concurrent Enrollment

<https://education.mn.gov/MDE/dse/ccs/pseo/>

AT A GLANCE

- Of the 32,905 students that participated in concurrent enrollment in fiscal year (FY) 2020, 6,067 were low-income students and 360 were English learners.
- For FY 2020, the state aid amount was prorated to \$52.43 per student, per course.

PURPOSE AND CONTEXT

The Concurrent Enrollment program provides funding to districts to defray the cost of delivering concurrent enrollment courses in high schools. This program is available to all students in grades 11 and 12; students participating in career and technical education classes in grade 10 and students in grades 9 and 10 on a limited basis. This program provides dual high school and college credit.

This aid program supports the objective that every student receives a world-class education.

SERVICES PROVIDED

This program provides funding to districts that offer an agreed-upon concurrent enrollment course for students who take the course at the high school.

- Concurrent enrollment courses are taught during the regular school day at the high school.
- These courses are offered in partnership with a college or university.
- State aid is set at \$150 per student per course. However, because funding is capped and enrollment is increasing, full course reimbursement exceeds the appropriation, and the program is prorated. For FY 2020, districts received \$52.43 per student in state aid, with local funding making up an increasing portion of the cost.

Participating students are provided:

- Credit for both high school and college credits at no cost to the student;
- Qualified high school instructors or college faculty teaching the course;
- Exposure to college-level courses and coursework;
- Similar coursework and testing as is used in classes taught on a college campus; and
- Continued participation in the high school culture while earning college credits.

The Minnesota Department of Education:

- Helps districts interpret the laws regarding concurrent enrollment;
- Reviews and approves annual partnership agreements between school districts and colleges or universities;
- Verifies student, course, and program eligibility; and
- Calculates and processes aid payments to districts.

RESULTS

In 2019-20, 328 districts and charter schools had 76,295 student enrollments in concurrent enrollment courses through 38 Minnesota colleges and universities.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>
Quantity	Number of student enrollments	76,223	76,296	76,295
Quantity	College credits earned that generated Concurrent Enrollment aid	261,829 credits	261,019 credits	261,170 credits
Quantity	Number of unique students	32,608	32,272	32,905
Quantity	Number of districts and charters with Concurrent Enrollment courses	324	323	328

M.S. 124D.091

Concurrent Enrollment

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<i>Expenditures by Fund</i>						
1000 - General	4,000	4,000	4,000	4,000	4,000	4,000
Total	4,000	4,000	4,000	4,000	4,000	4,000
Biennial Change				0		0
Biennial % Change				0		0
<i>Expenditures by Category</i>						
Grants, Aids and Subsidies	4,000	4,000	4,000	4,000	4,000	4,000
Total	4,000	4,000	4,000	4,000	4,000	4,000

Concurrent Enrollment

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	4,000	4,000	4,000	4,000	4,000	4,000
Expenditures	4,000	4,000	4,000	4,000	4,000	4,000
Biennial Change in Expenditures				0		0
Biennial % Change in Expenditures				0		0

Program: Student and Teacher Opportunities

Activity: Literacy Incentive Aid

AT A GLANCE

- In fiscal year (FY) 2019, 54.5 percent of third-grade students were proficient in reading statewide.
- In FY 2019, 75 percent of fourth-grade students met their growth target statewide.

PURPOSE AND CONTEXT

This program provides schools with additional aid based on student reading performance. Literacy incentive aid is available to all public school districts and charter schools with students in grades 3 and 4. This program supports the objective that every student receives a world-class education.

SERVICES PROVIDED

Part of literacy incentive aid is based on the portion of students in a school that meet or exceed proficiency on the MCA grade three reading test (called “proficiency aid”). Part of literacy incentive aid is based on the portion of students that show medium or high growth in reading proficiency between grades three and four (called “growth aid”).

The COVID-19 pandemic disrupted the statewide assessments during the 2019-2020 school year that would have been included in the FY 2021 Literacy Incentive Aid calculations. Literacy Incentive Aid is calculated by school site using third and fourth grade test results averaged from the previous three test administrations. Normally the tests administered in 2018, 2019, and 2020 would have been used to calculate the average third grade proficiency and fourth grade growth percentages for FY 2021 aid. There were no testing results for 2020, and Minnesota Session Laws 2020, chapter 116, article 3, section 6, subdivision 8 excluded 2020 from the Literacy Incentive Aid calculations.

The FY 2021 third grade aid calculation was based on three-year average proficiency percentages for tests administered in the 2017, 2018, and 2019 school years with updated October 1, 2019 enrollment counts.

The FY 2021 fourth grade calculation was based on three-year average growth percentages for 2017, 2018, and 2019 with updated October 1, 2019 enrollment counts.

Minnesota Session Laws 2020, chapter 116, article 3, section 6, subdivision 8 allowed the commissioner to change the per pupil aid amount from \$530 to an amount that ensured that Literacy Incentive Aid did not fall below the February 2020 forecast amount, which was \$44.6 million for FY 2021. Per pupil aid increased from \$530 to \$539.55 to meet this requirement for FY 2021.

Literacy Incentive Aid is contingent on districts and charter schools submitting a Read Well By Grade Three local literacy plan by July 1 under Minnesota Statutes section 120B.12, subdivision 4a. Historically, there have been some districts and charter schools that do not submit a plan and, therefore, forfeit their calculated Literacy Incentive Aid. The final FY 2021 payments reflect any material amounts that were redistributed due to the lack of plan submissions.

The Minnesota Department of Education (MDE) calculates and processes aid payments for this program.

RESULTS

Type of Measure	Name of Measure	FY 2017	FY 2018	FY 2019
Quality	Portion of grade three students generating proficiency aid	56.6%	55.7%	54.5%
Quality	Portion of grade four students generating growth aid	74.0%	74.0%	75.0%

**There were no MCA tests administered during the 2019-2020 school year due to the COVID-19 pandemic.*

M.S. 124D.98

Literacy Incentive Aid

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	44,498	44,658	45,075	45,968	42,216	42,451
Total	44,498	44,658	45,075	45,968	42,216	42,451
Biennial Change				1,887		(6,376)
Biennial % Change				2		(7)
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	44,498	44,658	45,075	45,968	42,216	42,451
Total	44,498	44,658	45,075	45,968	42,216	42,451

Literacy Incentive Aid

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	44,351	44,632	45,124	46,062	41,788	42,525
District Revenue	44,351	44,632	45,124	46,062	41,788	42,525
Direct Appropriation	44,985	44,658	45,075	45,968	42,216	42,451
Current Year	39,916	40,169	40,612	41,456	37,610	38,273
Prior Year	4,582	4,489	4,463	4,512	4,606	4,178
Cancellations	487					
Expenditures	44,498	44,658	45,075	45,968	42,216	42,451
Biennial Change in Expenditures				1,887		(6,376)
Biennial % Change in Expenditures				2		(7)

Program: Student and Teacher Opportunities

Activity: Student Organizations

AT A GLANCE

- There are six career and technical education student organizations supported by the Minnesota Foundation for Student Organizations (MSFO).
- MFSO is governed by a 23-member board of directors, half of which are appointed by the governor and half which serve as representatives to the student organizations.

PURPOSE AND CONTEXT

The Minnesota Foundation for Student Organizations (MFSO) supports secondary and postsecondary career and technical student organizations that are operated as co-curricular activities and/or integrated into Career and Technical Education (CTE) coursework.

SERVICES PROVIDED

The MFSO supports career and technical student organizations as they provide opportunities for students in Career and Technical Education pathways to further their knowledge and skills by participating in leadership activities, events, community service, and competitions.

The student organizations provide those opportunities in the following areas:

- Health Occupations (HOSA)
- Trade and Industry Technology (SKILLSUSA)
- Business (BPA)
- Agriculture, Food and Natural Resources (FFA)
- Family and Consumer Science (FCCLA)
- Marketing (DECA)

The MFSO coordinates joint activities and outreach among its member student organizations. The MFSO requires member organizations to provide desired support and opportunities for students.

The Minnesota Department of Education (MDE) processes payments and provides technical support for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2021</i>
Quantity	Membership in career and technical education student organizations	24,510	24,764

M.S. 124D.34; M.S. 124D.355

Student Organizations

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	768	768	768	768	768	768
Total	768	768	768	768	768	768
Biennial Change				0		0
Biennial % Change				0		0

Expenditures by Category

Grants, Aids and Subsidies	768	768	768	768	768	768
Total	768	768	768	768	768	768

Student Organizations

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Direct Appropriation	768	768	768	768	768	768
Expenditures	768	768	768	768	768	768
Biennial Change in Expenditures				0		0
Biennial % Change in Expenditures				0		0

Program: Student and Teacher Opportunities

Activity: Early Childhood Literacy

<https://minnesotareadingcorps.org/>

AT A GLANCE

- This program is implemented by Reading Corps, an initiative of ServeMinnesota.
- In fiscal year (FY) 2021, there was a 51.1 percent pass rate on the statewide third-grade MCA test of reading proficiency for participants who completed their Minnesota Reading Corps tutoring.
- In the 2021-22 school year, Reading Corps served 19,368 students.¹
- In the 2021-22 school year, children from 76 Minnesota counties were served.
- In the 2021-22 school year, Reading Corps worked with 436 elementary schools and 111 pre-K sites.

PURPOSE AND CONTEXT

This program's purpose is to reduce Minnesota's opportunity gap, better prepare preschoolers for kindergarten, and increase the number of students meeting literacy standards by the end of third grade, which support the objective of ensuring every student receives a world-class education.

The program is funded with a combination of state aid, federal funds, and private donations. Only the state aid is reflected on the fiscal pages of this Budget Activity.

SERVICES PROVIDED

The Minnesota Reading Corps places AmeriCorps members in early childhood and elementary school settings. AmeriCorps members:

- Are trained in research-based tutoring techniques and work with children age 3 to grade three.
- Monitor each student's progress.

The Minnesota Reading Corps provides master literacy coaches to all sites. They:

- Train internal literacy coaches on early literacy curriculum and coaching techniques.
- Administer the early learning classroom observation tool in pre-K settings.
- Provide feedback/coaching to AmeriCorps members.

The Minnesota Department of Education awards and makes payments for the program grant, approves work plans and invoices, and reviews annual reports.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2016</i>	<i>FY 2017</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of prekindergarten children receiving individualized instruction.	6,816	6,074	4,730	4,346	4,165	3,583
Quality	Percentage of prekindergarten children who meet their growth goals.	86%	85%	92%	83%	76% ²	89%
Quantity	Number of K-3 children receiving individualized instruction.	17,296	17,272	15,490	13,953	13,289 ³	13,174
Quality	Percentage of K-3 children who meet their growth goals.	84%	78%	75%	79%	81%	76%

¹This number includes students that received educational support during the pandemic that was at the request of schools and in addition to the program's normal individual tutoring support. The Results chart indicates just the students receiving individualized tutoring.

² Prekindergarten data in 2020 is fall to winter growth instead of the usual fall to spring, since programming was suspended in March 2020 due to the COVID-19 pandemic.

³ The COVID-19 pandemic caused a disruption to the regular tutoring services provided by Minnesota Reading Corps, and ultimately impacted the number of students served in the final months of the school year.

M.S. 119A.50; M.S. 124D.42

Early Childhood Literacy

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	7,950	12,438	7,950	7,950	7,950	7,950
Total	7,950	12,438	7,950	7,950	7,950	7,950
Biennial Change				(4,488)		0
Biennial % Change				(22)		0
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	7,950	12,438	7,950	7,950	7,950	7,950
Total	7,950	12,438	7,950	7,950	7,950	7,950

Early Childhood Literacy

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Direct Appropriation	7,950	7,950	7,950	7,950	7,950	7,950
Balance Forward In		4,488				
Expenditures	7,950	12,438	7,950	7,950	7,950	7,950
Biennial Change in Expenditures				(4,488)		0
Biennial % Change in Expenditures				(22)		0

Program: Student and Teacher Opportunities

Activity: Elementary and Secondary Education Act (ESEA) Programs

<https://education.mn.gov/MDE/dse/esea/>

AT A GLANCE

- The Elementary and Secondary Education Act (ESEA) provides supplementary educational funds for underserved learner programs, professional development of teachers and principals, and English language development.
- ESEA was reauthorized December 2015 and is now more commonly referred to as the Every Student Succeeds Act (ESSA).
- COVID-19 federal funding for Elementary and Secondary School Emergency Relief (ESSER) and Governor’s Emergency Education Relief (GEER) are reflected in this Budget Activity in addition to certain other federal funds. School district activities in response to and recovery from the impacts of COVID-19 are addressed with ESSER and GEER funds.

PURPOSE AND CONTEXT

The Elementary and Secondary Education Act (ESEA) is federal legislation that promotes student achievement through school and district improvement.

The law requires each state to develop and implement a system for holding all districts and schools accountable for the education of students.

Annual federal education grants are allocated to eligible districts using census and student enrollment information.

SERVICES PROVIDED

Funds are authorized for instructional programs and materials, professional development, and for promoting family engagement under:

- Improving Academic Achievement, Title I, Part A of ESEA, which provides technical and financial assistance to local education agencies (LEAs) and schools with high numbers or percentages of children from low-income families, in order to help schools make sure that all children meet challenging state academic standards.
- Migrant Education, Title I, Part C, which ensures that migratory children receive appropriate educational services that address their special needs.
- Neglected and Delinquent Education, Title I, Part D, which provides prevention and intervention programs for children who are neglected, delinquent, or at-risk.
- Supporting Effective Instruction, Title II, Part A, which improves the preparation of prospective teachers and enhances professional development activities for teachers and other school leaders.
- English Acquisition and Language Enhancement and Academic Achievement, Title III Part A, which helps LEAs ensure that English learners and immigrant students attain English proficiency and meet the same standards required of all students.
- Student Support and Academic Enrichment, Title IV, Part A, which provides access to holistic education in three main areas: well-rounded education, safe and healthy schools, and effective use of technology.
- The Rural and Low-Income Schools Grant, Title VI, Part B, which helps small rural districts with high concentrations of poverty meet challenging state academic standards.

- Educating Homeless Children and Youth (ECHY), McKinney-Vento Act which provides subgrants for districts and charter schools with large populations of children and youth experiencing homelessness.

The Minnesota Department of Education administers federal education programs for learners under ESEA and provides school districts:

- Leadership to ensure that programs funded under ESEA are implemented according to legislation and demonstrate reasonable promise of success.
- Support for the design, development, implementation, administration, and evaluation of ESEA programs.
- Programmatic accountability with ESEA programs.

RESULTS

With the reauthorization of ESEA, all states were required to submit a state plan to the federal government in 2017 to meet the new requirements in ESSA. Implementation of ESSA began in the 2018-2019 school year. Minnesota’s plan establishes accountability indicators that will be used to prioritize support for schools identified as low-performing in areas such as academic achievement, English language proficiency, graduation rates, and attendance rates.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Schools identified for comprehensive support and improvement	198	198	198
Quantity	Schools identified for targeted support and improvement	159	159	159
Quantity	Schools identified for support	133	133	133

P.L. 114-95 Every Student Succeeds Act (ESSA), enacted December 2015.
CFDA 84.010; CFDA 84.011; CFDA 84.358B; CFDA 84.365A; CFDA 84.367.

Elementary and Secondary Education Act Programs

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
3000 - Federal	214,065	316,089	694,594	1,004,432	946,528	567,143
Total	214,065	316,089	694,594	1,004,432	946,528	567,143
Biennial Change				1,168,871		(185,355)
Biennial % Change				220		(11)
<u>Expenditures by Category</u>						
Compensation	2	308	919	2,658	1,619	420
Operating Expenses	0	2,364	20,243	33,045	40,474	6,347
Grants, Aids and Subsidies	214,063	313,417	673,431	968,729	904,435	560,376
Total	214,065	316,089	694,594	1,004,432	946,528	567,143
Total Agency Expenditures	214,065	316,089	694,594	1,004,432	946,528	567,143
Internal Billing Expenditures	0	66	208	712	441	112
Expenditures Less Internal Billing	214,065	316,023	694,385	1,003,720	946,087	567,031
<u>Full-Time Equivalent</u>						
		2.03	6.99	23.56	14.11	3.27

Elementary and Secondary Education Act Programs

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
3000 - Federal						
Receipts	214,065	316,089	694,594	1,004,432	946,528	567,143
Expenditures	214,065	316,089	694,594	1,004,432	946,528	567,143
Biennial Change in Expenditures				1,168,871		(185,355)
Biennial % Change in Expenditures				220		(11)
Full-Time Equivalents		2.03	6.99	23.56	14.11	3.27

Program: Student and Teacher Opportunities

Activity: Student Opportunities

AT A GLANCE

- The Race 2 Reduce program funded four project sites in fiscal year (FY) 2020 – FY 2021.
- P-TECH schools establishes a public-private partnership structure to teach students skills for jobs in the Science, Technology, Engineering, and Math (STEM) field.
- STEM is for Minnesota school districts and charter schools to encourage low-income and other underserved students to participate in advanced placement and international baccalaureate STEM programs consistent with Minnesota Statute 120B.132.
- Suicide prevention training for teachers establishes an online training curriculum accessible statewide.
- The Javits Gifted and Talented program encourages interest in computer science for underrepresented groups.
- Construction Skilled Trade Counseling Report – one-time funding in collaboration with Minnesota Commissioner of Labor and Industry (DLI) and the Minnesota Department of Education (MDE) on construction and skilled trades counseling.
- Water Safety funding is provided for Minnesota nonprofit organizations and city and county parks and recreation programs to provide low-income and at-risk children with scholarships and water safety instructors and lifeguards for swimming lessons based on nationally recognized water safety curricula.
- Starbase-Multisensory learning program provides hands on experiences for students in grades 4-6.
- The Rural Career and Technical Education program is intended to provide career and technical education opportunities to middle school and high school students within the service cooperative's multicounty service area and to increase the number of students equipped with the work-readiness skills needed by regional employers.
- Grants to Museums and Educational Centers are awarded to support entity operations.
- The ServeMinnesota Innovation program provides state funding to leverage federal and private funding to fulfill the purposes of Minnesota Statutes sections 124D.37 to 124D.45.
- Minnesota Independence College and Community (MICC) is a three-year postsecondary, life-skills training program for young adults with Autism Spectrum Disorder or other learning differences.
- The agricultural educator program funds summer agricultural, food, and natural resources (AFNR) programs in schools.
- The MN Math Corps program trains AmeriCorps members in research-based curriculum to help students in Grades K-8 achieve math proficiency.
- Expanded Concurrent Enrollment grants develop or expand programs that encourage secondary school students to pursue teaching.

PURPOSE & CONTEXT

Grant funding provides additional resources to achieve specific programmatic objectives and services as described below. The programs support the goals of the objective of ensuring every student receives a world-class education. The majority of these programs are state funded.

SERVICES PROVIDED

The *Race 2 Reduce* program educates students about water resources and engages youth to be leaders of change and environmental stewards of the future. \$10,000 of the funding was awarded competitively in FY 2020. Two project sites were funded competitively.

- \$50,000 for FY 2020.
 - \$10,000 is for H2O for Life.
 - \$30,000 is for ISD 624 (White Bear Lake).
 - \$10,000 is for competitive grantees.

P-TECH schools are established as a public-private partnership that will prepare students for high-skill jobs of the future in identified growth industries. ISD 535 (Rochester) was the named recipient of these fund in FY 2020 through FY 2023.

- \$500,000 each year in FY 2020 and FY 2021.
- \$791,000 each year in FY 2022 and FY 2023.

The P-TECH school model must deliver five core benefits to students:

1. a rigorous, relevant, and cost-free education in grades 9 to 14, inclusive, focused on knowledge and skills that students need for science, technology, engineering, and mathematics (STEM) careers;
2. workplace learning that includes mentoring by industry professionals, worksite visits, speakers, and internships;
3. intensive, individualized academic support by both secondary and postsecondary faculty within an academic year or school day that enables students to progress through the program at their own pace;
4. an opportunity to earn an associate's degree; and
5. a commitment to students who complete the program to be first in line for a job with participating business partners following completion of the program.

The *STEM Program* – MDE provides grants to school districts and charter schools to encourage low-income and other underserved students to participate in advanced placement and international baccalaureate Science, Technology, Engineering, and Math (STEM) programs consistent with Minnesota Statutes, section 120B.132.

- \$250,000 each year in FY 2020 through FY 2023.

The *Suicide Prevention Training for Teachers* program funds a grant to a nationally-recognized provider of evidence-based online training on suicide prevention and engagement of students experiencing mental distress. Training funded by the grant must be accessible to teachers in every school district, charter school, intermediate school district, service cooperative, and tribal school in Minnesota.

- \$265,000 in FY 2020.
- \$265,000 in FY 2022 appropriated to MDE for transfer to the Minnesota Department of Health (MDH) which administers the funds.

The *Javits Gifted & Talented* program is federally funded. Six named school districts received grants for the following activities:

1. increasing student interest in and positive attitude towards their learning in general and computer science in particular;
2. identifying greater numbers of students as gifted, particularly in computer science;
3. increasing the number of students who are limited English proficient, twice-exceptional (2e), or are from a traditionally underrepresented racial/ethnic group or gender identified as gifted, particularly in computer science;
4. for educators from participating districts to demonstrate a greater awareness of gifted student characteristics and effective instructional best practices. Grants awarded include:
 - \$240,000 in FY 2020.

- \$590,482 in FY 2021.
- \$593,981 in FY 2022.
- \$407,017 in FY 2023.

Construction Skilled Trade Counseling Report - For a transfer to the commissioner of labor and industry for staff collaboration with the Minnesota Department of Education (MDE) on construction and skilled trades counseling under Minnesota Statutes, section 120B.126.

- \$125,000 in FY 2020.
- \$25,000 in FY 2021.

Water Safety Grants (Arts and Cultural Heritage Fund) - The Minnesota Youth Water Safety Grant is a state funded grant from the Arts and Culture Heritage Fund. The funds are available to:

- Provide low-income and at-risk children with scholarships for swimming lessons based on nationally recognized water safety curriculum.
- To hire water safety instructors or lifeguards.
- To train water safety instructors or lifeguards in nationally recognized water safety practices and instruction.

This competitive grant was allocated each year in FY 2020 through 2023.

- \$100,000 each year in FY 2020 and FY 2021.
- \$220,000 each year in FY 2022 and FY 2023.

Starbase-Multisensory is a grant program that provides rigorous STEM education to students in grades 4-6 with a multisensory learning experience and hands-on curriculum in an aerospace environment using state-of-the-art-technology. In FY 2020, over 2,400 students participated in STARBASE across the northland region of Minnesota. Additionally, over 3,500 students in the Twin Cities were able to participate at the 133rd Airlift Wing, a STARBASE facility in St. Paul, Minnesota.

- \$500,000 each year in FY2020 through FY2023

Rural and Tech Ed program- The Rural Career and Technical Education Consortium provides grants to educational service cooperatives in greater Minnesota, in partnership with other regional public and private entities. These grants are intended to provide career and technical education opportunities to middle school and high school students within the service cooperative's multicounty service area and to increase the number of students equipped with the work-readiness skills needed by regional employers.

- \$3,000,000 each year in FY 2020 through FY 2023.

Grants to Museums and Educational Centers. For FY 2022 and FY 2023, these grants must be used to encourage and increase access for historically underserved communities.

- \$460,000 each year in FY 2020 and FY 2021
- \$610,000 each year in FY 2022 and FY 2023, \$150,000 of which is reflected in the One-Time Grants Budget Activity.

ServeMinnesota works closely with 11 regional non-profits to empower youth to improve their life opportunities through literacy, job placement, and other essential skills as authorized by Minnesota Statutes, section 124D.37 to 124D.45. This funding leverages federal and private funding.

- \$900,000 each in FY 2020 through FY 2023

Minnesota Independence College and Community - For a transfer to the Office of Higher Education for grants to Minnesota Independence College and Community (MICC) for tuition reduction and institutional support. MICC is a three-year postsecondary, life-skills training program for young adults with Autism Spectrum Disorder or other learning differences.

- \$500,000 in FY 2020.
- \$625,000 in FY 2021 through FY 2023.

Agricultural Educator Grants pay for licensed agricultural, food, and natural resources (AFNR) education teachers who are working in the summer with high school students on extended projects, specifically: work-based learning/experiential learning, rural mental health/AFNR farm safety, career exploration and development, social-emotional learning/leadership development, and service learning. A total of 46 schools were awarded funding in FY 2022.

- \$250,000 each year in FY 2020 through FY2023

MN Math Corps trains ServeMinnesota AmeriCorps members in a research-based curriculum to help students in Grade K-8 achieve math proficiency. MN Math Corps members provide targeted tutoring to students in pairs or groups of three using the evidence-based intervention curriculum supplied to the member. Students will receive tutoring for a minimum of 12 weeks. The goal of MN Math Corps is that students served by trained members will meet or exceed their targeted national normed growth rates.

- \$500,000 each year in FY 2020 and FY 2021
- \$1,000,000 in FY 2022 and FY 2023.

Expanded Concurrent Enrollment Grants - Funds encourage secondary school students, especially American Indian students and students of color, to pursue teaching by developing and offering dual-credit postsecondary course options in schools for “Introduction to Teaching” or “Introduction to Education” courses consistent with Minnesota Statutes, section 124D.09, subdivision 10.

- \$375,000 each year in FY 2020 and FY 2021.
- \$500,000 each year in FY 2022 and FY 2023.

MDE administers all aspects of the grant program. Services include:

- Providing technical assistance to applicants/recipients.
- Creating grant contract including work plans and budget information.
- Calculating, auditing, and processing payments.
- Providing guidance as it relates to Minnesota Statutes and state policies.

RESULTS

Many of these programs are relatively new; therefore, data is limited for certain programs.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quality	Number of schools utilizing the Race 2 Reduce curriculum	N/A	4	FY20
Quantity	Number of P-Tech Schools	1	1	FY21
Quantity	Number of Students attending Starbase programming in Twin Cities and Duluth	N/A	5,900	FY20 / FY22
Quantity	Number of Starbase STEM kits distributed	9,200	30,000	FY21 / FY22
Quantity	Teacher surveys collected on Starbase STEM kits	N/A	531	FY22
Quantity	Number of teachers who completed the Kognito At-Risk one-hour suicide prevention training	N/A	11,380	FY20 / FY22

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	The Javits Gifted and Talented Program- percent of enrolled 2 nd and 3 rd graders identified as gifted	N/A	13.42%	FY22
Quantity	The Javits Gifted and Talented Program- percent of enrolled 2 nd and 3 rd grade students identified as gifted in computer science	No students identified prior to grant	17.87%	FY22
Quantity	The Javits Gifted and Talented Program- student interest and attitude toward computer science	2021 data showed fairly high interest	5 of 6 sites showed no significant growth	FY22
Quantity	Schools awarded agricultural educator program funds*	48	46	FY21 / FY22
Quantity	MN Math Corps- number of students who received tutoring services	3,681 (FY21)	N/A	N/A
Quality	MN Math Corps-number of students who improved academic performance	1,671 (FY21)	N/A	N/A
Quantity	Programs that encourage secondary school students, especially American Indian and students of color, to pursue teaching, by developing and offering dual-credit postsecondary course options in schools for “Introduction to Teaching” or “Introduction to Education”	12	13	FY20 / FY22

* Results for Agricultural Education. FY20 grantees’ plans were adapted to meet needs in COVID-19, including virtual instruction and flexible learning. Many districts reported this program as being one of the few student opportunities available during the pandemic, as teachers were able to work with students in smaller groups on work-based learning/internships and social-emotional learning/leadership. No grantees returned funds outside of normal unused balances. FY21 operated in a much more normal fashion, with schools focusing more on work-based learning due to limited state-wide and regional programs for social-emotional learning and student comfort with overnight events and travel.

Minnesota Session Laws 2019, 1st Special Session, Chapter 11, Article 2, Section 33, Subdivision 25 (Race 2 Reduce) and 26 (Construction Report)

Minnesota Session Laws 2021, 1st Special Session, Chapter 13, Article 2, Section 4, Subdivision 5 (Civic Education), 11 (STEM), 14 (MN Independence College), 15 (MN Math Corps), 19 (P-Tech), 23 (Serve MN Youthworks)

Minnesota Session Laws 2021, 1st Special Session, Chapter 13, Article 3, Section 7, Subdivision 6 (Expanded Concurrent Enrollment)

Minnesota Session Laws 2021, 1st Special Session, Chapter 13, Article 6, Section 3, Subdivision 2 (Suicide Prevention Training)

Student Opportunities

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	10,898	11,555	4,071	11,181	7,126	7,126
2301 - Arts & Cultural Heritage		23	2	220		
3000 - Federal	58	802	518	544	544	544
Total	10,956	12,380	4,592	11,945	7,670	7,670
Biennial Change				(6,799)		(1,197)
Biennial % Change				(29)		(7)

Expenditures by Category

Compensation	1	7	8	5	5	6
Operating Expenses	247	206	125	179	179	178
Grants, Aids and Subsidies	10,708	12,166	4,459	11,761	7,486	7,486
Total	10,956	12,380	4,592	11,945	7,670	7,670

Total Agency Expenditures	10,956	12,380	4,592	11,945	7,670	7,670
Internal Billing Expenditures	9	13	12	9	9	9
Expenditures Less Internal Billing	10,947	12,367	4,580	11,936	7,661	7,661

Full-Time Equivalent

	0.01	0.07	0.08	0.05	0.05	0.05
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Student Opportunities

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	9,431	7,791	8,516	8,251	7,751	7,751
Balance Forward In	2,185	4,423		3,555		
Transfers Out	625	650	890	625	625	625
Cancellations		9				
Balance Forward Out	93		3,555			
Expenditures	10,898	11,555	4,071	11,181	7,126	7,126
Biennial Change in Expenditures				(7,201)		(1,000)
Biennial % Change in Expenditures				(32)		(7)
2301 - Arts & Cultural Heritage						
Balance Forward In		50	38	110		
Direct Appropriation	50	50	110	110	0	0
Cancellations		40	35			
Balance Forward Out	50	38	110			
Expenditures		23	2	220		
Biennial Change in Expenditures				200		(222)
Biennial % Change in Expenditures						(100)
3000 - Federal						
Receipts	58	802	518	544	544	544
Expenditures	58	802	518	544	544	544
Biennial Change in Expenditures				202		26
Biennial % Change in Expenditures				23		2
Full-Time Equivalents	0.01	0.07	0.08	0.05	0.05	0.05

Program: Student and Teacher Opportunities

Activity: Teacher Opportunities

AT A GLANCE

- Grow Your Own (GYO): 11 grantees in fiscal year (FY) 2022 and 11 grantees in FY 2023 totaling \$12,817,600. Grants provide scholarships/stipends for adults of color or American Indians to pursue teacher licensure and for student education career opportunities.
- Statewide Concurrent Enrollment Teacher Training Grants are for the concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76.
- Minnesota Principals Academy: Two cohorts of school leaders participate annually (~25 participants/cohort).
- Come Teach in Minnesota: New program enacted in 2021 to recruit and offer hiring bonuses for licensed teachers who are American Indian or a person of color from another state or country.

PURPOSE AND CONTEXT

Grant funding provides additional resources to achieve specific programmatic objectives and services as described below. The programs support the goal of the objective of ensuring every student receives a world-class education. The majority of these programs are state funded.

SERVICES PROVIDED

Grow Your Own (GYO) – The Minnesota Department of Education (MDE) administers a state GYO grant under 122A.73. Grant funding provides supports to local districts/charters to increase the racial and ethnic diversity of the teacher workforce. GYO Pathway for Adults provides scholarships and stipends for paraprofessionals or other adults affiliated with the school to obtain teacher licensure. At least 80% of funds must be spent on scholarships/stipends for people of color and American Indian people to pursue teacher licensure, and remaining funds may be used for recruitment and support programming. GYO Pathway for Students provides funding to develop innovative programming for secondary students to explore teaching careers. Grant winners may use funds to develop future teacher clubs or service-learning opportunities, may provide wrap-around services for students in postsecondary enrollment options (PSEO), or may offer scholarships for graduating students to pursue teaching careers. Both pathways are particularly focused on improving the racial and ethnic diversity of the teacher workforce.

- \$1,500,000 each year in FY 2020 and FY 2021.
- \$6,500,000 each year in FY 2022 and FY 2023; General Fund amounts are transferred to a special revenue fund.

The GYO program changed significantly as a result of the 2021 legislative session, including the expansion of allowable programs as well as a significant increase in funding (from \$1.5 million annually to \$6.5 million annually). Consequently, comparisons to previous fiscal years will not be reported in this template.

Grantees will report annually about program outcomes. MDE will publish a consolidated report annually, which is not available as of this writing. Examples of measures that will be available are listed below.

Quantity -- # of adults participating in Adult pathways, + demographics

Quantity -- # of students participating in student pathways programming, + demographics

Quality -- #/% of adults continuing to pursue licensure (and/or achieving licensure), + demographics

Quality -- #/% of students expressing interest in future education careers, + demographics

- Quality -- Participant reporting on strengths/weaknesses of programs, unmet needs, etc.
- Results -- # of BIPOC teachers supported through GYO programming
- Results -- # of BIPOC teachers supported through GYO programming retained after 4 years

Statewide Concurrent Enrollment Teacher Training Grants are for the concurrent enrollment teacher partnership under Minnesota Statutes, section 122A.76

- \$375,000 each year in FY 2020 through FY 2023.

Minnesota Principals Academy - The Minnesota Principals Academy (MPA) is an executive development program that provides ongoing professional development to Minnesota’s school leaders by connecting theory to practice. The program is housed in the University of Minnesota’s (U of M) Department of Organizational Leadership, Policy, and Development in the College of Education and Human Development, with financial support provided by the state and participants’ school districts. The curriculum for the MPA is based on the National Institute for School Leadership’s (NISL) Executive Development Program. State funding is designed to reduce the cost of attendance for principals and school leaders from schools identified for intervention under the state’s accountability system under the Every Student Succeeds Act (ESSA). The U of M is named in law as the recipient of these funds, so this is a flow through program.

- \$200,000 each year in FY 2020 through FY 2023.

Come Teach in Minnesota - Come Teach in Minnesota is a pilot program passed in 2021 that seeks to recruit and retain teachers of color and American Indian teachers from out-of-state. Eligible teachers may earn a hiring bonus for moving to Minnesota to teach and a retention bonus for staying in that district for four years. This is one of several policy strategies Minnesota is pursuing to recruit and retain a diverse and effective educator workforce.

- \$200,000 each year in FY 2022 and FY 2023.

RESULTS

Part A: Performance Date

MDE staff administer the *Grow Your Own (GYO)* grant. Grant staff managed over 100 competitive applications for FY 2022 and FY 2023 funding. Program staff provide informational webinars and ongoing support for grantees. MDE is required to publish a report that summarizes the activities and outcomes of grant recipients and what was done to promote sharing of effective practices among grant recipients and potential grant recipients.

The *Minnesota Principals Academy* receives \$200,000 annually, and the U of M is directly named in law as the recipient. Consequently, MDE does not provide additional services.

The *Come Teach in Minnesota* program provides funding for participating districts/charters to offer hiring and retention bonuses. An initial assumption is that each participating district will fill a licensure shortage position, so \$8,000 is reserved per teacher (\$4,000 for hiring bonus, \$4,000 for retention bonus). Administration funds are used for staff salary and to contract with a vendor to author the mandated report to the legislature.

Come Teach in MN - 11 districts and charters have \$328,000 in funding reserved to hire and retain up to 41 teachers. Districts are still hiring, so there are no results to report as of this writing.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous Value</i>	<i>Date</i>	<i>Current Value</i>	<i>Date</i>
Quantity	# of participating districts/charters	n/a	New Program	11	August 2022
Quantity	# of teachers that funding is reserved for	n/a	New Program	41	August 2022
Results	# of BIPOC teachers recruited to MN;	n/a	New Program	TBD	n/a
	# of BIPOC teachers recruited and then retained after four years.	n/a	New Program	TBD	n/a

Minnesota Principals Academy (MPA) - A full report on MPA is authored every biennium and is available upon request. Some data is available from a survey was conducted with 53 participants (29 of whom completed the survey for a 55% response rate) for the 2017-2019 cohorts. Respondents were asked to indicate the extent to which their participation in MPA improved their ability to perform a set of 8 instructional leadership practices to guide the school. Overall, over two-thirds of respondents indicated that their practices had changed *to a great extent* in 7 of the 8 areas.

Type of Measure	Name of Measure	Previous Value	Date	Current Value	Date
Quantity	# of principals/school leaders enrolled	53	2017-2019 Cohorts	Not available	Aug 2022
Quality	Several measures named in grant reports. <ul style="list-style-type: none"> Participant experience/perception survey Supervisor survey 	See full report	2017-2019	Full report not yet published	Aug 2022

Part B: Evidence of Effectiveness

Evidence-based Practice	Source of Evidence	FY 22-23 Expenditures
MPA = Professional Development sessions: In-person or online	Washington State Institute for Public Policy (WSIPP)	\$400,000 per biennium
GYO (grants focused on diverse teacher candidates)	Minnesota Inventory	\$6.5 million annually

Minnesota Session Laws 2021, 1st Special Session, Chapter 13, Article 2, Section 4, Subdivision 5 (Grow Your Own), 10 (Come Teach in Minnesota), 16 (MN Principals Academy), 3 (Statewide Concurrent Enrollment teacher training program)

Teacher Opportunities

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	2,430	2,995	575	575	575	575
2001 - Other Misc Special Revenue			6,418	6,730	6,565	6,565
Total	2,430	2,995	6,993	7,305	7,140	7,140
Biennial Change				8,872		(18)
Biennial % Change				164		(0)
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	2,430	2,995	6,993	7,305	7,140	7,140
Total	2,430	2,995	6,993	7,305	7,140	7,140

Teacher Opportunities

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	2,430	2,030	7,275	7,275	7,275	7,275
Balance Forward In		1,064				
Transfers Out			6,700	6,700	6,700	6,700
Cancellations		98				
Expenditures	2,430	2,995	575	575	575	575
Biennial Change in Expenditures				(4,275)		0
Biennial % Change in Expenditures				(79)		0

2001 - Other Misc Special Revenue

Balance Forward In				165		
Transfers In			6,583	6,615	6,565	6,565
Transfers Out				50		
Balance Forward Out			165			
Expenditures			6,418	6,730	6,565	6,565
Biennial Change in Expenditures				13,148		(18)
Biennial % Change in Expenditures						(0)

Program: Student and Teacher Opportunities

Activity: One-Time Grants

AT A GLANCE

One-Time grant programs are grants or grant programs where the funds have already been granted out and grantees are spending down the funds. By law, these grants or grant programs are not included in the Department of Education's base budget for FY 2024 and beyond.

PURPOSE AND CONTEXT

Grant funding provides additional resources to achieve specific programmatic objectives and services, as described below. These grants or grant programs support the objective of ensuring every student receives a world-class education.

SERVICES PROVIDED

The *Support our Students Grant* program was designed to address shortages of student support services personnel within Minnesota schools. Student support services personnel included individuals licensed to serve as a school counselor, school psychologist, school social worker, school nurse, or chemical dependency counselors. Grant funds were used to fund new positions for student support services personnel.

- \$12 million spent/encumbered. Funds were available from FY 2017 through FY 2022.
- 45 school sites received awards in FY 2020.
- 35 grants were awarded to non-metro sites in FY 2020.
- 10 grants to metro sites in FY 2021.

The *Minnesota Council on Economic Education (MCEE)* seeks to address the gap in teacher knowledge regarding economic education. Through teacher staff development, MCEE provides opportunities for educators to improve their understanding of economics content and instructional strategies to help all students achieve the state economics standards.

- \$117,000 in FY 2020.
- \$118,000 in FY 2021.
- \$150,000 in each of FY 2022 and FY 2023. Funds were appropriated in Laws 2021, 1st Special Session, Chapter 4, the "Commerce, Climate, and Energy" budget bill.

Civic Education Grants. For the Minnesota Civic Education Coalition for grants to Youth in Government, the Learning Law and Democracy Foundation, and the YMCA Center for Youth Voice to support civic education programs for youth age 18 and under to provide teacher professional development, educational resources, and program support

- \$75,000 each year in FY 2020 through FY 2023.

The *Certificate Incentive Program* enabled the Minnesota Department of Education (MDE) to establish a list of qualifying career and technical education certificates that were posted on the agency website, and it incentivized students to achieve these certificates.

- In collaboration with the governor's Workforce Development Council and the P-20 education partnership, 109 industry-recognized certificates were identified for reimbursement, which spanned all six available career fields and included 11 career clusters.
- \$860,000 in FY2020 funding was expended over FY 2020 and FY 2021.

Minnesota Center for the Book program funding provided grants to the entity designated by the Library of Congress to provide statewide programming related to the Minnesota Book Awards and for additional programming throughout the state related to the Center for the Book designation.

- \$125,000 each year in FY 2020 and FY 2021.
- Additional funding for the Minnesota Center for the Book from the Arts and Cultural Heritage Fund is displayed in the Libraries Program's Basic Support and Federal Grants Budget Activity.

The *Singing Based Pilot Program* provided a grant to the Rock 'n' Read Project to implement a research-supported, computer-based educational program that uses singing to improve the reading ability of students in grades 2 through 5.

- \$230,000 in FY 2020.

The *MN Youth Council* appropriation was for grants to the Minnesota Alliance With Youth for the activities of the Minnesota Youth Council.

- \$187,000 in FY 2022 and \$188,000 in FY 2023.

A grant to the *Sanneh Foundation* is intended to decrease absenteeism, encourage school engagement, improve grades, and improve graduation rates. The foundation's Dreamline program supports marginalized students through direct relationships with in-school mentors.

- \$1,500,000 in each of FY2022 and FY2023.

The *Digital Well-being* appropriation was for a grant to LiveMore ScreenLess to promote digital well-being consistent with the provisions of Laws 2021, 1st Special Session, Article 2, Section 3.

- \$1,000,000 in FY 2022.

A grant to the *Girls in Action* program was to enable the organization to continue to provide and expand Twin Cities area school and community-based programs that encourage and support low-income girls of color.

- \$1,500,000 in FY 2022.

Three *museums* received grants for FY 2022 and FY 2023 to encourage and increase access for historically underserved communities: Children's Museum of Southern MN, Works Museum in Bloomington, and the Children's Discovery Museum of Grand Rapids.

- \$50,000 in each of FY2022 and FY2023 for each of the three museums.

A grant to the *Black Men Teach Twin Cities* organization is to establish partnerships with eight school district elementary schools or elementary charter schools with a goal of increasing the number of black male teachers to 20 percent of the employees at each school site.

- \$750,000 in FY 2022 was by law transferred to the Office of Higher Education and then granted.

Nonexclusionary discipline grants are to provide training for school staff on nonexclusionary disciplinary practices.

- \$1,750,000 in FY 2022.

The *Language Essential for Teachers of Reading and Spelling* (LETRS) appropriation provided funds for Minnesota licensed teachers to complete the LETRS program. The LETRS training program is a 2-year (approximately 144 hours) learning experience that includes reading eight units from the LETRS manual, attending 6 hours of live/virtual end-of-unit training including debriefs from national trainers, as well as participating in online modules with assessments for each unit. As of summer 2022, there were 2,320 Minnesota educators participating in this learning experience, with all participants scheduled to complete the training by June 30, 2023.

- \$3,000,000 in FY 2022.

MDE administers all aspects of these grant programs including:

- Developing application process and reporting forms for applicants/recipients.
- Providing technical assistance to applicants/recipients.
- Creating grant contracts including work plans and budget information.
- Calculating, auditing, and processing payments.
- Providing guidance as it relates to Minnesota Statutes and state policies.

RESULTS

Many of these programs are relatively new; therefore, data is limited for certain programs.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>	<i>FY 2022</i>
Quantity	Support Our Students number of student support positions funded	75	75	75	75	
Quantity	Minnesota Council on Economic Education teacher participants in economic education courses	438	527			
Quantity	Certificate Incentive program - number students who earned credentials	277	268	573	1,217	
Quantity	Number of Sanneh Foundation Dreamline enrolled students who received direct support from 24 mentors (16 who identify as people of color)					413
Quantity	Number of Dreamline school sites providing direct support from mentors in the Twin Cities and Greater Minnesota					11 schools across 4 districts

MN Laws 2016, Chapter 189, Article 25, Section 62 (Support our Students)

MN Laws 2019, 1st Special Session, Chapter 11, Article 3, Section 23, Subd 7 (NW Regional Partnership)

MN Laws 2019, 1st Special Session, Chapter 11, Article 2, Section 25 & Section 33 (Certificate Incentive Program)

MN Laws 2019, 1st Special Session, Chapter 11, Article 2, Section 33 (Certificate Incentive Program, MN Center Book Programming, Singing Based Pilot Program, Civic Education Grants)

MN Laws 2021, 1st Special Session, Chapter 4, Article 1, Section 7 (MN Council on Economic Education)

MN Laws 2021, 1st Special Session, Chapter 13, Article 2, Section 4 (Civic Education grant program, MN Youth Council, Sanneh Foundation, Digital Well-being, Girls in Action, Children’s Museum Southern MN, Works Museum Bloomington, Children’s Discovery Museum Grand Rapids)

MN Laws 2021, 1st Special Session, Chapter 13, Article 3, Section 7 (Black Men Teach, Non-exclusionary Discipline, LETRS Grant)

One-Time Grants

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
<u>Expenditures by Fund</u>						
1000 - General	8,083	5,256	9,652	4,846		
Total	8,083	5,256	9,652	4,846		
Biennial Change				1,159	(14,498)	
Biennial % Change				9	(100)	
<u>Expenditures by Category</u>						
Operating Expenses		440	1,997	1,003		
Grants, Aids and Subsidies	8,083	4,816	7,655	3,843		
Total	8,083	5,256	9,652	4,846		

One-Time Grants

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	2,407	318	10,062	2,063	0	0
Balance Forward In	6,421	4,957	3,200	2,783		
Transfers Out			750			
Cancellations			77			
Balance Forward Out	745	19	2,783			
Expenditures	8,083	5,256	9,652	4,846		
Biennial Change in Expenditures				1,159		(14,498)
Biennial % Change in Expenditures				9		(100)

Program: Special Education

Activity: Special Education - Regular

<https://education.state.mn.us/MDE/dse/sped/>

<https://education.mn.gov/MDE/dse/schfin/sped/>

AT A GLANCE

- In fiscal year (FY) 2022, 151,532 children and youth, ages birth-21, received special education services.
- In FY 2022, 134,282 K-12 students (15.8 percent of total K-12 students) received special education services.
- In FY 2021, 25,522 full-time equivalent special education teachers and paraprofessional staff were employed.
- American Rescue Plan (ARP) funds received help support these initiatives.

PURPOSE AND CONTEXT

This state aid program funds specially designed instruction and related services for children and youth with disabilities ages birth-21.

Districts also receive federal funds through the Individuals with Disabilities Education Act (IDEA) for special education services. IDEA ensures that all children with disabilities receive a Free Appropriate Public Education (FAPE). FAPE emphasizes that special education and related services must meet students' unique needs and prepare them for postsecondary education, employment, and independent living.

This program supports the objective of ensuring every student receives a world-class education.

SERVICES PROVIDED

Goals of special education:

- Provide FAPE in the least restrictive environment.
- Increase participation and improve performance on statewide assessments.
- Increase special education student graduation rates and decrease dropout rates.
- Coordinate services for students receiving support from more than one agency.

Students receiving special education services must have an Individualized Education Program (IEP). The IEP helps students with disabilities with schoolwork and helps them make progress toward graduation according to their individualized goals. Students are eligible for IDEA Part B services if they meet specific state eligibility requirements under one or more of 13 disability categories as defined in Minnesota Rules.

To be eligible for special education IDEA Part B services, students ages 3-21 must be:

- Found to have a disability.
- In need of specialized instruction and related services.

To be eligible for special education IDEA Part C infant and toddler intervention services, infants and toddlers aged birth-2 must meet at least one of the three components:

- They meet the criteria for any one of Minnesota's recognized special education disability categories.
- They have a demonstrated developmental delay.
- They are diagnosed with a physical or mental condition that has a high probability of resulting in developmental delay.

The combination of these laws and rules requires the provision of FAPE for all eligible children and youth with disabilities. FAPE is defined as instruction and services that are:

- Based on eligibility and need.

- Written into an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP).
- Provided in the least restrictive environment possible and at no cost to parents.

Local educational agencies (LEAs) receive state special education aid for the current fiscal year based on a portion of eligible special education expenditures from the previous fiscal year. State special education aid also includes a “tuition billing adjustment” for unreimbursed costs associated with serving non-resident students. Districts’ state aid is further compared to a hold harmless calculation which sets a minimum aid they will receive. Finally, districts receive additional aid based on a percentage of their prior year cross subsidy.

This Budget Activity also includes federal funding under IDEA that was made available through the American Rescue Plan (ARP) Act of 2021. ARP IDEA funds may be used for all allowable purposes under Part B of IDEA.

The Minnesota Department of Education (MDE) calculates and processes aid payments and provides technical support for this program.

RESULTS

Minnesota 4-year Graduation, 4-year Dropout, and Assessment Participation Rates for Students with IEPs

<i>Type of Measure</i>	<i>Name of Measure</i>	2018-19	2019-20	2020-21
Quantity	MN 4-Year Adjusted Cohort Graduation Rates for Students with IEPs	63.0%	65.0%	64.0%
Quantity	MN 4-Year Adjusted Cohort Dropout Rates for Students with IEPs	7.8%	6.5%	7.0%
Quantity	Participation Rates for Students with IEPs on the MN Statewide Math Assessments	94.4%	N/A ¹	71.6% ²
Quantity	Participation Rates for Students with IEPs on the MN Statewide Reading Assessments	94.8%	N/A ¹	73.1% ²

Proficiency Rates for Students with IEPs on the Minnesota Statewide Math and Reading Assessments

Only students with valid scores³ are included in the table below.

Grade	Math				Reading			
	2017-18	2018-19	2019-20 ¹	2020-21 ²	2017-18	2018-19	2019-20 ¹	2020-21 ²
Grade 3	42.9%	43.0%	N/A	35.4%	31.3%	32.1%	N/A	27.1%
Grade 4	39.9%	40.1%	N/A	32.1%	32.1%	29.9%	N/A	26.3%
Grade 5	28.1%	28.4%	N/A	20.5%	36.2%	35.7%	N/A	30.0%
Grade 6	25.0%	25.2%	N/A	18.5%	30.4%	30.5%	N/A	26.2%
Grade 7	21.5%	21.3%	N/A	13.7%	25.8%	25.5%	N/A	21.7%
Grade 8	22.6%	23.4%	N/A	15.8%	25.2%	25.7%	N/A	21.1%
High School ⁴	16.0%	14.4%	N/A	14.0%	27.4%	27.9%	N/A	26.5%

¹ Because of the COVID-19 pandemic, Minnesota received a waiver and suspended all assessments of academic knowledge and English language proficiency during the 2019-20 school year. Although a small number of assessments were completed, the number of completed tests was not sufficient for summarizing or generalizing to the entire state. In fact, fewer than 700 reading and 200 math assessments were completed as schools/districts were closed and remote learning plans were being developed and enacted.

² The COVID-19 pandemic continued to impact statewide assessments during the 2020-21 school year. Nearly 17,000 special education students could not complete the reading assessment (22.9%) and nearly 18,000 could not complete the math assessment (24.5%).

³ For reporting purposes, students who responded to at least 90 percent of the accountability portion of the assessment on the MCA-III, or the test administrator entered a score for every task the student completed on the MTAS-III, are considered a valid score. Scores considered not valid include Absent, Invalid-Student, Invalid-Device, Invalid-Other, Medical Excuse, Not Enrolled, Not Attempted, Not Complete, Refused by Parent, Refused by Student, and Wrong Grade. Valid student cases are used for reporting purposes.

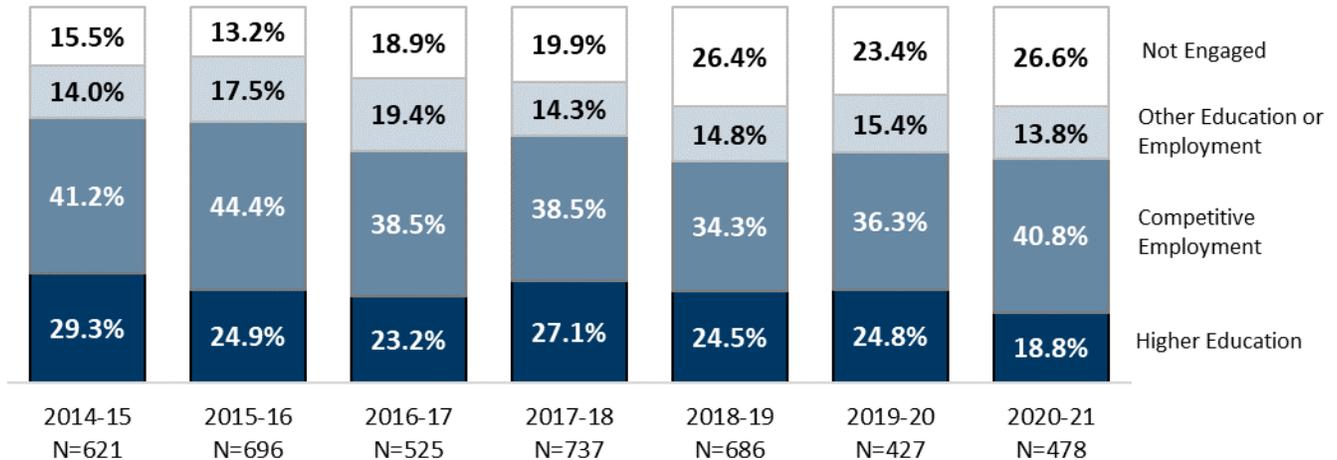
⁴ Math is assessed in Grade 11; Reading is assessed in Grade 10

Goal: To increase postsecondary education and employment outcomes for students with disabilities.

Measure: The Post-School Outcome Survey results are based on a sample of special education students interviewed each year regarding their post-high school education and employment experiences one year after exiting high school. Students identified as ‘not engaged’ reported not being enrolled in school or employed during window of time the survey was conducted. The data reported below are a percent participation rate per category.

Post-School Outcomes Survey Trends among Minnesota Students with IEPs

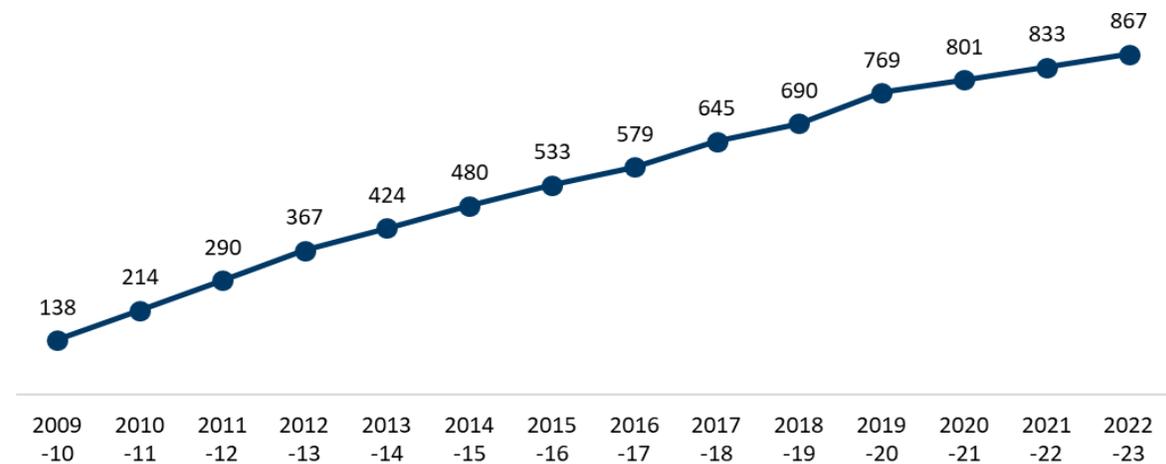
Students surveyed one year after exiting high school



Goal: To increase Positive Behavioral Interventions and Supports (PBIS), which is a comprehensive, data-driven and educational set of practices ensuring all students, staff, and families are working from the same playbook when it comes to supporting positive behavior and academic achievement in Minnesota schools.

Measure: Number of schools implementing PBIS.

Number of Minnesota Schools Implementing Positive Behavioral Interventions and Supports (PBIS) Programs



M.S. 125A.02; M.S. 125A.03; M.S. 125A.75; M.S. 122A.726

MN Rules 3525; Special Education disability categories MN Rules 3525.1325 to 3525.1348; Eligibility criteria for infant and toddler intervention services MN Rules 3525.1350

Federal Law [Individuals with Disabilities Education Act (IDEA) 20 U.S.C. §1400 (2004)]; Federal Regulations (34 CFR 300)

Special Education - Regular

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	1,596,279	1,713,850	1,734,175	1,836,548	1,943,784	2,058,194
3000 - Federal			5,354	26,956	25,268	
Total	1,596,279	1,713,850	1,739,529	1,863,504	1,969,052	2,058,194
Biennial Change				292,904		424,213
Biennial % Change				9		12
<u>Expenditures by Category</u>						
Compensation				20	5	
Operating Expenses			1	1,113	438	
Grants, Aids and Subsidies	1,596,279	1,713,850	1,739,528	1,862,371	1,968,609	2,058,194
Total	1,596,279	1,713,850	1,739,529	1,863,504	1,969,052	2,058,194
Total Agency Expenditures	1,596,279	1,713,850	1,739,529	1,863,504	1,969,052	2,058,194
Internal Billing Expenditures			0	82	64	
Expenditures Less Internal Billing	1,596,279	1,713,850	1,739,529	1,863,422	1,968,988	2,058,194
<u>Full-Time Equivalent</u>						
				0.10	0.03	

Special Education - Regular

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	1,610,671	1,727,633	1,732,888	1,851,349	1,956,796	2,072,468
District Revenue	1,610,671	1,727,633	1,732,888	1,851,349	1,956,796	2,072,468
Direct Appropriation	1,600,889	1,727,596	1,822,998	1,836,548	1,943,784	2,058,194
Current Year	1,411,916	1,514,444	1,519,050	1,622,893	1,715,328	1,816,726
Prior Year	184,363	199,406	215,125	213,655	228,456	241,468
Cancellations	4,610	13,746	88,823			
Expenditures	1,596,279	1,713,850	1,734,175	1,836,548	1,943,784	2,058,194
Biennial Change in Expenditures				260,594		431,255
Biennial % Change in Expenditures				8		12

3000 - Federal

Receipts			5,354	26,956	25,268	
Expenditures			5,354	26,956	25,268	
Biennial Change in Expenditures				32,310		(7,042)
Biennial % Change in Expenditures						(22)
Full-Time Equivalent				0.10	0.03	

Program: Special Education

Activity: Other Federal Special Education Programs

<https://education.state.mn.us/MDE/dse/schfin/sped/>

<https://helpmegrowmn.org/HMG/>

AT A GLANCE

This budget activity currently consists of five programs: the Minnesota DeafBlind Technical Assistance Project, the Preschool Special Education Part B program, the State Systemic Improvement Plan, the Employment Capacity Building Cohorts, and Project SEARCH. Highlights for these programs include:

- Deaf-blindness is the categorical area of special education with the lowest percentage of students (0.08 percent).
- In 2021, census data from the Minnesota Deaf-Blind Project indicated that 380 special education students had both vision and hearing loss reported as disabilities.
- 11,627 children ages 3-5 with disabilities were counted as being served through Individualized Education Programs on December 1, 2021, and more than 70 percent of these children participate in regular early childhood programs and receive special education services in those settings.
- In 2020, the U.S. Department of Education's Office of Special Education and Rehabilitative Services awarded the Minnesota Department of Education (MDE) a five-year State Personnel Development Grant (SPDG) to support State Systemic Improvement Plan (SSIP) implementation. Current SSIP partner districts include Bagley, Cloquet, and Nay-Ah-Shing. MDE continues to provide technical assistance and support to the 2015 cohort of partner districts Duluth, Minneapolis, Osseo, and St. Paul on an as-needed basis.
- In the 2021-22 school year, 27 local education agencies (LEAs) participated in the Employment Capacity Building Cohort (ECBC) and 65 students with developmental cognitive disabilities entered into competitive integrated employment. The COVID-19 pandemic significantly decreased the number of students entering employment, although the number of students hired is beginning to increase.
- In the 2021-22 school year, nine Minnesota businesses participated as Project SEARCH sites hosting 61 student interns with developmental cognitive disabilities.

PURPOSE AND CONTEXT

This budget activity currently consists of five programs: The Minnesota DeafBlind Technical Assistance Project (DB Project), the Preschool Special Education Part B program, the State Systemic Improvement Plan (SSIP), the Employment Capacity Building Cohorts (ECBC), and Project SEARCH.

- The DB Project is a federally funded formula grant received by the Minnesota Department of Education (MDE) to support services for students with both vision and hearing loss and their families.
- The Preschool Special Education Part B program provides individualized education services to preschool children with disabilities.
- The SSIP is a comprehensive, multi-year plan that focuses on improving results for children and youth with disabilities.
- The ECBC is a training and technical assistance program provided for school districts to improve their employment practices for students with developmental cognitive disabilities.
- Project SEARCH provides educational internships for students with intellectual/developmental cognitive disabilities through workplace immersion at participating business sites with the goal of obtaining competitive integrated employment within four to 11 months after completion of their internship experience.

SERVICES PROVIDED

The Minnesota Deaf Blind Technical Assistance Project (DB Project)

- Supports appropriate and timely evaluation of students suspected of having dual sensory loss to help ensure earlier identification of student who are DeafBlind.
- Provides support to teams, including educators and parents, to enhance their ability to address the unique education and service needs of children with deaf blindness.
- Provides training to new cohorts of interveners, educational aides who help the student who is DeafBlind, each year.

Federally mandated Preschool Special Education Part B program

- Federal funds support statewide efforts to:
 - Seek out and identify potentially eligible children; and,
 - Provide professional development opportunities promoting evidence-based practices through the Regional Centers of Excellence.
- Services are provided to each eligible child through an Individualized Education Program.
- The goal is to increase each child's ability to actively and independently participate in current and future environments such as home, preschool, and kindergarten.
- Services most often include special instruction, speech therapy, occupational or physical therapy, and transportation.
- To support program implementation the Minnesota Department of Education interprets regulations, statutes and rules; collects and reports data; processes payments/reimbursements; provides professional development; and connects children and families to appropriate local programs and monitors local implementation.

State Systemic Improvement Plan (SSIP) goals and partnerships

- Increase the six-year graduation rates for American Indian and Black students with disabilities.
- Develop capacity of districts to select and implement effective and sustainable evidence-based practices that support improving graduation outcomes for students with disabilities.
- MDE was awarded a \$5.5 million, five-year State Personnel Development Grant in 2020 to support SSIP implementation, among other grant initiatives. MDE is collaborating with three partner districts – Bagley, Cloquet, and Nay-Ah-Shing – to improve graduation rates for American Indian students with IEPs. MDE continues to work with the 2015 cohort of SSIP partner districts, Duluth, Minneapolis, Osseo, and Saint Paul, supporting districts to implement Check & Connect with fidelity.

The Employment Capacity Building Cohorts (ECBC)

- The Employment Capacity Building Cohorts (ECBC) provides training and technical assistance to school districts in their efforts to learn and change employment practices for students with developmental cognitive disabilities in their school districts and associated counties. Districts partner with their local vocational rehabilitation supervisors and counselors, as well as county level supervisors and case-managers from disability services.

Project SEARCH

- Project SEARCH is an internationally recognized evidence-based, one-year internship program for students with intellectual/developmental cognitive disabilities, ages 18-21, in their last year of high school. The Project SEARCH Transition Program provides educational experiences for these students through workplace immersion at participating business sites. Students receive skill-based training in independent living and employability skills. The goal of Project SEARCH is to provide student interns with competitive integrated employment within four to 11 months after completion of their internship experience.

RESULTS

Deaf Blind Project

<i>Type of Measure</i>	<i>Name of Measure</i>	2020	2021
Quantity	Unduplicated child count where DeafBlind is listed as the primary disability	126	129
Quantity	Number of DeafBlind interveners completing training cohort.	Unknown	26
Quality	Percentage of the participants of intervener training for deafblind, who report enhancement of their understanding of deaf-blindness and best practices which affect their current practice.	No evaluation data was available due to the COVID-19 pandemic.	100%

Preschool Education Part B Program

The table below shows Minnesota's performance on the federally required child outcomes for federal fiscal years (FFY) 2017-19.

<i>Child Outcomes</i>	FFY 2017	FFY 2018	FFY 2019
Children will demonstrate positive relationships			
(A) Greater than expected progress	69.1%	65.9%	50.12%
(B) Exited Part C within age expectations	53.2%	51.4%	48.32%
Children will acquire and use knowledge and skills			
(A) Greater than expected progress	69.5%	67.8%	57.61%
(B) Exited Part C within age expectations	51.9%	49.9%	43.43%
Children will take action to meet needs			
(A) Greater than expected progress	70.1%	67.4%	57.83%
(B) Exited Part C within age expectations	62.8%	61.7%	50.69%

State Systematic Improvement Plan

MDE's state identified measurable result (SIMR) is to improve six-year graduation rates for American Indian and Black students with disabilities by at least one percent per year over six years.

State Identified Measurable Result—Targets and Data

<i>Type of Measure</i>	<i>Name of Measure</i>	FFY 2018	FFY 2019	FFY 2020
Result-Target	Minnesota 6-Year Adjusted Cohort Graduation Rates for American Indian and Black Students with IEPs	57.0%	58.0%	59.0%
Result-Data	Minnesota 6-Year Adjusted Cohort Graduation Rates for American Indian and Black Students with IEPs	58.9%	59.4%	62.5%

State Identified Measurable Result—Six-Year Cohort Statewide Cohort Totals and Graduation Rates 2019

<i>Race/Ethnicity Group</i>	<i>Total Special Education Students in Six-year Cohort</i>	<i>Total Special Education Students Graduating</i>	<i>Percent of Special Education Graduates</i>	<i>Total Special Education Students Not Graduating in 2019</i>
American Indian	354	212	59.9%	142
Black	1,422	843	59.3%	579
American Indian and Black	1,776	1,055	59.4%	721
All Race/Ethnic Groups Combined	10,270	7,537	73.4%	2,733

State Identified Measurable Result—Six-Year Cohort Statewide Cohort Totals and Graduation Rates 2020

<i>Race/Ethnicity Group</i>	<i>Total Special Education Students in Six-year Cohort</i>	<i>Total Special Education Students Graduating</i>	<i>Percent of Special Education Graduates</i>	<i>Total Special Education Students Not Graduating in 2020</i>
American Indian	358	204	57.0%	154
Black	1,474	941	63.8%	533
American Indian and Black	1,832	1,145	62.5%	687
All Race/Ethnic Groups Combined	10,601	7,827	73.8%	2,774

Employment Capacity Building Cohorts (ECBC)

In the 2020-21 school year, 31 local education agencies continued or were new to the ECBC. In the same year, 52 students with developmental cognitive disabilities entered into competitive, integrated employment. In the 2021-22 school year, 27 local education agencies continued or were new to the ECBC. In the same year, 65 students with developmental cognitive disabilities entered into competitive, integrated employment. The ECBC program experienced a drop in participating LEAs and students due to the COVID-19 pandemic. And while there was a decrease in participating LEAs from 2020-21 to 2021-22, the number of students served has increased as businesses re-bound from the pandemic.

Project SEARCH

In 2020-21, nine Minnesota businesses participated as Project SEARCH sites and hosted 79 interns who completed the program. In 2021-22, nine Minnesota businesses participated as Project SEARCH sites and hosted 61 interns, of whom 56 completed the program.

M.S. 125A

Federal law [Individuals with Disabilities Education Act (IDEA) 20 U.S.C. §1400 (2004)]; Federal Regulations (34 CFR 300); IDEA (P.L. 108-466); Preschool Incentive Program (P.L. 108-466, Sec. 619); Infants and Toddlers Program (P.L. 108-466, Part C); Part B/Section 619 of the Individuals with Disabilities Education Act

Other Federal Special Education Programs

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
3000 - Federal	192,422	200,789	195,865	221,728	223,780	226,029
Total	192,422	200,789	195,865	221,728	223,780	226,029
Biennial Change				24,383		32,216
Biennial % Change				6		8
<u>Expenditures by Category</u>						
Compensation	8,652	8,900	8,876	10,132	10,335	10,542
Operating Expenses	7,705	8,609	9,218	11,282	11,490	11,525
Grants, Aids and Subsidies	176,048	183,278	177,771	200,314	201,955	203,962
Other Financial Transaction	16	1				
Total	192,422	200,789	195,865	221,728	223,780	226,029
Total Agency Expenditures	192,422	200,789	195,865	221,728	223,780	226,029
Internal Billing Expenditures	1,981	2,125	1,966	2,481	2,515	2,550
Expenditures Less Internal Billing	190,441	198,663	193,899	219,247	221,265	223,479
<u>Full-Time Equivalent</u>	75.37	74.90	72.74	85.53	79.53	79.53

Other Federal Special Education Programs

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
3000 - Federal						
Balance Forward In	0	8	3			
Receipts	192,422	200,780	195,863	221,728	223,780	226,029
Expenditures	192,422	200,789	195,865	221,728	223,780	226,029
Biennial Change in Expenditures				24,383		32,216
Biennial % Change in Expenditures				6		8
Full-Time Equivalents	75.37	74.90	72.74	85.53	79.53	79.53

Program: Special Education

Activity: Other State Special Education Programs

<https://education.state.mn.us/MDE/dse/schfin/sped/>

AT A GLANCE

- There are four additional ongoing state special education funding sources: Children with Disabilities, Travel for Home-based Services, Court-Placed Revenue, and Out-of-State Tuition.
- For fiscal year (FY) 2022, a one-time amount of \$10.425 million in additional Special Education cross subsidy reduction aid was enacted.
- 117 students with disabilities were placed in care and treatment facilities in FY 2021.
- 99 students without disabilities were placed in care and treatment programs in FY 2021.
- In FY 2021, the average length of stay in a foster facility for care and treatment for students both with and without disabilities was 69 school days, at an average cost of \$4,944 per stay.
- 5,254 early childhood special education (ECSE) (birth-4) children were served in the Home-based Services program in FY 2021.
- In FY 2021, Minnesota courts placed zero non-Minnesota students with Individual Education Programs (IEP) into care and treatment facilities.
- In FY 2021, court action placed 42 Minnesota students out of state.

PURPOSE AND CONTEXT

The state provides four additional ongoing special education appropriations to help cover district costs for students who are considered wards of the state, students placed out of state for services by court action, out of state students placed into Minnesota programs by court action where the other state is unwilling to pay the educational costs, and finally staff transportation costs for home-based services to students with disabilities under the age of 5.

The Children with Disabilities program provides funding for individuals who are placed for care and treatment in a licensed residential facility or foster facility, and for whom no district of residence can be determined. Children with disabilities are eligible for this program if no district of residence can be determined because:

- Parental rights have been terminated by court order.
- The parent or guardian is not living in the state.
- No other district of residence can be established.
- The parent or guardian with legal custody of the child is an inmate of a Minnesota correctional facility or is a resident of a halfway house under the supervision of the commissioner of Corrections.

Children without disabilities are eligible for this program if no district of residence can be determined because parental rights have been terminated by court order.

Districts that serve these students receive full payment for the cost of their education from varying state sources, including children with disabilities aid.

This program contributes to the objective that all students receive a world-class education.

The Home-based Services aid program reimburses school districts for travel costs associated with early childhood special education (ECSE) services.

This program contributes to the objective of all students ready for school.

Court-Placed Revenue pays for special education for non-Minnesota students with Individual Education Programs (IEP) when the school district is unable to collect tuition from the responsible state, school district, or other non-Minnesota agency. Without this aid, a school district would have to pay for special education costs out of their general fund.

This program contributes to the objective of all students graduating from high school.

The Out-of-State Tuition program provides education funding for Minnesota resident students placed by court action in out-of-state care and treatment facilities, in a state that does not have a reciprocity agreement. Students are placed in specialized care and treatment services when those services are not available in Minnesota, either because the facilities are full, or Minnesota does not have the specialized treatment center available.

This program contributes to the objective of all students graduating from high school.

For FY 2022, \$10.425 million that was provided as one-time additional cross subsidy reduction aid was allocated proportionately to districts based on their initial cross subsidy as defined under Minnesota Statute 125A.76 subdivision 1, paragraph (k), using prior year data which in this instance was from FY 2021.

SERVICES PROVIDED

The Children with Disabilities program ensures a free and appropriate education for eligible children. This funding is for both special and general education students who are placed in residential facilities and who are considered wards of the state. These students are considered residents of the district in which the facility is located, and these funds help to cover the full cost of educating these students.

- State expenditures were \$1,337,692 for FY 2022.
- Districts are reimbursed for 100 percent of the additional costs of educating these children; they are reimbursed the year after they provide the services.
- The Minnesota Department of Education (MDE) processes reimbursement requests and provides technical support for this program.
- Aid is based on prior year cost, so students who were served in FY 2021 were funded with FY 2022 aid in the spring of 2022.

With the Home-based Services program, the state reimburses districts half of the amount spent, based on mileage, by workers traveling to provide home- or community-based services to children under age 5 who have disabilities.

- \$81,579 for FY 2021
- For very young children, services may also include parent consultation and training.
- Federal funding may be used for this purpose.
- MDE calculates and processes aid payments and provides technical support for this program.

With the Court-Placed Revenue program, Minnesota school districts that provide special education and related services to court-placed non-Minnesota students with IEPs are reimbursed for those services if the out-of-state placing agencies do not pay tuition.

- Zero for FY 2021
- In FY 2021, Minnesota courts placed zero non-Minnesota students with Individual Education Programs (IEP) into care and treatment facilities.
- Districts must document that they tried to collect tuition from the students' resident districts or states and submit proof to MDE.
- Districts are reimbursed the fiscal year after they provide the services.
- MDE processes reimbursement requests and provides technical support for this program.

Out-of-State Tuition is provided when a Minnesota student is placed in an out-of-state care and treatment facility.

- The out-of-state care and treatment facilities submit tuition bills to the Minnesota resident district, based on the actual cost of providing education.
- The Minnesota resident district submits the tuition bills to MDE.
- MDE calculates state aid and processes aid payments to the district.
- The aid is paid as a reimbursement in the year after the services are provided.
- This appropriation is not forecasted but rather the state provides \$250,000 annually to help cover these costs. The amounts below are the actual program costs incurred by districts. In the year after aid is paid, if there are funds available in the commissioner’s reserve (M.S. 127A.41), additional aid helps further cover this shortfall.
- \$465,973 for FY 2021.
- MDE also provides technical support for this program.

RESULTS

The name “Children with Disabilities” is for a specific subset of students for which this funding is made available. These are either students with or without disabilities whose parent rights have been terminated and who are receiving services in a residential program. They are therefore considered a resident of the district in which the resident facility is located, and these funds help to fully cover the cost of education for these local districts.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Children with Disabilities - Number of eligible Average Daily Memberships (ADM) with disabilities in placement.	75.32	70.66	61.85
Quantity	Children with Disabilities - Number of eligible Average Daily Memberships (ADM) without disabilities in placement.	22.56	23.00	26.38
Quantity	Home-based Services - Number of children under age five receiving special education services.	6,260	6,217	5,254
Quantity	Partial-year students aggregated to determine average daily membership (ADM) placed out-of-state for care and treatment.	55.76	36.76	30.85

Over the past five years, the number of students eligible for court-placed revenue has declined and remains low. Many school districts are making sure that the resident state or district pays for the cost of special education services.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019 Placement / FY 2020 Aid</i>	<i>FY 2020 Placement / FY 2021 Aid</i>	<i>FY 2021 Placement / FY 2022 Aid</i>
Quantity	Partial-year students aggregated to determine the Number of Eligible Full-Year Students (ADM) in Court Placement	0.00	0.00	0.00

M.S. 125A.75, subdivision 3; M.S. 125A.75, subdivision 1; M.S. 125A.79, subdivision 4; M.S.125A.79, subdivision 8

Other State Special Education Programs

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	2,184	1,990	12,368	2,143	2,351	2,585
Total	2,184	1,990	12,368	2,143	2,351	2,585
Biennial Change				10,337		(9,575)
Biennial % Change				248		(66)
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	2,184	1,990	12,368	2,143	2,351	2,585
Total	2,184	1,990	12,368	2,143	2,351	2,585

Other State Special Education Programs

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	1,938	1,719	1,706	1,895	2,103	2,337
District Revenue	1,938	1,719	1,706	1,895	2,103	2,337
Direct Appropriation	1,804	2,148	12,982	2,143	2,351	2,585
Current Year	1,894	1,696	1,670	1,857	2,063	2,295
Prior Year	40	44	23	36	38	40
Transfers In	380					
Cancellations		158	614			
Expenditures	2,184	1,990	12,368	2,143	2,351	2,585
Biennial Change in Expenditures				10,337		(9,575)
Biennial % Change in Expenditures				248		(66)

Program: Facilities and Technology
Activity: Debt Service Equalization

AT A GLANCE

- In fiscal year (FY) 2023, 251 districts have eligible debt service equalization revenue.
- In FY 2023, 24 districts will receive regular debt service equalization aid.
- In FY 2023, 2.6 percent of eligible regular debt service revenue is state aid.
- In FY 2023, two districts will receive disaster debt service equalization aid.

PURPOSE AND CONTEXT

Debt Service Equalization is a state aid and local property tax levy program that helps to ensure that all school districts can provide adequate educational facilities for their students.

Natural Disaster Debt Service Equalization revenue is available beginning in fiscal year 2017 to districts that suffered a natural disaster.

School districts must receive approval from a majority of those voting in a school bond referendum before issuing bonds to construct, acquire, or improve school facilities.

This program serves all public school students and communities in Minnesota. School districts with a relatively high debt service tax rate and low-to-moderate tax base per pupil unit may receive aid to reduce property owners' tax burden.

SERVICES PROVIDED

The regular Debt Service Equalization program under Minnesota Statutes, section 123B.53, includes several components:

- Required Debt Service Levy
 - A school district must levy for the principal and interest payments on its general obligation bonds, plus an additional 5 percent to cover potential tax delinquencies, for the following fiscal year.
 - The required debt service levy for all years is established and approved by the local school board at the time that bonds are sold.
 - To be eligible for debt service equalization, the bonds must have been sold by July 1 of the calendar year the levy is certified. In addition, debt service for repayment of bonds issued after July 1, 1992 must be for construction projects that have received a positive review and comment according to section 123B.71, and have a bond schedule approved by the commissioner and, if necessary, adjusted to reflect a 20-year maturity schedule. Debt service for repayment of bonds issued after July 1, 1997 must be for facilities whose primary purpose is to serve students in kindergarten through grade 12.
 - Beginning in FY 2017, bonds related to the Long-Term Facilities Maintenance program are equalized through that program and are no longer eligible for debt service equalization.
- Debt Service Equalization Revenue
 - School districts qualify for state debt service equalization aid if the eligible debt service levy exceeds 15.74 percent of the district's tax base (as measured by Adjusted Net Tax Capacity (ANTC)) and the district's tax base per student is below the guaranteed tax base per student set in law.

- There is no state aid on the portion of the levy falling below 15.74 percent of the district’s ANTC.
- The state provides aid to pay a portion of the levy exceeding 15.74 percent of the district’s ANTC using a two-tiered sliding scale that varies with district tax base per student. As the district tax base per student declines, the state share of equalized revenue increases.
- Debt Service Equalization Aid equals the difference between the revenue and the levy.

To be eligible for Natural Disaster Debt Service Equalization under Minnesota Statutes, section 123B.535, a district must:

- Have been impacted by a natural disaster occurring after January 1, 2005, in an area eligible for Federal Emergency Management Agency (FEMA) payments.
- Have damage of \$500,000 or more to school district buildings that is not covered by insurance or FEMA payments.
- Notify the commissioner of education of its intended natural disaster debt service revenue every year by July 1.
- A district receives aid under this program if its total debt service levy exceeds 10 percent of its tax base and the district’s tax base per student is below a guaranteed tax base per student set in state law.
- The aid a district receives varies depending on the amount of the district’s eligible debt service levy, the number of students it has, and its property tax capacity.
- The state guaranteed tax base for this program is significantly higher than under the regular state debt service equalization program.

MDE reviews and comments on proposed school construction projects and calculates state aid and property tax levies for this program.

RESULTS

MDE does not collect data regarding unmet facility needs.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2021</i>	<i>FY 2023</i>
Quality	Percentage of districts ineligible for Tier 1 debt service equalization because tax base exceeds statutory Tier 1 equalizing factor	88%	93%
Quantity	Districts receiving regular debt service equalization aid	38	24

M.S. 123B.53; M.S. 123B.54; M.S. 123B.55; M.S. 123B.61; M.S. 123B.62; M.S. 126C.40; M.S. 126C.63; M.S. 475.61; M.S. 123B.535

Debt Service Equalization

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	20,684	25,335	25,001	24,315	24,511	22,500
Total	20,684	25,335	25,001	24,315	24,511	22,500
Biennial Change				3,297		(2,305)
Biennial % Change				7		(5)
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	20,684	25,335	25,001	24,315	24,511	22,500
Total	20,684	25,335	25,001	24,315	24,511	22,500

Debt Service Equalization

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	20,435	25,880	24,903	24,249	24,541	22,273
Levies	763,551	840,235	820,980	753,275	779,732	811,188
District Revenue	783,986	866,115	845,883	777,524	804,273	833,461
Direct Appropriation	20,684	25,335	25,001	24,315	24,511	22,500
Current Year	18,392	23,292	22,413	21,825	22,087	20,046
Prior Year	2,292	2,043	2,588	2,490	2,424	2,454
Cancellations	0		0			
Expenditures	20,684	25,335	25,001	24,315	24,511	22,500
Biennial Change in Expenditures				3,297		(2,305)
Biennial % Change in Expenditures				7		(5)

Program: Facilities and Technology
Activity: Telecommunications Access

<https://education.mn.gov/MDE/dse/schfin/fac/>

AT A GLANCE

- In fiscal year (FY) 2022, telecommunications access aid was received by school districts combined into 20 telecommunications clusters, as well as two individual school districts.
- Demand from districts in FY 2022 totaled \$6.96 million.
- Aid is capped at the appropriated amount, currently \$3.75 million per year. As a result, the aid for FY 2022 was prorated at approximately 54 percent.

PURPOSE AND CONTEXT

This program provides telecommunication and internet access funding for public and nonpublic schools in Minnesota.

All public school districts, charter schools, intermediate school districts, and nonpublic schools in Minnesota are eligible to participate in this program. Home schools are not eligible.

SERVICES PROVIDED

Schools and districts can be reimbursed for the following costs:

- Specific ongoing or recurring telecommunications/internet access costs.
- Recurring costs of specified maintenance on the school district's wide area network.
- Recurring costs of cooperative arrangements for delivery of telecommunications/internet access between certain entities.
- Specific service provider installation fees.

Eligible costs for schools and school districts that are not members of a telecommunications cluster must exceed \$16 per student to qualify for aid. Telecommunications access clusters are school associations; they do not need to meet the \$16 per student threshold.

MDE calculates and processes aid payments for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2022</i>
Quantity	Number of public school districts receiving aid	314	298
Quantity	Number of charter schools receiving aid	12	9
Quantity	Number of nonpublic schools receiving aid	1	0

M.S. 125B.26

Telecommunications Access

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	3,750	3,750	3,748	3,752	3,750	3,750
Total	3,750	3,750	3,748	3,752	3,750	3,750
Biennial Change				0		0
Biennial % Change				0		0

Expenditures by Category

Grants, Aids and Subsidies	3,750	3,750	3,748	3,752	3,750	3,750
Total	3,750	3,750	3,748	3,752	3,750	3,750

Telecommunications Access

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Direct Appropriation	3,750	3,750	3,750	3,750	3,750	3,750
Balance Forward In	0	0		2		
Balance Forward Out			2			
Expenditures	3,750	3,750	3,748	3,752	3,750	3,750
Biennial Change in Expenditures				0		0
Biennial % Change in Expenditures				0		0

Program: Facilities and Technology

Activity: Long-Term Facilities Maintenance Aid

<https://education.state.mn.us/MDE/dse/schfin/fac/ltfm/>

AT A GLANCE

- This program began in fiscal year (FY) 2017.
- This program replaced the Alternative Facilities, Deferred Maintenance, and Health and Safety revenue programs that were funded through FY 2016.
- In taxes payable 2022, there were 333 district and secondary cooperative 10-year facility plans approved for FY 2023 revenue.

PURPOSE AND CONTEXT

Students need a healthy, safe, accessible, and well-maintained place to learn and likewise, for school and district employees to work. The long-term facilities maintenance program is a state aid and levy program to address facility and grounds issues that impact safety, health, deferred maintenance, and accessibility concerns. One of the primary purposes of the program was to reduce the disparity in funding between the largest 27 districts that were eligible for Alternative Facilities Revenue and all other districts.

School districts, intermediate school districts and other cooperatives (through member districts), and charter schools are eligible to participate in the program.

SERVICES PROVIDED

Program revenue may be used for qualifying facility issues in any existing public school building or site. However, the district must own or have contractually agreed to purchase (lease-purchase) any building or facility where program-funded work is done. New construction and portable classrooms are not eligible for funding. The program has its own equalization formula. Projects may be funded on a pay-as-you-go basis or by issuing debt. Intermediate districts and cooperatives do not receive state aid and charter school revenue is 100 percent state aid.

The program addresses a wide array of areas impacting facilities and school environments, including the following:

- Asbestos removal or encapsulation.
- Hazardous substance removal, including provisions for fuel storage repairs, cleanup, storage tank removal, and lead removal.
- Fire safety, including compliance with state fire marshal orders.
- Indoor air quality.
- Environmental health and safety management.
- Physical hazard control, including indoor air quality.
- Accessibility to accommodate persons with a disability.
- Deferred capital and maintenance projects.
- School districts with an approved voluntary prekindergarten program under Minnesota Statutes, section 124D.151, may include costs approved by the commissioner for remodeling existing instructional space to accommodate prekindergarten instruction.

The Minnesota Department of Education (MDE) reviews and approves 10-year facility plans that have been approved by the school board and submitted for commissioner approval. MDE calculates state aids and property tax levies for this program.

RESULTS

<i>Type of Measure</i>	<i>Districts broken down by former Alternative Facility districts and all other districts</i>	<i>FY 2021 (Long-Term Facilities Maintenance)</i>	<i>FY 2022 (Long-Term Facilities Maintenance)</i>
Quantity	Alternative Facility Districts [27 largest districts] (revenue per Average Daily Membership)	\$780	\$917
Quantity	All Other Districts (revenue per Average Daily Membership)	\$550	\$557

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2021 Charter</i>	<i>FY 2021 District</i>	<i>FY 2021 Total</i>	<i>FY 2022 Charter</i>	<i>FY 2022 District</i>	<i>FY 2022 Total</i>
Quantity	Districts, Intermediates, Cooperatives and charter schools receiving revenue for approved 10-year plans	168	335	503	178	333	511
Quantity	Districts and Charter Schools receiving state aid	168	260	428	178	265	443
Quantity	State aid as a percentage of revenue	100%	19.3%	20.8%	100%	16.3%	17.6%

M.S. 123B.595

Long-Term Facilities Maintenance Aid

Activity Expenditure Overview

(Dollars in Thousands)

	Actual	Actual	Actual	Estimate	Forecast Base	
	FY20	FY21	FY22	FY23	FY24	FY25

Expenditures by Fund

1000 - General	103,331	105,714	107,183	108,210	108,177	107,056
Total	103,331	105,714	107,183	108,210	108,177	107,056
Biennial Change				6,348		(160)
Biennial % Change				3		(0)

Expenditures by Category

Grants, Aids and Subsidies	103,331	105,714	107,183	108,210	108,177	107,056
Total	103,331	105,714	107,183	108,210	108,177	107,056

Long-Term Facilities Maintenance Aid

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	103,127	106,099	107,575	108,324	108,161	106,933
Levies	374,927	420,131	459,112	465,798	551,426	585,113
District Revenue	478,054	526,230	566,687	574,122	659,587	692,046
Direct Appropriation	104,690	106,356	108,582	108,210	108,177	107,056
Current Year	92,867	95,490	96,818	97,492	97,345	96,240
Prior Year	10,464	10,224	10,365	10,718	10,832	10,816
Cancellations	1,359	642	1,399			
Expenditures	103,331	105,714	107,183	108,210	108,177	107,056
Biennial Change in Expenditures				6,348		(160)
Biennial % Change in Expenditures				3		(0)

Program: Facilities and Technology

Activity: Special Facilities and Technology Opportunities

AT A GLANCE

- Each of the programs within this Budget Activity are no longer active.
- Early Repayment Incentive grants were paid annually for fiscal year (FY) 2017 through FY 2021 to seven districts that retired their state capital loans in 2016. The total aid paid was \$11,750,000.
- Maximum Effort Loan Aid was paid annually for FY 2018 through FY 2022 to 10 school districts that had state capital loans outstanding as of June 30, 2016. The total aid, over the course of the program, was \$16.4 million.
- \$30 million was made available in the 2019 1st special session for Safe Schools Supplemental aid and was paid to all districts and charter schools in FY 2020.

PURPOSE AND CONTEXT

The Early Repayment Incentive Grant provided an incentive for districts to retire their state capital loans by November 30, 2016. With the retirement of the capital loan, however, school districts lose the ability to issue a form of debt known as “one-day bonds” that fund various capital projects. Early Repayment Incentive Grants offset the loss of “one-day bond” funding with a dollar amount specified in law for each district.

The Maximum Effort Loan Aid provided property tax relief to offset the amount of interest paid on state maximum effort loans between December 1, 1990, and June 30, 2016, and capital loans between June 30, 2017, and June 30, 2021, by the 10 qualifying districts.

The Safe Schools Supplemental Aid provided additional state funding in FY 2020 to districts for costs associated with the safe school's levy, and charter schools for costs associated with the safe school levy or building lease expenses for school building security enhancement that are not funded by school building lease aid.

SERVICES PROVIDED

The *Early Repayment Incentive Grant* payments could be expended for any school-related purpose. The annual amounts by district are as follows:

- \$150,000 ISD 36, Kelliher
- \$180,000 ISD 95, Cromwell
- \$495,000 ISD 299, Caledonia
- \$220,000 ISD 306, Laporte
- \$150,000 ISD 362, Littlefork
- \$650,000 ISD 682, Roseau
- \$505,000 ISD 2580 East Central

The last installment of *Maximum Effort Loan Aid*, totaling \$16.3 million over the course of the program, was paid in FY 2022.

Safe Schools Supplemental Aid was a onetime appropriation of \$30 million made available in the 2019, 1st special legislative session based on an excess in the state general fund upon close. It was made available to all Minnesota school districts and charter schools in FY 2020 for the purpose of additional funding for building security. The

funds were allocated to school districts and charter schools based on the proportion of Average Daily Membership to the statewide total.

MDE administered all aspects of the grant programs. Services included:

- Developing application process and reporting forms for applicants/recipients.
- Providing technical assistance to applicants/recipients.
- Calculating, auditing, and processing payments.
- Providing guidance as it relates to Minnesota statutes and state policies.

RESULTS

The programs within this Budget Activity are no longer active.

Minnesota Session Laws 2019, 1st Special Session, Chapter 11, Article 6, Section 7, Subdivision 5 (Early Repayment Incentive Grant)

Minnesota Session Laws 2021, 1st Special Session, Chapter 13, Article 7, Section 2, Subdivision 5 (Maximum Effort Loan Aid)

Minnesota Session Laws 2019, 1st Special Session, Chapter 11, Article 5, Section 5 (Safe Schools Supplemental Aid)

Special Facilities and Technology Opportunities

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
<u>Expenditures by Fund</u>						
1000 - General	35,640	5,614	3,288			
Total	35,640	5,614	3,288			
Biennial Change				(37,967)		(3,288)
Biennial % Change				(92)		
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	35,640	5,614	3,288			
Total	35,640	5,614	3,288			

Special Facilities and Technology Opportunities

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Entitlement	3,291					
District Revenue	3,291					
Direct Appropriation	32,350	2,350				
Open Appropriation	3,290	3,264	3,288			
Current Year	3,291					
Expenditures	35,640	5,614	3,288			
Biennial Change in Expenditures				(37,967)		(3,288)
Biennial % Change in Expenditures				(92)		

Program: Nutrition

Activity: School Lunch

<https://education.mn.gov/MDE/dse/FNS/SNP/>

AT A GLANCE

- Due to COVID-19 and United States Department of Agriculture (USDA) waivers, the National School Lunch Program (NSLP) was not in normal operation for fiscal year (FY) 2020-21; only 16.6 million lunches were served in FY 2021 under this program.
- Commodities equaling \$31,601,208 were received by 660 schools in federal FY 2021.

PURPOSE AND CONTEXT

This program provides nutritious lunches during the school day to help meet children’s nutritional needs and foster lifelong healthy eating habits.

The United States Department of Agriculture (USDA) provides funding for the National School Lunch Program (NSLP). The afterschool snack component of the NSLP provides reimbursement for snacks served to children in afterschool educational and enrichment programs. The state of Minnesota provides additional funding to schools to keep lunch prices affordable.

These programs support the objective of ensuring students receive a world class education in a safe and nurturing environment.

SERVICES PROVIDED

Student health and learning are improved through daily access to a nutritious school lunch. Students in afterschool care programs receive access to a nutritious snack.

- School lunch menus are planned and served according to federal meal-pattern guidelines.
- Students from families with incomes under 185 percent of federal poverty guidelines receive meals at no cost to the household.
- Commodities such as meat, cheese, poultry, fruits, and vegetables are donated by the USDA to contribute to the school lunch menu.
- Schools complete commodity preference surveys for more than 1,000 raw processed products, fresh fruit and vegetable products through the Department of Defense (DoD), as well as for commercial products that have commodities in them.

School lunch programs are supported financially and administratively through:

- Federal and state reimbursements for lunches and afterschool snacks.
- Surveys of school preferences for USDA commodities.
- Notification to schools of students electronically certified for meal benefits.
- Cyber-Linked Interactive Child Nutrition System (CLiCS), an interactive website which allows schools to meet their application, commodity, and claim requirements online.

Reimbursement rate: 2020-2021 (July 1, 2020-June 30, 2021): Payment Type	Paid Lunch Rates	Reduced-Price Lunch Rates	Free Lunch Rates
Federal Lunch – <i>Regular</i>	.33 or .35 ¹	.33 or .35 ¹	.33 or .35 ¹
Federal Lunch – <i>Free and Reduced Price</i>	N/A	2.78	3.18
Federal Lunch - <i>7 Cent Certified</i>	.07	.07	.07
State Lunch	.125	.525 ²	.125
Total Federal/State Payments (not including value of USDA Foods)	.525 or .545¹	3.705 or 3.725¹	3.705 or 3.725¹

¹Federal rate for “additional two cents”: The higher federal reimbursement rate and higher total payments are paid for all lunches if the school food authority served 60 percent or more free/reduced price lunches in SY 2018-2019 (at all sites combined). To check whether a school food authority is approved for the higher rate, refer to the SY 2020-21 sponsor application in CLICS.

²State payment for reduced-price lunches: Reduced-price lunches receive 40 cents of state reimbursement (in addition to the 12.5 cents received for all lunches) so that lunches can be served at no charge to students approved for reduced-price meals, as provided by state law. Although these meals are served at no charge, they must be claimed for reimbursement as reduced-price lunches so that the correct federal and state reimbursements are paid.

The Minnesota Department of Education (MDE):

- Conducts administrative reviews of school lunch and afterschool snack programs.
- Provides technical assistance and resource materials to schools and residential childcare settings.
- Processes reimbursement claims for meals served.

RESULTS

Type of Measure	Name of Measure	FY 2018	FY 2019	FY 2020	FY 2021
Quantity	Percent of lunches sold that are free or reduced price	48%	48%	45%	97%*
Quantity	Number of school food authorities receiving administrative reviews to assure program compliance	270	260	126	140

* Schools that used the NSLP during FY 2021 – as opposed to other options that were available to them due to pandemic-related waivers – typically had very high free and reduced percentages.

M.S. 124D.111; National School Lunch Act (7 CFR 210).

School Lunch

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	11,155	881	11,990	16,823	16,781	16,781
3000 - Federal	127,110	22,432	435,442	298,814	277,097	281,797
Total	138,265	23,313	447,432	315,637	293,878	298,578
Biennial Change				601,491		(170,613)
Biennial % Change				372		(22)
<u>Expenditures by Category</u>						
Compensation	20	86	126	142	145	147
Operating Expenses	5	23	30	9,171	58	56
Grants, Aids and Subsidies	138,241	23,204	447,276	306,324	293,675	298,375
Total	138,265	23,313	447,432	315,637	293,878	298,578
Total Agency Expenditures	138,265	23,313	447,432	315,637	293,878	298,578
Internal Billing Expenditures	4	16	22	28	32	33
Expenditures Less Internal Billing	138,262	23,296	447,409	315,609	293,846	298,545
<u>Full-Time Equivalent</u>	0.14	0.70	1.07	1.20	1.20	1.20

School Lunch

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Entitlement	11,155	881	11,990	16,823	16,781	16,781
District Revenue	11,155	881	11,990	16,823	16,781	16,781
Direct Appropriation	11,155	881	16,661	16,823	16,781	16,781
Current Year	11,155	881	11,990	16,823	16,781	16,781
Cancellations			4,671			
Expenditures	11,155	881	11,990	16,823	16,781	16,781
Biennial Change in Expenditures				16,777		4,749
Biennial % Change in Expenditures				139		16
3000 - Federal						
Receipts	127,110	22,432	435,442	298,814	277,097	281,797
Expenditures	127,110	22,432	435,442	298,814	277,097	281,797
Biennial Change in Expenditures				584,713		(175,362)
Biennial % Change in Expenditures				391		(24)
Full-Time Equivalents	0.14	0.70	1.07	1.20	1.20	1.20

Program: Nutrition

Activity: School Breakfast

<https://education.state.mn.us/MDE/dse/fns/snp>

AT A GLANCE

- Over 7.9 million breakfasts were served in the federal fiscal year (FY) 2021. This was much lower than prior years due to the COVID-19 pandemic as the United States Department of Agriculture (USDA) released waivers which allowed schools to operate the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) instead which provided free meals to students.

PURPOSE AND CONTEXT

This program provides nutritious breakfasts to school children to help meet their nutritional needs and foster lifelong healthy eating habits. USDA provides funding for the School Breakfast Program (SBP), which is augmented with state funding.

These programs support the objective of ensuring students receive a world class education in a safe, nurturing environment.

SERVICES PROVIDED

School breakfast menus are planned according to federal meal pattern guidelines. Students from families with incomes under 185 percent of federal poverty guidelines receive free or reduced-price meals. Student health and achievement are improved through daily access to a nutritious school breakfast.

School breakfast programs are supported through:

- Federal and state reimbursements for school breakfasts.
- USDA commodity food items.
- Cyber-Linked Interactive Child Nutrition System (CLiCS) is a website that allows schools to meet their application and claims requirements online.

Reimbursement rates: 2020-2021 (July 1, 2020-June 30, 2021)

Payment Type	Paid Breakfast Rates	Paid Breakfast Rates (KG only)	Reduced-Price Breakfast Rates	Free Breakfast Rates
Federal Breakfast	.32	.32	1.59 or 1.96 ¹	1.89 or 2.26 ¹
State Breakfast	.55 ²	.55 ² + .75 ³	.30 ⁴	N/A
Total Federal/State Payments	.87	1.62	1.89 or 2.26¹	1.89 or 2.26¹

¹Federal rates for reduced-price and free breakfasts: The higher federal reimbursement rates and higher total reimbursements are paid for free and reduced-price breakfasts served at "Severe Need" sites (sites that served 40 percent or more free/reduced price lunches in SY 2017-2018). To check whether a site is approved for Severe Need reimbursement, refer to the site application in CLiCS.

²State payments for paid breakfasts: All paid breakfasts receive a state payment of 55 cents.

³State payments for kindergarten students: Paid breakfasts served to kindergarten students receive a state payment of 75 cents (in addition to the 55 cents state payment) so that breakfasts can be served at no charge to all kindergarten students as provided by state law. Although these breakfasts are served at no charge, they must be claimed for reimbursement as paid breakfasts so that the correct federal and state reimbursements are paid.

⁴State payments for reduced-price breakfasts: Reduced-price breakfasts receive a state payment of 30 cents so that breakfasts can be served at no charge to students who qualify for reduced-price meals, as provided by state law. Although these breakfasts are served at no charge, they must be claimed for reimbursement as reduced-price breakfasts so that the correct federal and state reimbursements are paid.

The household income threshold for free breakfasts is up to 130% of the poverty guideline and for reduced price breakfasts is up to 185% of the poverty guideline.

The Minnesota Department of Education (MDE):

- Conducts administrative reviews of school breakfast programs.
- Provides technical assistance and resource materials to schools and residential childcare settings.
- Processes reimbursement claims for meals served.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Percent of school breakfasts served that are free or reduced price	67%	65%	63%	99%*
Quantity	Number of school food authorities receiving administrative reviews to assure program compliance	275	185	126	140

* Schools that used this program during FY 2021 – as opposed to other options that were available to them due to pandemic-related waivers – typically had very high free and reduced percentages.

M.S. 124D.1158; M.S. 124D.117
National School Lunch Act (7 CFR 220)

School Breakfast

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	8,051	132	6	10,566	10,441	10,441
3000 - Federal	39,931	6,167	114,508	67,736	69,090	70,471
Total	47,982	6,299	114,514	78,302	79,531	80,912
Biennial Change				138,535		(32,373)
Biennial % Change				255		(17)
<u>Expenditures by Category</u>						
Operating Expenses		(1)				
Grants, Aids and Subsidies	47,982	6,299	114,514	78,302	79,531	80,912
Total	47,982	6,299	114,514	78,302	79,531	80,912

School Breakfast

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Entitlement	8,051	132	6	10,566	10,441	10,441
District Revenue	8,051	132	6	10,566	10,441	10,441
Direct Appropriation	8,051	132	11,848	10,566	10,441	10,441
Current Year	8,051	132	6	10,566	10,441	10,441
Cancellations			11,842			
Expenditures	8,051	132	6	10,566	10,441	10,441
Biennial Change in Expenditures				2,389		10,310
Biennial % Change in Expenditures				29		98
3000 - Federal						
Balance Forward In	19					
Receipts	39,912	6,167	114,508	67,736	69,090	70,471
Expenditures	39,931	6,167	114,508	67,736	69,090	70,471
Biennial Change in Expenditures				136,146		(42,683)
Biennial % Change in Expenditures				295		(23)

Program: Nutrition
Activity: Summer Food

AT A GLANCE

- Over 345 million meals were served during the summer program year of 2021
- \$576,359,156 was reimbursed to 2,199 sites that served meals

PURPOSE AND CONTEXT

The Summer Food Service Program (SFSP) helps children who rely on the school breakfast and lunch programs to get the healthy food they need outside the school year. During COVID-19 pandemic, the United States Department of Agriculture (USDA) released waivers that allowed SFSP to operate during the school year in place of the National School Lunch Program and School Breakfast Program to provide free meals to kids.

The USDA funds the program, and state funds are available to supplement meals and snacks.

This program supports the objective that every student attends a safe, nurturing school.

SERVICES PROVIDED

Menus for healthy meals and snacks are planned according to federal guidelines. Meals and snacks are provided at no charge at a variety of sites to children in low-income areas during the summer. Nutritional meals and snacks improve children's health which leads to stronger academic outcomes.

Reimbursement rates: Federal fiscal year (FY) 2021:

Reimbursement Rates (Operating plus Administrative)

<i>Effective January 1, 2021 – December 31, 2021</i> <i>Type of Meal</i>	<i>Self-preparation or</i> <i>Rural Sites</i>	<i>Other Sites (Vended-</i> <i>Urban)</i>
Breakfast	2.4625 (2.24 + .2225)	2.4150 (2.24 + .1750)
Lunch or Supper	4.3175 (3.91 + .4075)	4.2500 (3.91 + .3400)
Supplement (Snack)	1.0200 (0.91 + .1100)	0.9975 (0.91 + .0875)

Self-preparation means the sponsor prepares the meals that will be served at the site(s) and does not contract with a food service management company, caterer, or school for the preparation of meals, which are considered "vended." Self-preparation includes sponsors that prepare meals in a central facility and deliver meals to their sites.

Camp sponsors are paid only based on the percentage of children eligible for free and reduced price meals. Reimbursement may be estimated by taking the number of meals to be served (by type) to all children during a camp session and multiplying it by the percentage of children eligible for free and reduced price meals. That number is then multiplied by the appropriate operational and administrative reimbursement rate.

State funding of \$150,000 is allocated in proportion to the total number of meals served by each sponsor. Sponsors, such as a nonprofit, school, or other local government entity, are organizations that take on the

administrative responsibility of managing the program at the local level. Program sites refer to the location of the meals being served and receive approximately \$0.003 per meal.

The fiscal activity associated with two meal-related federal Coronavirus Relief Fund (CRF) appropriations is also displayed in the fiscal pages of this Budget Activity.

The Minnesota Department of Education (MDE):

- Reaches out to schools, anti-hunger, and youth serving organizations to increase SFSP participation.
- Reviews summer sites and provides training and technical assistance to sponsors.
- Calculates and processes reimbursement claims from sponsors.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of sponsors	194	204	513	609
Quantity	Number of sites	865	973	1,653	2,199

M.S. 124D.119
National School Lunch Act (7 CFR 225)

Summer Food

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	8,818	7,361	150	150	150	150
3000 - Federal	84,762	570,977	133,093	52,875	53,930	55,004
3010 - Coronavirus Relief		13,438				
Total	93,580	591,776	133,243	53,025	54,080	55,154
Biennial Change				(499,088)		(77,034)
Biennial % Change				(73)		(41)

Expenditures by Category

Compensation	257	532	311	313	319	326
Operating Expenses	89	159	543	260	266	267
Grants, Aids and Subsidies	93,234	591,085	132,388	52,452	53,495	54,561
Total	93,580	591,776	133,243	53,025	54,080	55,154

Total Agency Expenditures	93,580	591,776	133,243	53,025	54,080	55,154
Internal Billing Expenditures	51	94	108	81	87	94
Expenditures Less Internal Billing	93,529	591,682	133,134	52,944	53,993	55,060

Full-Time Equivalent

	2.03	4.62	2.10	2.10	2.10	2.10
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Summer Food

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	8,818	7,361	150			
District Revenue	8,818	7,361	150			
Direct Appropriation	8,818	7,361	150	150	150	150
Current Year	8,818	7,361	150			
Expenditures	8,818	7,361	150	150	150	150
Biennial Change in Expenditures				(15,879)		0
Biennial % Change in Expenditures				(98)		0

3000 - Federal

Receipts	84,762	570,977	133,093	52,875	53,930	55,004
Expenditures	84,762	570,977	133,093	52,875	53,930	55,004
Biennial Change in Expenditures				(469,771)		(77,034)
Biennial % Change in Expenditures				(72)		(41)
Full-Time Equivalents	2.03	4.09	2.10	2.10	2.10	2.10

3010 - Coronavirus Relief

Direct Appropriation		14,781				
Cancellations		1,343				
Expenditures		13,438				
Biennial Change in Expenditures				(13,438)		0
Biennial % Change in Expenditures						
Full-Time Equivalents		0.53				

Program: Nutrition
Activity: USDA Foods

AT A GLANCE

- Minnesota schools receive an estimated 20 million pounds of commodity foods each year.

PURPOSE AND CONTEXT

The commodity program began in the early 1930s as an outgrowth of federal agriculture policies designed to shore up farm prices and help American farmers suffering from the Great Depression. When the National School Lunch Act was passed in 1946, its stated purpose was both to improve the health of children and to provide a market for agricultural production. The program serves to supplement food resources through entitlement funding for schools to directly purchase from available United States Department of Agriculture (USDA) commodities and Department of Defense programs.

The USDA provides the entire funding for the program.

This program supports the objective that every student attends a safe, nurturing school.

SERVICES PROVIDED

Schools participating in the National School Lunch Program:

- Receive commodity foods, called “entitlement” foods, at a value of 36.25 cents (July 2020) for each lunch served. Foods purchased support meeting the dietary guidelines for nutritious meals and include grains, vegetables, fruits, proteins, and dairy products grown and processed in the United States.
- May also get “bonus” commodities such as meat, cheese, poultry, grains, rice, fruits, and vegetables, as they are available through USDA. These foods are offered periodically, but only as they become available through agricultural surpluses.

A state revolving fund was established in 2001 for the cash received for commodity donated foods that have been lost, damaged, recalled, or diverted for processing. Minnesota uses the fund to issue payments for the value of those foods.

The Minnesota Department of Education (MDE) assists schools in spending and ordering products with their entitlement funds through technical assistance, food ordering, deliveries, inventories, monitoring, and other issues concerning the USDA Foods program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Total dollar amount of commodities received by schools	\$32,170,833	\$33,283,426	\$31,347,736	\$35,603,935

M.S. 124D.1195

USDA Foods

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
2000 - Restrict Misc Special Revenue		662	16	3	4	
3000 - Federal	2,215	7,198	10,974	2,351	2,397	2,445
Total	2,215	7,860	10,990	2,354	2,401	2,445
Biennial Change				3,270		(8,498)
Biennial % Change				32		(64)
<u>Expenditures by Category</u>						
Operating Expenses		0		3	4	
Grants, Aids and Subsidies	2,215	7,860	10,990	2,351	2,397	2,445
Total	2,215	7,860	10,990	2,354	2,401	2,445
Total Agency Expenditures	2,215	7,860	10,990	2,354	2,401	2,445
Internal Billing Expenditures		0				
Expenditures Less Internal Billing	2,215	7,860	10,990	2,354	2,401	2,445

USDA Foods

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
2000 - Restrict Misc Special Revenue						
Balance Forward In	670	670	7	7	4	
Receipts			16			
Balance Forward Out	670	7	7	4		
Expenditures		662	16	3	4	
Biennial Change in Expenditures				(643)	(15)	
Biennial % Change in Expenditures					(79)	
3000 - Federal						
Receipts	2,215	7,198	10,974	2,351	2,397	2,445
Balance Forward Out			0			
Expenditures	2,215	7,198	10,974	2,351	2,397	2,445
Biennial Change in Expenditures				3,913	(8,483)	
Biennial % Change in Expenditures				42	(64)	

Program: Nutrition

Activity: Child and Adult Care Food Program

AT A GLANCE

- 5,315 family child care homes, 1,496 child care centers, 99 adult care centers, and 13 emergency shelters participated in the Child and Adult Care Food Program (CACFP) in federal fiscal year (FFY) 2021
- 104.6 million meals and snacks were served in FFY 2021
- The United States Department of Agriculture (USDA) released COVID waivers that relaxed eligibility standards that allowed many more community-based organizations to enter the program. These limited time flexibilities skewed the results for 2020-21-22.

PURPOSE AND CONTEXT

The Child and Adult Care Food Program (CACFP) helps ensure that children and youth, those receiving emergency shelter services, chronically disabled adults, and senior citizens receiving licensed organized care have access to nutritious meals.

Child care centers, family child care homes, school-age care sites, after-school programs, emergency shelters, and adult day care centers may participate in the CACFP.

The United States Department of Agriculture (USDA) provides all funding for the program, which is administered by the Minnesota Department of Education (MDE).

SERVICES PROVIDED

Health is improved through access to nutritional meals and snacks.

- Menus for healthy meals and snacks are planned according to federal guidelines.
- Most CACFP locations provide meals and snacks at no charge to all enrolled children.

CACFP is supported through:

- Federal reimbursement for meals and snacks. (Reimbursement rates are for federal FY 20221.)

<i>Category</i>	<i>Breakfast</i>	<i>Lunch and Supper Including Cash-in-Lieu-of Commodities *</i>	<i>Snack</i>
A - Free	\$1.97	\$3.92 (\$3.66 + \$0.26)	\$1.00
B – Reduced Price	\$1.67	\$3.52 (\$3.26 + \$0.26)	\$0.50
C - Paid	\$0.33	\$0.61 (\$0.35 + \$0.26)	\$0.09

- Federal administrative reimbursements to family child care homes are defined by poverty level in geographic area served. Tier 1 sites are reimbursed at a higher rate as a result of serving more families that qualify for free or reduced price meals in a geographical area. For purposes of determining the tiering status of day care homes, the attendance area of a school in which at least 50 percent of the enrolled children are certified eligible for free or reduced price meals, or the area based on the most recent census data in which at least 50 percent of the children residing in the area are members of households that meet the income standards for free or reduced-price meals.

	<i>Tier 1</i>	<i>Tier 2</i>
Breakfast	\$1.40	\$.51
Lunch/supper	\$2.63	\$1.59
Snack	\$0.78	\$.21

The Minnesota Department of Education (MDE):

- Assists in meeting program requirements.
- Conducts administrative reviews.
- Provides technical assistance, workshops on nutrition and program regulations, and provides resource materials.
- Processes meal reimbursement claims.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Dollars	Total value of meals served, all settings	\$66,268,899	\$59,977,092	\$195,935,850
Quantity	Number of participating child care centers	1,174	1,187	1,496
Quantity	Number of participating family day care homes	7,150	5,703	5,315
Quantity	Number of participating adult day care centers	67	119	99
Quantity	Number of participating emergency shelters	14	15	13

Child Nutrition Act and National School Lunch Act (7 CFR 226)

Child and Adult Care Food Program

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
3000 - Federal	70,197	158,558	236,079	64,787	64,446	65,732
6000 - Miscellaneous Agency					1	
Total	70,197	158,558	236,079	64,787	64,447	65,732
Biennial Change				72,111		(170,687)
Biennial % Change				32		(57)
<u>Expenditures by Category</u>						
Compensation	830	1,145	1,077	1,229	1,179	1,203
Operating Expenses	247	440	716	1,933	411	415
Grants, Aids and Subsidies	69,120	156,973	234,285	61,625	62,857	64,114
Total	70,197	158,558	236,079	64,787	64,447	65,732
Total Agency Expenditures	70,197	158,558	236,079	64,787	64,447	65,732
Internal Billing Expenditures	167	225	210	468	231	236
Expenditures Less Internal Billing	70,031	158,332	235,868	64,319	64,216	65,496
<u>Full-Time Equivalent</u>						
	7.12	10.21	9.50	11.20	10.20	10.20

Child and Adult Care Food Program

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
3000 - Federal						
Balance Forward In	0					
Receipts	70,197	158,558	236,079	64,787	64,446	65,732
Expenditures	70,197	158,558	236,079	64,787	64,446	65,732
Biennial Change in Expenditures				72,111		(170,688)
Biennial % Change in Expenditures				32		(57)
Full-Time Equivalents	7.12	10.21	9.50	11.20	10.20	10.20

6000 - Miscellaneous Agency

Balance Forward In		1	1	1	1	
Receipts	1	0				
Balance Forward Out	1	1	1	1		
Expenditures					1	
Biennial Change in Expenditures				0		1
Biennial % Change in Expenditures						

Program: Nutrition**Activity: Other Nutrition Programs**

AT A GLANCE

These federal nutrition grant programs are a key component in helping create a safe, nurturing learning environment for all children to learn and thrive. Other Nutrition Programs include:

- Team Nutrition (TN)
- Fresh Fruit and Vegetable Program (FFVP)
- Technology Innovation Grants (TIG)
- Pandemic Electronic Benefit Program (P-EBT)
- Supply Chain Assistance Grants (SCA)
- Emergency Operational Costs Reimbursement Programs (EOCRP)

PURPOSE AND CONTEXT

These grants all play a contributing role to the three main nutrition programs, which are the National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), and Summer Food Service Program (SFSP). These grants provide:

- Financial resources for sponsoring learning institutions (schools, child care, or community-based youth development) to address nutrition needs of children and youth.
- Best practice training or technical assistance resources for sponsors to effectively administer the programs.
- Funds to assist MDE in maintaining necessary technology resources to administer the programs and provide additional resources (both technical assistance and financial) and distribute funds to sponsors.
 - Team Nutrition (TN) - training and technical assistance tools and products
 - Fresh Fruit and Vegetable Program (FFVP) - additional funding for healthy snacks
 - Technology Innovation Grants (TIG) - additional funding for state agency tech improvements
 - Pandemic Electronic Benefit Program (P-EBT) - additional cash resources for students to purchase food
 - Supply Chain Assistance Grants (SCA) - additional funding for schools to purchase minimally processed foods
 - Emergency Operational Costs Reimbursement Programs (EOCRP) - additional funding for schools and community-based nonprofits to assist in recovering from COVID closures

The population served by these programs include:

- Team Nutrition (TN) serves all public, nonpublic and charter schools
- Fresh Fruit and Vegetable Program (FFVP) serves elementary schools that have at least 50% free and reduced students
- Technology Innovation Grants (TIG) serve all sponsor organizations in improving access to the state's Cyber-Linked Interactive Child Nutrition System (CLiCS)
- Pandemic Electronic Benefit Program (P-EBT) serves students eligible for free and reduced price meals
- Supply Chain Assistance Grants (SCA) serves all schools
- Emergency Operational Costs Reimbursement Programs (EOCRP) serves schools and child care family homes and centers impacted by COVID closures

SERVICES PROVIDED

The services provided through these programs include:

- Team Nutrition (TN)
 - The current grant involves working with parent advisory committee to assist in strategizing how to bring more culturally diverse foods into the school menu.
 - Access to guidebooks, videos, and stipends to engage in project activities.
- Fresh Fruit and Vegetable Program (FFVP)
 - Participating schools receive training and technical assistance on engaging students in eating healthy snacks and providing financial resources to purchase healthy snack items for students.
 - Formula based grants based on enrollment, level of free and reduced students, and the number of days additional fresh snacks are provided. Schools get an additional \$75 per student for the school year.
- Technology Innovation Grants (TIG)
 - Current three-year grant is working to facilitate sponsor access to administering the key nutrition programs.
 - Technology enhancements to existing CLiCS system to improve both the sponsor experience in managing program administration and the staff experience in providing monitoring functions.
- Pandemic Electronic Benefit Program (P-EBT)
 - MDE partners with DHS and MNIT to manage a P-EBT Portal for schools to enter eligible student data and distribute benefits.
 - Cash benefits to students impacted by COVID which correlates to the number of school days missed times \$7.30 per day plus a \$435 lump payment for summer.
- Supply Chain Assistance Grants (SCA)
 - MDE distributed \$34 million to schools to address supply chain issues.
 - Formula based (enrollment) payments to schools participating in the NSLP.
- Emergency Operational Costs Reimbursement Programs (EOCRP)
 - MDE provided grants to schools and child care centers and family homes that lost revenue due to COVID closures.
 - Cash payments to school that could document a revenue loss due to COVID and recovering .55 for every dollar lost.

RESULTS

<i>Type of Measure</i>	<i>Program</i>	<i>FY 2021</i>	<i>FY 2022</i>	<i>FY 2023</i>	<i>Notes</i>
Quantity	Pandemic Electronic Benefit (P-EBT)	\$369,583,333 Cash benefits to students	\$130,629,871 Cash benefits to students	Pending USDA award and guidance for the fourth year of operations	School year benefits begin September and are directly connected to COVID; Summer benefits from June – August and are based on free or reduced status
Quality	Pandemic Electronic Benefit (P-EBT)	New portal was created within three months to distribute the funds directly to students	Portal was enhanced and modified to distribute benefits by 12/2022	N/A	N/A
Results	Pandemic Electronic Benefit (P-EBT)	309,513 students benefited from the additional cash resources when students couldn't access school meals	63,717 new benefit cards to students (families were asked to keep their SY20-21 cards to replenish benefits)	N/A	N/A
Results	Team Nutrition	N/A	Worked with students to develop 8 new recipes for school lunch menu	N/A	2-yr grant competitive that began 8/1/2022; MN's 4 th competitive grant received
Results	Fresh Fruit and Vegetable	N/A	97% schools received their request	100% of eligible schools will receive 100% of their request	Annual formula-based grant
Results	Emergency Operations Reimbursement	N/A	\$10.7 million distributed to schools and child care providers	N/A	One-time formula grant
Results	Supply Chain	N/A	\$17 million distribution to schools to address supply chain issues, minimum grant of \$5,000	\$17 million distribution to schools to address supply chain issues, minimum grant of \$5,000	Formula grant distributed over two years

Other Nutrition Programs

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
3000 - Federal			5,521	1,234	935	451
Total			5,521	1,234	935	451
Biennial Change				6,755		(5,369)
Biennial % Change						(79)
<u>Expenditures by Category</u>						
Compensation			12	129	199	141
Operating Expenses			4	635	736	310
Grants, Aids and Subsidies			5,505	470		
Total			5,521	1,234	935	451
<u>Full-Time Equivalents</u>						
				1.60	2.10	2.10

Other Nutrition Programs

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
3000 - Federal						
Receipts			5,521	1,234	935	451
Expenditures			5,521	1,234	935	451
Biennial Change in Expenditures				6,755		(5,369)
Biennial % Change in Expenditures						(79)
Full-Time Equivalents				1.60	2.10	2.10

Program: Nutrition
Activity: Kindergarten Milk

AT A GLANCE

- 1,893,967 half pints of milk were subsidized in fiscal year (FY) 2021 by the federal Special Milk Program (SMP).
- 1,631,752 half pints were subsidized in FY 2021 through the Minnesota Kindergarten Milk Program (MKMP).

PURPOSE AND CONTEXT

Providing milk during the school day helps meet children’s nutritional needs and fosters lifelong healthy eating habits. The health and achievement of preschoolers and kindergarteners are improved through daily access to milk.

SMP is funded by the United States Department of Agriculture at 27 cents per half pint. MKMP is funded by state aid at 20 cents per half pint. This reimbursement rate doesn’t always cover the cost, which is dependent on the vendor from which milk is purchased.

Schools that participate in SMP may also participate in MKMP, allowing participating districts to be reimbursed up to 47 cents per half pint of milk served to children. SMP is only allowed when students do not have access to other child nutrition programs such as the National School Lunch Program (NSLP) or School Breakfast Program (SBP).

SERVICES PROVIDED

Both programs are supported financially and administratively through:

- Federal and state reimbursements for half pints of milk served.
- Cyber-Linked Interactive Child Nutrition System (CLiCS) – a website that allows participants to meet their application and claims requirements online.

The Minnesota Department of Education (MDE):

- Conducts administrative reviews of milk programs.
- Provides technical assistance and resource materials.
- Processes reimbursement claims for cartons of milk served.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of school food authorities receiving administrative reviews to assure program compliance	173	165	140

M.S. 124D.118
 National School Lunch Act (7 CFR 215)

Kindergarten Milk

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	457	309	442	659	659	659
3000 - Federal	542	351	486	828	843	860
Total	999	660	928	1,487	1,502	1,519
Biennial Change				755		606
Biennial % Change				46		25
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	999	660	928	1,487	1,502	1,519
Total	999	660	928	1,487	1,502	1,519

Kindergarten Milk

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	457	309	442	659	659	659
District Revenue	457	309	442	659	659	659
Direct Appropriation	457	309	656	659	659	659
Current Year	457	309	442	659	659	659
Cancellations			214			
Expenditures	457	309	442	659	659	659
Biennial Change in Expenditures				335		217
Biennial % Change in Expenditures				44		20
3000 - Federal						
Receipts	542	351	486	828	843	860
Expenditures	542	351	486	828	843	860
Biennial Change in Expenditures				421		389
Biennial % Change in Expenditures				47		30

Program: Libraries

Activity: Basic Support and Federal Grants

<https://education.state.mn.us/MDE/dse/Lib/sls/Reg/>

AT A GLANCE

- Public library services are available in all 87 counties.
- 12 regional public library systems support 355 public libraries; 46% of all libraries are in non-metro areas.
- Public libraries shared over 1.2 million items to other libraries through interlibrary loan, which expanded the reach of local collections.
- In 2021, over 3.4 million Minnesotans had a library card, and public libraries were visited 9.6 million times.
- Arts and Cultural Heritage Funds (ACHF) provide grants to library systems to provide educational opportunities in the arts, history, literary arts, and cultural heritage of Minnesota; as well as funding for the Minnesota Center for the Book.
- In addition to ongoing federal Library Services and Technology Act (LSTA) grants, the Institute of Museum and Library Services (IMLS) provided federal COVID-19 funds through the Coronavirus Aid, Relief, and Economic Security (CARES) Act and American Rescue Plan (ARP) Act to support LSTA programs.

PURPOSE AND CONTEXT

Minnesota's public libraries ensure all residents have equitable access to information regardless of educational or economic status or location in the state. This program helps Minnesota's public libraries offer free and equitable access to a variety of educational, cultural and informational resources, programs and activities.

Libraries support the objective that every student deserves a world class education. Ninety-four percent offer summer learning programs for children and teens.

SERVICES PROVIDED

Public libraries collect and make information available in a number of different formats – print book, magazine, DVD, CD, and download-only formats. Trained staff help Minnesotans of all ages and abilities to access this information.

Regional library basic system support:

- Provides incentives such as access to regionally administered programs (i.e., interlibrary loans) for counties and cities to work together in regional public library systems, extending service across jurisdictions at the most reasonable cost.
- Distributes funding between cooperating jurisdictions and encourages sharing of library materials through library-to-library lending and borrowing.
- Maintains and improves library programs, materials, and outreach to diverse residents.

In addition to state General Fund aids, the Minnesota Department of Education (MDE) administers certain state Arts and Cultural Heritage Funds (ACHF) and federal Institute of Museum and Library Services (IMLS) funds. ACHF funds are for grants to the state's twelve regional library systems to provide educational opportunities in the arts, history, literary arts, and cultural heritage of Minnesota. The funds – \$2.5 million in each of FY 2022 and FY 2023 – may be used to sponsor programs provided by regional libraries, or to provide grants to local arts and cultural

heritage organizations for projects in partnership with regional libraries. \$100,000 in each of FY 2022 and FY 2023 was also made available for the Minnesota Center for the Book. Federal funds from the IMLS are grants through the Library Services and Technology Act (LSTA). These funds are used to support statewide initiatives and services including access to electronic databases and the Minnesota Braille and Talking Book Library. Additionally, MDE awards grants to support local efforts to address digital equity and access, workforce development programs, and improving library services for youth and seniors.

MDE administers all aspects of these programs. Services include:

- Developing application and report forms for aid recipients.
- Providing technical assistance to applicants/recipients.
- Calculating and processing aid payments.
- Providing guidance as it relates to Minnesota statutes.
- Managing the statutory library annual report program.
- Giving technical assistance and training to all public libraries and regional library systems.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of Minnesotans attending library programs including story times, summer reading programs, digital literacy and job search. Thirty-seven out of 100 non-metro residents attended a program in 2019; 25 out of 100 for metro area.	1,601,400	1,588,068	402,863	465,715
Quantity	Circulation of downloadable books, movies, and music	6,950,642	7,765,650	9,935,422	10,918,370
Quantity	Number of weekly open hours	740,498	736,645	405,276	619,320

M.S. 134.31; M.S. 134.32; M.S. 134.34; M.S. 134.355

Basic Support and Federal Grants

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	13,570	13,570	13,570	13,570	13,570	13,570
2301 - Arts & Cultural Heritage	2,550	2,550	2,600	2,600		
3000 - Federal	126	607	1,968	1,322	68	69
Total	16,246	16,727	18,138	17,492	13,638	13,639
Biennial Change				2,657		(8,353)
Biennial % Change				8		(23)

Expenditures by Category

Compensation	60	63	98	66	42	43
Operating Expenses	66	43	214	265	26	26
Grants, Aids and Subsidies	16,120	16,622	17,825	17,161	13,570	13,570
Total	16,246	16,727	18,138	17,492	13,638	13,639

Total Agency Expenditures	16,246	16,727	18,138	17,492	13,638	13,639
Internal Billing Expenditures	48	37	32	110	20	20
Expenditures Less Internal Billing	16,198	16,690	18,106	17,382	13,618	13,619

Full-Time Equivalent

	0.49	0.52	1.22	1.52	0.50	0.50
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Basic Support and Federal Grants

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	13,570	13,570	13,570	13,570	13,570	13,570
District Revenue	13,570	13,570	13,570	13,570	13,570	13,570
Direct Appropriation	13,570	13,570	13,570	13,570	13,570	13,570
Current Year	12,213	12,213	12,213	12,213	12,213	12,213
Prior Year	1,357	1,357	1,357	1,357	1,357	1,357
Cancellations		0	0			
Expenditures	13,570	13,570	13,570	13,570	13,570	13,570
Biennial Change in Expenditures				0		0
Biennial % Change in Expenditures				0		0
2301 - Arts & Cultural Heritage						
Direct Appropriation	2,550	2,550	2,600	2,600	0	0
Expenditures	2,550	2,550	2,600	2,600		
Biennial Change in Expenditures				100		(5,200)
Biennial % Change in Expenditures				2		(100)
3000 - Federal						
Receipts	126	607	1,968	1,322	68	69
Expenditures	126	607	1,968	1,322	68	69
Biennial Change in Expenditures				2,557		(3,153)
Biennial % Change in Expenditures				349		(96)
Full-Time Equivalents	0.49	0.52	1.22	1.52	0.50	0.50

Program: Libraries

Activity: Multicounty Multitype

<https://education.state.mn.us/MDE/dse/Lib/sls/Mult/>

AT A GLANCE

- Seven multicounty, multitype library systems serve approximately 1,800 academic, public, school, and special libraries. Services are provided across all types of libraries.
- Multicounty, multitype libraries serve all 87 Minnesota counties.

PURPOSE AND CONTEXT

Minnesota’s multicounty, multitype library systems promote excellence in library services and connections between public libraries and libraries in schools, colleges, and universities so that library staff can better serve residents.

Multicounty, multitype library systems work across libraries of all types to provide collections, events, and other resources that support students and teachers. Libraries support the objective that every student deserves a world class education with caring, qualified teachers.

State aid provides operating funds based on a formula that includes population and land square miles served. Multicounty, multitype library systems may increase revenue through grants and/or cost-recovery fees for workshops and other continuing-education activities.

SERVICES PROVIDED

Multicounty, multitype library systems activities include:

- Organizing and promoting professional development and continuing education activities for library staff.
- Identifying and responding to regional needs across types of libraries.
- Encouraging communication and increasing knowledge of best practices among libraries.
- Supporting resource sharing and collaborative projects among participating libraries.

The Minnesota Department of Education (MDE) administers all aspects of the aid program. Services include:

- Developing application and report forms for aid recipients.
- Providing technical assistance to applicants/recipients.
- Calculating and processing payments.
- Providing guidance as it relates to Minnesota statutes.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Multicounty multitype member libraries.	1,578	1,588	1,594	1,602
Quantity	Scholarships awarded to library staff for participation in professional development and continuing education.	87	60	104	93
Quantity	Attendance at multicounty, multitype sponsored professional development activities.	2,146	2,355	1,847	1,912

MS 134.351; MS 134.353; MS 134.354

Multicounty Multitype

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	1,300	1,300	1,300	1,300	1,300	1,300
Total	1,300	1,300	1,300	1,300	1,300	1,300
Biennial Change				0		0
Biennial % Change				0		0

Expenditures by Category

Grants, Aids and Subsidies	1,300	1,300	1,300	1,300	1,300	1,300
Total	1,300	1,300	1,300	1,300	1,300	1,300

Multicounty Multitype

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	1,300	1,300	1,300	1,300	1,300	1,300
District Revenue	1,300	1,300	1,300	1,300	1,300	1,300
Direct Appropriation	1,300	1,300	1,300	1,300	1,300	1,300
Current Year	1,170	1,170	1,170	1,170	1,170	1,170
Prior Year	130	130	130	130	130	130
Cancellations			0			
Expenditures	1,300	1,300	1,300	1,300	1,300	1,300
Biennial Change in Expenditures				0		0
Biennial % Change in Expenditures				0		0

Program: Libraries

Activity: Electronic Library for Minnesota

<https://www.elm4you.org/>

AT A GLANCE

- Electronic Library for Minnesota (ELM) provides access to millions of articles, books, images, test preparation, and other information at no cost to users.
- ELM resources are accessible to Minnesotans through computers, smart phones, and tablets from homes, schools, school library media centers, academic libraries, public libraries, and government agencies.

PURPOSE AND CONTEXT

The Electronic Library for Minnesota (ELM) provides all Minnesotans with access to online high-quality and vetted information resources from all Minnesota Internet Protocol (IP) addresses, including home computers, libraries, and government agencies. ELM supports the objective that every student receives a world class education with caring, qualified teachers.

SERVICES PROVIDED

This program:

- Offers free and equitable online access to millions of magazine, journal, newspaper, and encyclopedia articles; e-books; and other information resources to Minnesota residents.
- Provides tools for career exploration, resume and cover letter writing, test preparation, adult learning, and college readiness through Learning Express Library.
- Reduces costs by negotiating statewide database licenses.

ELM’s resources:

- Support K-12 and postsecondary students and teachers.
- Provide information and research on a wide range of topics.
- Are available from all Minnesota IP addresses 24 hours a day, seven days a week.
- Support digital literacy and workforce development efforts.

The Minnesota Department of Education (MDE), through its State Library Services division, recommends and/or approves school and public library representatives on ELM’s selection task force and makes final approval of the resources recommended. MDE sets up and processes payments and compiles report information annually.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of ELM searches conducted by Minnesotans	60.2 million	61.8 million	49.6 million	57 million
Quantity	Number of LearningExpress Library user sessions	36,435	44,413	35,215	31,098

MN Laws 2021, 1st Special Session, Chapter 13, Article 8, Section 3, Subdivision 8

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	900	900	900	900	900	900
Total	900	900	900	900	900	900
Biennial Change				0		0
Biennial % Change				0		0

Expenditures by Category

Grants, Aids and Subsidies	900	900	900	900	900	900
Total	900	900	900	900	900	900

Electronic Library for Minnesota

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Direct Appropriation	900	900	900	900	900	900
Expenditures	900	900	900	900	900	900
Biennial Change in Expenditures				0		0
Biennial % Change in Expenditures				0		0

Program: Libraries

Activity: Regional Library Telecom Aid

AT A GLANCE

- Statutory changes in 2020 expanded the allowable use of funds to include digital content and technology items that are not covered by the federal e-rate broadband subsidy program for public libraries.
- 342 public library sites benefit from the aid program.
- Statewide, average available download speeds purchased with program funds grew from 205 Mbps in 2017 to 258 Mbps in 2019.
- 99.6 percent of public libraries provide wireless access.

PURPOSE AND CONTEXT

The Regional Library Telecommunications Aid program (RLTA) helps regional public library systems and their branch or member public libraries provide community-based broadband accessible to residents statewide. Increasingly, public libraries provide portable internet access through mobile hotspots that circulate for home use.

RLTA funds the telecommunications infrastructure necessary for library-based programs and services that support the objective that every student receives a world-class education. Through public libraries, students have greater access to online learning resources such the state-provided Electronic Library for Minnesota and locally provided e-books and online homework help services.

SERVICES PROVIDED

This program:

- Allows libraries to leverage federal funds and state and local investments that improve technology infrastructure.
- Facilitates optimal and equitable access to online resources and information, such as the Electronic Library for Minnesota, and to the statewide web-based infrastructure for interlibrary loan.

Activities that rely on internet access and benefit from this program include:

- Equitable community access to high-speed internet, including weekends and evenings.
- Access to online resources, including the Electronic Library for Minnesota and Ebooks Minnesota.
- Connections to school districts, postsecondary education, and other governmental agencies.
- Government-related activities and information, such as unemployment insurance filing.
- Automation systems that improve efficiency and cost-effectiveness in resource sharing.

The Minnesota Department of Education (MDE) administers all aspects of the aid program. Services include:

- Developing application and report forms for aid recipients.
- Providing technical assistance to applicants/recipients.
- Calculating and processing payments.
- Providing technical assistance on the federal e-rate program as it relates to regional library telecommunications aid.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Internet and wireless sessions in public libraries	11,319,883	10,504,559	3,935,588	7,085,636
Quantity	Percentage of public libraries with internet speeds above 20 megabits per second (Mbps)	83.1% download 72.7% upload	87.6% download 78% upload	90.5% download 83.9% upload	93.6% download 85.8% upload
Quantity	Number of internet devices in public libraries; about 46% of public libraries are in non-urban areas	6,702	6,738	6,564	4,968

M.S. 134.355

Regional Library Telecom Aid

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	2,300	2,259	2,300	2,300	2,300	2,300
2000 - Restrict Misc Special Revenue		35	12			
Total	2,300	2,294	2,312	2,300	2,300	2,300
Biennial Change				18		(12)
Biennial % Change				0		(0)
<u>Expenditures by Category</u>						
Operating Expenses		35	12			
Grants, Aids and Subsidies	2,300	2,259	2,300	2,300	2,300	2,300
Total	2,300	2,294	2,312	2,300	2,300	2,300
Total Agency Expenditures	2,300	2,294	2,312	2,300	2,300	2,300
Internal Billing Expenditures		4	2			
Expenditures Less Internal Billing	2,300	2,289	2,310	2,300	2,300	2,300

Regional Library Telecom Aid

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	2,300	2,300	2,300	2,300	2,300	2,300
District Revenue	2,300	2,300	2,300	2,300	2,300	2,300
Direct Appropriation	2,300	2,300	2,300	2,300	2,300	2,300
Current Year	2,070	2,070	2,070	2,070	2,070	2,070
Prior Year	230	189	230	230	230	230
Cancellations		41				
Expenditures	2,300	2,259	2,300	2,300	2,300	2,300
Biennial Change in Expenditures				41		0
Biennial % Change in Expenditures				1		0

2000 - Restrict Misc Special Revenue

Balance Forward In			15			
Receipts		50	(3)			
Balance Forward Out		15				
Expenditures		35	12			
Biennial Change in Expenditures				(23)		(12)
Biennial % Change in Expenditures						

Program: Early Childhood and Family Support

Activity: Early Childhood Family Education

<https://education.state.mn.us/MDE/fam/elsprog/ECFE/>

AT A GLANCE

- 21,352 parents participated in ongoing Early Childhood Family Education (ECFE) classes in fiscal year (FY) 2020.

PURPOSE AND CONTEXT

The purpose of the program is to provide parenting education to support children’s learning and development. All families with children prenatal to kindergarten are eligible for services. School districts with prekindergarten through third grade initiatives may continue to serve families up to third grade.

This program helps meet the objective of all children attend a safe, nurturing school.

SERVICES PROVIDED

Early Childhood Family Education (ECFE) provides programming and services to educate parents and other relatives about the physical, cognitive, social, and emotional development of children, and to enhance the skills of parents and other relatives in providing for their children’s learning and development. In addition, there is funding available to provide home visiting to families. Each year, programs must: 1) conduct a community needs assessment that identifies new and underserved populations; 2) identify child and family risk factors, particularly those that impact children’s learning and development; and 3) assess family and parenting education needs in the community. Programs are required to provide programming and services that are tailored to the needs of families and parents prioritized in the community needs assessment.

Additional ECFE Program Requirements

- Provide programming to educate parents and other relatives about the development of children and to enhance the skills of parents and other relatives in providing for their children’s learning and development.
- Provide structured learning activities requiring interaction between children and their parents or relatives.
- Provide learning experiences for children, parents, and other relatives that promote children’s early literacy and, where practicable, their native language skills and activities for children that require substantial involvement of the children’s parents or other relatives.
- Provide structured learning activities for children that promote children’s development and positive interaction with peers, which are held while parents or relatives attend parent education classes.
- Provide information on related community resources.
- Provide information, materials, and activities that support the safety of children, including prevention of child abuse and neglect.
- Provide information about, and if needed, assist in making arrangements for an early childhood health and developmental screening when the child nears the third birthday.

ECFE programs should also:

- Encourage parents and other relatives to involve four- and five-year-old children in School Readiness programs, and other public and nonpublic early learning programs.

- Provide parents of English learners with translated oral and written information to monitor the program’s impact on their children’s English language development, to know whether their children are progressing in developing their English and native language proficiency, and to actively engage with and support their children in developing their English and native language proficiency.

This Budget Activity also displays fiscal activity associated with two other programs. The first is the Educate Parents Partnership program, funding that supports a part-time FTE to provide technical assistance to ECFE to build partnerships with health care providers that provides parents of newborns with informational materials on a wide range of subjects before they are discharged from the hospital. The second is the ParentChild+ program, a national model focused on early literacy, parenting, and school readiness. It is a home visiting program that promotes creative ways to learn through play, increases parenting skills, and helps children prepare for school. Participants select either in-person home visits following safety protocols or virtual visits. Participants receive deliveries including free books, toys, and guide sheets.

Revenue

ECFE revenue is a combination of state aid and local property tax levy. Total revenue is 2.3 percent of the general education formula allowance times 150, or the number of children under age 5 who lived in the district as of October 1 of the previous school year, whichever is greater. Starting in FY 2018, local Home Visiting levies were supplemented with state aid.

Collaboration

It is common for other state-funded programs to work collaboratively with ECFE:

- Adult Basic Education (ABE), which provides family literacy programs.
- School Readiness and Voluntary Prekindergarten utilize ECFE to provide family engagement and parenting education service.
- Help Me Grow facilitates the referral and assessment process for Part C and Part B early intervention services.

The Minnesota Department of Education (MDE) calculates and processes payments and provides technical support for these programs.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Parents participating in regular parent/child weekly sessions.	32,292	31,264	21,352**	9,182**
Quantity	Class offerings for parents.	1,720*	1,897*	4,736*	3,078*

*Note: Data is now pulled from Minnesota Common Course Catalogue (MCCC). Reporting procedures were not the same across the years reported.

**Note: Figures impacted by the COVID pandemic and ECFE being a voluntary program.

M.S. 124D.129; M.S. 124D.13; M.S. 124D.135

Early Childhood Family Education

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	33,616	34,628	35,509	36,425	36,837	37,047
3000 - Federal				61	61	
Total	33,616	34,628	35,509	36,486	36,898	37,047
Biennial Change				3,750		1,950
Biennial % Change				6		3
<u>Expenditures by Category</u>						
Compensation	45	45	46	55	56	48
Operating Expenses	3	3	3	55	54	1
Grants, Aids and Subsidies	33,568	34,580	35,460	36,376	36,788	36,998
Total	33,616	34,628	35,509	36,486	36,898	37,047
Total Agency Expenditures	33,616	34,628	35,509	36,486	36,898	37,047
Internal Billing Expenditures				4	4	
Expenditures Less Internal Billing	33,616	34,628	35,509	36,482	36,894	37,047
<u>Full-Time Equivalent</u>	0.35	0.34	0.34	1.33	1.33	0.33

Early Childhood Family Education

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	32,704	33,885	34,640	35,590	35,920	36,118
Levies	22,463	22,712	22,566	22,810	23,891	22,914
District Revenue	55,167	56,597	57,206	58,400	59,811	59,032
Direct Appropriation	33,621	34,634	36,414	36,425	36,837	37,047
Current Year	29,520	30,497	31,176	32,031	32,329	32,507
Prior Year	3,148	3,183	3,383	3,445	3,559	3,591
Balance Forward In		1				
Cancellations	4	7	905			
Balance Forward Out	1		0			
Expenditures	33,616	34,628	35,509	36,425	36,837	37,047
Biennial Change in Expenditures				3,689		1,950
Biennial % Change in Expenditures				5		3
Full-Time Equivalents	0.35	0.34	0.34	0.33	0.33	0.33

3000 - Federal

Receipts				61	61	
Expenditures				61	61	
Biennial Change in Expenditures				61		0
Biennial % Change in Expenditures						
Full-Time Equivalents				1.00	1.00	

Program: Early Childhood and Family Support

Activity: School Readiness

<https://education.mn.gov/MDE/dse/early/elprog/read/>

AT A GLANCE

In fiscal year (FY) 2021:

- The estimated population of 3- and 4-year-olds in Minnesota was 140,427.
- 16,805 children participated in the School Readiness program.*

PURPOSE AND CONTEXT

The purpose of the School Readiness program is to prepare children to enter kindergarten by creating greater access to educational opportunities for children with high needs and to make progress on closing the opportunity gap upon school entrance. This supports the objective that every student receives a world class education.

The state-funded program is established through the school district and serves children age three to kindergarten entrance with identified risk factors.

SERVICES PROVIDED

School Readiness programs are designed by communities in order to meet their unique needs. Most school-based programs have classes that are a half-day and meet one to five days per week.

Other program models include:

- Kindergarten transition classes for children and parents.
- One or two days of child-only activities added to Early Childhood Family Education (ECFE).
- Fully inclusive, integrated classrooms with early childhood special education.
- Coordination of referrals and follow-up to early childhood screening, which is required.
- Staff development and consultation for family child care providers.
- Head Start and family literacy/English learner programs.
- Partnering with other programs to provide full-day programming and wrap-around services.

Programs include the following requirements:

- Assess each child's cognitive skills at entrance to and exit from the program.
- Provide a program based on early childhood research and professional practice that prepares children to move into kindergarten.

School Readiness aid is calculated in two parts:

- Fifty percent of aid is based on the number of 4-year-old children living in the district as of October 1 of the previous school year.
- Fifty percent of aid is based on the number of students enrolled in the school district and eligible for free or reduced-price meals for the second previous school year.

The Minnesota Department of Education calculates and processes aid payments and provides technical support to districts for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Percentage of all preschoolers served:				
	3-year-olds	10.5%	11%	9.7%	6.9%
	4-year-olds	21.9%	21.9%	18.3%	15.3%
Quantity	Percentage of 3-year-old and 4-year-old preschoolers served in School Readiness by race:				
	American Indian or Alaska Native	2.4%	2.0%	2.3%	1.8%
	Asian	5.5%	5.6%	6.6%	6.7%
	Black or African American	8.0%	8.3%	8.0%	9.0%
	Hispanic	7.3%	7.9%	8.8%	3.0%
	Native Hawaiian or Other Pacific Islander	0.2%	0.5%	0.2%	0.3%
	Not Identified	14.2%	11.9%	11.5%	14.4%
	White	62.4%	63.9%	62.6%	64.8%

* Numbers lower than previous years likely due to pandemic and School Readiness being a voluntary program.

M.S. 124D.15; M.S. 124D.16

School Readiness

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	33,683	33,683	33,683	33,683	33,683	33,683
Total	33,683	33,683	33,683	33,683	33,683	33,683
Biennial Change				0		0
Biennial % Change				0		0
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	33,683	33,683	33,683	33,683	33,683	33,683
Total	33,683	33,683	33,683	33,683	33,683	33,683

School Readiness

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	33,683	33,683	33,683	33,683	33,683	33,683
District Revenue	33,683	33,683	33,683	33,683	33,683	33,683
Direct Appropriation	33,683	33,683	33,683	33,683	33,683	33,683
Current Year	30,315	30,315	30,315	30,315	30,315	30,315
Prior Year	3,368	3,368	3,368	3,368	3,368	3,368
Expenditures	33,683	33,683	33,683	33,683	33,683	33,683
Biennial Change in Expenditures				0		0
Biennial % Change in Expenditures				0		0

Program: Early Childhood and Family Support

Activity: Kindergarten Entry Profile

<https://education.mn.gov/MDE/dse/kind/KEP/>

AT A GLANCE

- The Kindergarten Entry Profile (KEP) is a standards-based assessment system that offers early learning programs, districts, and charter schools who serve an age range from birth through third grade a menu of comprehensive, developmentally appropriate assessment tools that help teachers and administrators understand what students know and are able to do in order to support their success.
- MDE has shifted the focus of this program to support programs serving children from birth to kindergarten, especially voluntary prekindergarten (VPK) and school readiness plus (SRP) programs.
- In fiscal year (FY) 2022, over 350 early learning educators and administrators participated in a training focused on improving practice around early learning assessments.

PURPOSE AND CONTEXT

The 2013 Race to the Top - Early Learning Challenge grant (RTT-ELC) provided the state with an opportunity to improve on the state's pre-existing kindergarten entry assessment model (the School Readiness Study), resulting in a new model: the Kindergarten Entry Profile (KEP). The KEP reflects advances in our understanding of child development, neuroscience, and the importance of early childhood assessment in systems reform.

The KEP is a standards-based assessment system; each of the approved assessment tools are aligned to Minnesota's early learning standards (the Early Childhood Indicators of Progress, or ECIPs). The ECIPs are a shared set of developmentally appropriate expectations for children ages birth to kindergarten and define the foundational skills necessary to build toward the Minnesota K-12 Academic Standards and college and career readiness.

The Minnesota Department of Education (MDE) encourages Pre-K-3rd Grade (P3) programs and systems to consider adopting KEP-approved assessments since these assessments can be used with children across ages, grades, and programs. Voluntary prekindergarten (VPK) programs are required to use a KEP assessment, while other programs like school readiness plus (SRP), school readiness, Early Childhood Special Education Part B 619, and Parent-Aware rated programs, also use KEP assessments. Head Start programs meet their own, separate, federal assessment requirements by using KEP assessments. The data from KEP-approved assessments can help teachers, administrators, and families understand what students know and support their success in school and beyond.

MDE supports analyses of VPK and SRP KEP assessment data that embraces a well-rounded view of education by presenting data by each of the domains of learning: approaches to learning; the arts; language, literacy, and communications; mathematics; physical and movement development; scientific thinking; social and emotional development; and social systems. Reporting data by ECIP domain also makes the data more actionable and valuable to teachers and administrators.

SERVICES PROVIDED

KEP approved assessment tools undergo a rigorous review to ensure that each assessment is valid and reliable to use with pre-kindergartners, aligned to the ECIPs and Minnesota Academic Standards, represent a whole-child view of development and education, cover all eight domains of learning, provide real-time formative data that can be used to individualize instruction, and rely on authentic assessment. MDE provides training in KEP assessments

to the state’s mixed delivery early learning workforce and also provides reports that include the KEP assessment data to all VPK programs, which ensures they meet their statutory obligation to measure the impact of their program. Though SRP programs are not required to measure the impact of their program, if they submit KEP assessment data to MDE, MDE provides them with a measuring impact report as well.

The KEP assessment tools produce data that can be used to:

- 1) Provide teachers and other educators with a holistic view of a child’s strengths and areas of growth based on their own unique identities, experiences, and development.
- 2) Inform, in real-time, practice and programming (e.g. instruction, lesson plans, curriculum, professional development, resources, and supports).
- 3) Build coherence in pre-K to third grade teaching and learning (e.g. strengthening transitions to kindergarten and professional development).
- 4) Inform educators/administrators/policy makers how well incoming kindergarteners meet age expectations in the following eight domains of learning:
 - approaches to learning
 - the arts
 - language, literacy, and communications
 - mathematics
 - physical and movement development
 - scientific thinking
 - social and emotional development
 - social systems
- 5) Guide local community and school district efforts to ensure that every single child in Minnesota will grow up and begin to compete with workers in the global economy.

RESULTS

Teachers and administrators are building their capacity to implement standards-based assessment, which includes discussions centered on which students need more support based on their assessment data. KEP assessment trainings have brought educators together, enabling them to engage in conversations centered on shared expectations of student outcomes, aligning instruction and curriculum across grades/ages, and strengthening transitions to kindergarten.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>	<i>FY 2022</i>
Quantity	Count of providers, teachers, or administrators who participated in a KEP assessment or best practice in early learning assessment training. *	N/A	123	178	665	372
Quality	Percent of training participants who “Strongly Agreed” or “Agreed” that they were better positioned to use their early learning assessment after completing the training.	N/A	N/A	N/A	93%	93%

* This measure includes trainings that were funded via sources other than KEP funds but were offered by KEP trainers, whose certification is supported with KEP funding and resources.

M.S. 124D.162

Kindergarten Entry Profile

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	276	248	266	296	281	281
Total	276	248	266	296	281	281
Biennial Change				38		0
Biennial % Change				7		0
<u>Expenditures by Category</u>						
Compensation	201	177	201	207	211	215
Operating Expenses	75	71	65	89	70	66
Total	276	248	266	296	281	281
<u>Full-Time Equivalents</u>						
	1.62	1.40	1.49	1.50	1.50	1.50

Kindergarten Entry Profile

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	281	281	281	281	281	281
Balance Forward In		9		15		
Cancellations		43				
Balance Forward Out	5		15			
Expenditures	276	248	266	296	281	281
Biennial Change in Expenditures				38		0
Biennial % Change in Expenditures				7		0
Full-Time Equivalents	1.62	1.40	1.49	1.50	1.50	1.50

Program: Early Childhood and Family Support

Activity: Access to Quality Early Learning

<https://education.mn.gov/MDE/dse/early/highqualel/>

<https://education.mn.gov/mde/fam/elsprog/elschol/>

AT A GLANCE

- Approximately 20 percent of the eligible 3 and 4-year-olds in the state are served by the Early Learning Scholarship program, with a maximum award of \$8,500. Effective July 1, 2021, children in a priority status may have an increased award up to \$12,000.
- While children ages 0-2 were eligible if the child of a teen parent or a sibling of a scholarship recipient, in fiscal year (FY) 2018, Early Learning Scholarships were expanded to serve children 0-2 years of age in foster care, in child protective services, or those who have experienced homelessness in the last 24 months. These four populations are prioritized for receiving a scholarship.
- Early learning scholarships can be layered with other funding streams. Fifteen percent of scholarships in FY 2021 were used with Child Care Assistance.

PURPOSE AND CONTEXT

The Early Learning Scholarship program supports access to the state's early care and education system for young children. Since scholarships can only be used at early learning programs that participate in Parent Aware, Minnesota's Quality Rating and Improvement System (QRIS), they serve as an incentive to be rated. Early Learning Scholarships, as a funding source, are intended to support improvement in school readiness outcomes for Minnesota children with high needs, by increasing access to high-quality early care and education programs.

These two activities assist in the improvement of high-quality early care and education programs, and in providing financial assistance to families to attend high quality programs. Early learning program quality is based on Parent Aware, Minnesota's tiered quality rating and improvement system.

SERVICES PROVIDED

- Passed in a 2011 special session, \$4 million was authorized for Early Learning Scholarships beginning in FY 2013. For FY 2014, the state expanded the program with a \$23 million appropriation. The program has a base of \$70.7 million in each FY 2022 and FY 2023. As of FY 2021, the annual general fund appropriation is transferred to a special revenue account.
- Under this program children receive scholarships for a 12-month period and may renew their scholarship until they are eligible for kindergarten.

The Early Learning Scholarship program has two pathways:

- Pathway I scholarships are awarded directly to eligible families.
 - Scholarship funds are paid directly to the early learning program.
- Pathway II scholarships are awarded to families through an eligible Four-Star Parent Aware-rated program.
 - Participating programs receive funding to provide scholarships to a specified number of eligible children to cover the cost of the program.

Parent Aware is governed under Minnesota Statutes, section 124D.142, and it is administered by the Minnesota Department of Human Services (DHS), in coordination with the Minnesota Departments of Education (MDE) and

Health (MDH). Parent Aware began as a pilot in 2007 in four areas of Minnesota and gradually expanded to become available statewide on January 1, 2015. Federal law does not require states to have a QRIS, but states are allowed to use federal Child Care Development Fund (CCDF) dollars to establish and maintain a QRIS. In state fiscal year 2020, Parent Aware was funded by a \$1.75 million state appropriation and \$10.4 million from federal CCDF dollars.

This Budget Activity also displays fiscal activity associated with a federal Preschool Development Birth to Five Grant received by the State of Minnesota from the U.S. Department of Health and Human Services.

The Minnesota Department of Education (MDE) administers all or portions of these programs. Services include:

- Developing application process and reporting forms for applicants/recipients.
- Providing technical assistance to applicants/recipients.
- Creating grant contracts, including work plans and budget information.
- Calculating, auditing, and processing payments.
- Providing guidance as it relates to Minnesota Statutes and state policies.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of early care and education programs participating in Parent Aware.	2,610	2,869	2,921	2,941
Quality	Percent of rated early care and education programs with a 3- or 4-Star Parent Aware rating.	79%	71%	79%	78%
Quantity	Number of high-needs children attending a 3- or 4-Star Parent Aware rated public education program.	28,851	28,687	31,251	31,470
Quantity	Number of children receiving a scholarship	17,091	15,022	14,185	12,268

Number of Children Receiving a Scholarship by Race

Race	2018	2019	2020	2021
American Indian or Alaskan Native	670	584	544	569
Asian	733	609	553	437
Black or African	3,630	3,544	3,624	3,148
Native Hawaiian or Pacific Islander	38	31	21	24
Hispanic/Latino	2,086	1,835	1,669	1,679
White	5,647	4,893	4,505	4,370
Two or More 9.3%	1,428	1,292	1,389	1,455
Not Answered	2,305	2,138	1,938	581
Total	16,537	15,022	14,185	12,268

Parent Aware data on quantity and quality for FY 2018 through FY 2021 was provided by the Fast Facts page of Develop, the Minnesota Quality Improvement and Registry tool. Quantity data for children with high needs attending a 3- or 4-star rated program comes from the Early Learning Scholarship Pathway II applications from school and Head Start programs. [Numbers at-a-glance / DevelopToolMN](https://www.developtoolmn.org/numbers-at-a-glance/index.jsp)
<https://www.developtoolmn.org/numbers-at-a-glance/index.jsp>

Scholarship data comes from final data from each fiscal year.

M.S. 124.142; M.S. 124D.165

Access to Quality Early Learning

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
2001 - Other Misc Special Revenue	74,294	72,276	76,691	69,832	69,759	69,759
3000 - Federal	8,887	3,828	7,837	12,345	3,904	
Total	83,181	76,104	84,527	82,177	73,663	69,759
Biennial Change				7,419		(23,282)
Biennial % Change				5		(14)
<u>Expenditures by Category</u>						
Compensation	310	654	933	1,094	551	
Operating Expenses	8,577	3,174	6,903	11,251	3,353	
Grants, Aids and Subsidies	74,294	72,276	76,691	69,832	69,759	69,759
Total	83,181	76,104	84,527	82,177	73,663	69,759
Total Agency Expenditures	83,181	76,104	84,527	82,177	73,663	69,759
Internal Billing Expenditures	390	266	290	320	40	
Expenditures Less Internal Billing	82,792	75,838	84,237	81,857	73,623	69,759
<u>Full-Time Equivalent</u>	2.71	5.41	7.70	8.43	8.43	

Access to Quality Early Learning

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	76,959	72,459	72,459	72,459	72,459	72,459
Transfers Out	76,959	72,459	72,459	72,459	72,459	72,459
2001 - Other Misc Special Revenue						
Balance Forward In		2,517	7,005	73		
Transfers In	74,294	69,759	69,759	69,759	69,759	69,759
Balance Forward Out	0	0	73			
Expenditures	74,294	72,276	76,691	69,832	69,759	69,759
Biennial Change in Expenditures				(47)		(7,005)
Biennial % Change in Expenditures				(0)		(5)
3000 - Federal						
Balance Forward In		68				
Receipts	8,887	3,760	7,837	12,345	3,904	
Expenditures	8,887	3,828	7,837	12,345	3,904	
Biennial Change in Expenditures				7,466		(16,278)
Biennial % Change in Expenditures				59		(81)
Full-Time Equivalents	2.71	5.41	7.70	8.43	8.43	

Program: Early Childhood and Family Support
Activity: Health and Developmental Screening

<https://education.mn.gov/MDE/dse/early/elprog/scr/>

AT A GLANCE

- In fiscal year (FY) 2021, a total of 48,795 children were screened by school districts. Outcomes included:
 - 6,354 children referred to the school readiness program.
 - 4,006 families referred to early childhood family education.
 - 689 children referred to Head Start.
 - 147 parents referred to adult education/literacy.
 - 3,787 children referred to special education for speech/language.
 - 2,850 children referred to special education for cognitive.
 - 1,541 children referred to special education for fine/gross motor.
 - 2,226 children referred to special education for social/emotional concerns.
 - 2,199 children received interpreter services during screening.

PURPOSE AND CONTEXT

The purpose of this program is to detect factors that may impede children’s learning, growth, and development. Every school board must provide for a mandatory program of early childhood health and developmental screening for children at least once before they start school, targeting children between 3 and 4 years of age. Districts receive state aid for every child screened prior to starting kindergarten, or within 30 days after first entering kindergarten. Charter schools may elect to apply to provide a screening program.

This program supports the objective of ensuring every student receives a world class education and attends a safe, nurturing school.

SERVICES PROVIDED

A screening program must include the following components:

- Outreach to inform each resident family about the availability of the program.
- Developmental screening, including cognitive, speech/language, fine/gross motor, and social emotional.
- Hearing and vision screening.
- Immunization review.
- The child’s height and weight.
- Identification of risk factors that may influence learning.
- Identification of health care coverage and referral to an appropriate provider.
- An interview with the parent about the child.
- Referral and follow up for assessment, diagnosis, and treatment when potential needs are identified.

A district may also offer additional health screening components such as nutritional, physical, and dental assessments; review of family circumstances that might affect development; blood pressure; laboratory tests; and health history.

Families may opt out by submitting a signed statement of conscientiously held beliefs.

Children may receive a comparable screening through: Head Start; Child and Teen Checkups/Early and Periodic Screening, Diagnosis, and Treatment (EPSDT), or their health care provider.

A district must provide the parent or guardian of the child screened with a record indicating the month and year the child received screening and the results of the screening.

The Minnesota Department of Education (MDE) calculates and processes screening aid payments and provides technical support to districts for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quality	Percentage of all Minnesota 3-year-old children receiving health and developmental screening.	28%	21%
Quality	Percentage of districts providing interpreter assistance for diverse populations to access screening.	68%	72%
Quantity	Referrals for further assistance made for children identified as having possible health and/or development problems or needs.	16,428	16,123

M.S. 121A.16; M.S. 121A.17; M.S. 121A.19

Health & Developmental Screening

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	3,611	3,608	3,373	3,484	3,428	3,353
Total	3,611	3,608	3,373	3,484	3,428	3,353
Biennial Change				(362)		(76)
Biennial % Change				(5)		(1)
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	3,611	3,608	3,373	3,484	3,428	3,353
Total	3,611	3,608	3,373	3,484	3,428	3,353

Health & Developmental Screening

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	3,608	3,608	3,347	3,500	3,419	3,346
District Revenue	3,608	3,608	3,347	3,500	3,419	3,346
Direct Appropriation	3,611	3,608	3,582	3,484	3,428	3,353
Current Year	3,248	3,248	3,013	3,150	3,078	3,012
Prior Year	363	360	360	334	350	341
Cancellations			209			
Expenditures	3,611	3,608	3,373	3,484	3,428	3,353
Biennial Change in Expenditures				(362)		(76)
Biennial % Change in Expenditures				(5)		(1)

Program: Early Childhood and Family Support

Activity: Head Start

<https://eclkc.ohs.acf.hhs.gov/>

<https://education.mn.gov/MDE/fam/elsprog/start/>

AT A GLANCE

- 33 Head Start and Early Head Start grantees served 13,545 children and families in fiscal year (FY) 2022¹.
- 15 percent of Head Start and 13 percent of Early Head Start children had a diagnosed disability in FY 2021.²
- 826 homeless children received services in FY 2021.²

PURPOSE AND CONTEXT

Head Start and Early Head Start are federal programs that support comprehensive development and promote school readiness of children from birth to age 5 from low-income families. Head Start and Early Head Start services include early learning, health, and family well-being.

Minnesota supplements federal Head Start funds with state funds. The FY 2022 and FY 2023 state general fund appropriations were \$25.1 million per year. With the additional state funding, Head Start and Early Head Start programs are able to expand services and access to educational opportunities for additional children, thus preparing children and families experiencing multiple risk factors for kindergarten. Head Start and Early Head Start supports families and children with high needs to make progress on closing the opportunity gap upon school entrance, which supports the objective of ensuring every student receives a world-class education.

SERVICES PROVIDED

Head Start and Early Head Start programs promote children’s development through comprehensive services that support early learning, health, and family well-being which include:

- Health, dental, and nutrition support and resources
- Education
- Parent engagement
- Social services and family supports including assistance with housing, medical insurance, heating, and food

Programs operate a center-based, home-based, or combination delivery model.

- Head Start center-based programs must operate at least 3.5 hours per day, four days a week, for 128 days a year, and have at least two home visits.
- Early Head Start home-based programs must offer at least 46 home visits of 1.5 hours each, and at least 22 group socializations distributed over the course of the program year.
- Many programs offer full-day, full-year services, through partnerships with child care and school-based programs.

Minnesota Department of Education (MDE):

- Houses the state’s Head Start Collaboration Office. The Head Start Collaboration Director facilitates partnerships among Head Start agencies and entities to carry out activities designed to benefit low-income children from birth to school entry, providing a structure and a process for the Office of Head

Start (OHS) to work and partner with state agencies and local entities. The Head Start Collaboration Office works with state and community partners to leverage common interests around young children and their families to formulate, implement, and improve state and local policy and practices.

- Provides support to Head Start agencies across the state in the implementation of Parent Aware, Minnesota’s Quality Rating and Improvement System, as well as other state agencies’ early learning services initiatives.
- Calculates and processes aid payments and provides technical support to grantees for the implementation of this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020-2021³</i>		<i>FY 2021-2022³</i>	
Results	Percentage of children who met developmental targets upon exiting Head Start	3-year-olds	81%	3-year-olds	80%
		4-year-olds	70%	4-year-olds	63%
Quantity	Number of children assessed upon exiting Head Start	3-year-olds	1,483	3-year-olds	1,819
		4-year-olds	2,153	4-year-olds	2,078

¹ FY 2022 enrollment retrieved from internal MDE records.

² FY 2021 data retrieved from the federal Office of Head Start Program Information Report (PIR). This may not include all state funded Head Start/Early Head Start enrollment, as there are not requirements to report non-federally funded children on the PIR.

³ FY 2019-2020 - Data is not available for this year as spring assessments fell during the period when sites were initially closed due to the first weeks of the COVID-19 pandemic and the planning that took place then to continue services. FY 2020-2021 - Data was impacted by multiple site closures that occurred multiple times throughout the year due to the COVID-19 pandemic and CDC/MDH requirements. FY 2021-2022 - Data was impacted by multiple site closures that occurred multiple times throughout the year due to the COVID-19 pandemic and CDC/MDH requirements. The Office of Head Start allowed programs to make determinations on their own as to whether virtual or in person services would be offered through December 2021. On January 1, 2022 in person service was required unless sites were closed because of COVID-19 health guidance from the CDC/MDH.

M.S. 119A.50-545; 42 U.S.C. 9840 et seq.

Head Start

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	25,100	25,319	24,873	25,327	25,100	25,100
Total	25,100	25,319	24,873	25,327	25,100	25,100
Biennial Change				(218)		0
Biennial % Change				(0)		0
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	25,100	25,319	24,873	25,327	25,100	25,100
Total	25,100	25,319	24,873	25,327	25,100	25,100

Head Start

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
1000 - General						
Direct Appropriation	25,100	25,100	25,100	25,100	25,100	25,100
Balance Forward In		219		227		
Balance Forward Out			227			
Expenditures	25,100	25,319	24,873	25,327	25,100	25,100
Biennial Change in Expenditures				(218)		0
Biennial % Change in Expenditures				(0)		0

Program: Early Childhood and Family Support

Activity: Infant and Toddler Intervention

AT A GLANCE

- 5,596 Minnesota infants and toddlers with disabilities were counted as being served through Individual Family Service Plans (IFSP) on December 1, 2021.
- Individuals with Disabilities Act (IDEA) Part C services are funded with federal grant dollars, state special education aid, and general education revenue. Only federal funds are reflected in the fiscal pages of this Budget Activity.

PURPOSE AND CONTEXT

The federally regulated Infants and Toddlers program provides individualized family-centered services to eligible children and their families in order to aid in the development of very young children with conditions known to result in delays and those who are showing delays in development.

This program supports the objective that every student deserves a world class education. This program also supports the Minnesota Department of Education's (MDE) Ten Minnesota Commitments to Equity including Start Early, Value People, and Prioritize Equity by setting and communicating a vision and targets for high outcomes for all infants and toddlers with or suspected of having developmental delays in Minnesota, regardless of factors such as income level or immigration status.

SERVICES PROVIDED

Federal funds support 12 Interagency Early Intervention Committees (IEICs) that conduct public awareness and outreach activities to seek out and identify potentially eligible infants and toddlers.

- Specific services are determined for each eligible child and family based on the child's needs and family priorities.
- Services most often include special instruction, speech therapy, and occupational or physical therapy.
- Ninety-three percent of eligible infants and toddlers receive early intervention services in their homes.

The Minnesota Department of Education (MDE) is responsible for:

- Technical assistance and program monitoring to ensure the requirements as directed in IDEA are fulfilled by local education districts and cooperatives.
- Personnel development to ensure that personnel are appropriately and adequately prepared and trained to implement high quality instructional practices that support the development of young children and their families.
- Carrying out general administration and supervision.
- Policy, systems, and budget allocation for contracting or otherwise arranging for services, and procedures for securing timely reimbursement of funds and ensuring a coordinated system of support and services.

RESULTS

Performance Measure 1:

<i>Type of Measure</i>	<i>Child Outcomes</i>	<i>FFY 2018</i>	<i>FFY 2019</i>	<i>FFY 2020</i>
Result	Children will demonstrate positive relationships			
	a. Greater than expected progress	50.35%	50.12%	49.90%
	b. Exited Part C within age expectations	48.37%	48.38%	48.82%
Result	Children will acquire and use knowledge and skills			
	a. Greater than expected progress	55.80%	57.61%	55.57%
	b. Exited Part C within age expectations	41.67%	43.43%	41.79%
Result	Children will take action to meet needs			
	a. Greater than expected progress	57.74%	57.83%	59.12%
	b. Exited Part C within age expectations	49.99%	50.69%	50.11%

Performance Measure 2:

<i>Type of Measure</i>	<i>Child Outcomes</i>	<i>FFY 2018</i>	<i>FFY 2019</i>	<i>FFY 2020</i>
Quality	Percent of participating families who report that the Infants and Toddlers program has helped their child develop and learn	94.21%	92.00%	87.05%

M.S. 125A.26–48

Part C of the Individuals with Disabilities Education Act

Infant & Toddler Intervention

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

3000 - Federal	6,246	6,223	6,172	6,531	6,631	6,731
Total	6,246	6,223	6,172	6,531	6,631	6,731
Biennial Change				234		659
Biennial % Change				2		5

Expenditures by Category

Grants, Aids and Subsidies	6,246	6,223	6,172	6,531	6,631	6,731
Total	6,246	6,223	6,172	6,531	6,631	6,731

Infant & Toddler Intervention

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
3000 - Federal						
Receipts	6,246	6,223	6,172	6,531	6,631	6,731
Expenditures	6,246	6,223	6,172	6,531	6,631	6,731
Biennial Change in Expenditures				234		659
Biennial % Change in Expenditures				2		5

Program: Early Childhood and Family Support

Activity: Preschool Special Education

AT A GLANCE

- 11,654 Programs as of December 1, 2021.
- More than 70% of these children participate in regular early childhood programs and receive special education services in those settings.

PURPOSE AND CONTEXT

The Preschool Special Education program provides individualized education services to preschool-aged children with disabilities.

Funding for services is a combination of federal funds, state special education aid, and general education revenue. Only federal funds are reflected in the fiscal pages of this Budget Activity.

This program supports the objective that every student deserves a world class education. This program also supports the Minnesota Department of Education's (MDE) Ten Minnesota Commitments to Equity including Start Early, Value People, and Prioritize Equity by setting and communicating a vision and targets for high outcomes for young children with disabilities and their families. For Minnesota's youngest students with disabilities this commitment is realized through early intervention and preschool special education services where equity and inclusion are cornerstones of the rights provided through the Individuals with Disabilities Education Act (IDEA). IDEA is a federal law first signed in 1975 supporting all children with disabilities and their families.

SERVICES PROVIDED

The program is federally mandated. Federal funds support statewide efforts to:

- Seek out and identify potentially eligible children.
- Provide professional development opportunities promoting evidence-based practices and technical assistance to ensure the provision of a free appropriate public education (FAPE).
- Provide services, supports, and accommodations that meet the needs of the individual child to make progress on their goals and objects as defined in their Individualize Education Program Plans.

Services are provided to each eligible child through an Individualized Education Program. The goal is to increase each child's ability to actively and independently participate in current and future environments including in the home, preschool, and kindergarten.

Services most often include special instruction, speech therapy, occupational or physical therapy, and transportation.

The Minnesota Department of Education:

- Processes payments/reimbursements.
- Provides professional development and technical assistance.
- Monitors program implementation and collects and reports data.
- Interprets regulations, statutes, and rules.
- Connects children and families to appropriate local programs and monitors local implementation.

RESULTS

The table below shows Minnesota’s performance on the federally required child outcomes for federal fiscal years (FFY) 2018-20.

<i>Type of Measure</i>	<i>Child Outcomes</i>	<i>FFY 2018</i>	<i>FFY 2019</i>	<i>FFY 2020</i>
Result	Children will demonstrate positive relationships			
	a. Greater than expected progress	65.93%	63.05%	60.93%
	b. Exited Part C within age expectations	51.38%	48.40%	47.95%
Result	Children will acquire and use knowledge and skills			
	a. Greater than expected progress	67.84%	65.42%	63.44%
	b. Exited Part C within age expectations	49.85%	46.13%	45.67%
Result	Children will take action to meet needs			
	a. Greater than expected progress	67.64%	65.50%	62.53%
	b. Exited Part C within age expectations	61.65%	59.62%	58.23%

M.S. 125A.01–03

Part B/Section 619 of the Individuals with Disabilities Education Act

Preschool Special Education

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

3000 - Federal	5,152	5,528	5,451	5,948	6,000	6,000
Total	5,152	5,528	5,451	5,948	6,000	6,000
Biennial Change				718		601
Biennial % Change				7		5

Expenditures by Category

Grants, Aids and Subsidies	5,152	5,528	5,451	5,948	6,000	6,000
Total	5,152	5,528	5,451	5,948	6,000	6,000

Preschool Special Education

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base FY24 FY25	
3000 - Federal						
Receipts	5,152	5,528	5,451	5,948	6,000	6,000
Expenditures	5,152	5,528	5,451	5,948	6,000	6,000
Biennial Change in Expenditures				718		601
Biennial % Change in Expenditures				7		5

Program: Community Education

Activity: Community Education

AT A GLANCE

- Every Minnesota school district operates a community education program.
- For fiscal year (FY) 2021, school districts received \$30.1 million in general community education revenue, \$5.4 million in youth service program revenue, and \$5 million in after-school enrichment revenue.
- For FY 2021, the state share (aid entitlement) of community education revenue was \$226,265 and the local property tax share was \$40.4 million.
- State funding for the Northside Achievement Zone and St. Paul Promise Neighborhood programs was made available beginning in FY 2015.
- The Northside Achievement Zone and St. Paul Promise Neighborhood are Promise Neighborhoods, a federal designation for eligible neighborhoods that seek to improve educational and developmental outcomes of children and youth in those communities.
- The Education Partnership Pilot Program was implemented in FY 2016. FY 2020-2021 grantees included the Northfield Healthy Community Initiative, the Jones Family Foundation, the United Way of Central Minnesota, Austin Aspires, and the Rochester Area Foundation.
- General Funds of \$480,000 annually in FY 2022-2023 is available for competitive “Tier 2 grants”.

PURPOSE AND CONTEXT

The community education program is a state aid and local property tax levy program, designed to maximize the community’s use of public schools and to promote the use of school facilities beyond the regular school day. Programs serve participants of all ages from preschool through senior citizens.

This Budget Activity also includes Education Partnerships Coalition funding, including both Tier 1 sustaining and Tier 2 implementing grants.

The Northside Achievement Zone and St. Paul Promise Neighborhood programs receive Tier 1 annual grants that fund efforts designed to reduce multigenerational poverty, prepare children for kindergarten, support third grade reading proficiency, and reduce the educational achievement gap. These programs are available to Minneapolis residents living within the geographic boundaries of the Northside Achievement Zone, and residents of the St. Paul Promise Neighborhood, a 250-square block area in the central neighborhoods of St. Paul.

Each Tier 2 grantee is focusing on:

- Building a continuum of educational family and community supports with schools at the center.
- Developing local infrastructure needed to sustain and scale up proven and effective solutions.
- Using a comprehensive and data-driven approach to increase student success.
- Measuring outcomes, such as kindergarten readiness, reading proficiency at third grade, high school graduation, and college and career readiness.

SERVICES PROVIDED

Community Education

Community education provides services beyond the regular K-12 program. Programs may include:

- Programs for adults with disabilities.

- Adult basic education (ABE).
- Youth development and youth service.
- Early childhood family education (ECFE) and school readiness programs.
- School-age care.
- Summer programs for elementary and secondary pupils and youth after-school enrichment programs.
- Non-vocational, recreational, and leisure activities.

School boards must establish a community education advisory council and, with some exceptions, must employ a licensed community education director.

An annual report is required from each district that provides a community education program.

Total community education revenue includes a district’s general community education revenue, youth service program revenue, and youth after-school enrichment revenue. These revenues are calculated based on a school district’s population and its property tax capacity.

The Minnesota Department of Education (MDE) calculates aid and property tax levies and processes aid payments for this program.

Tier 1 and Tier 2 Grants

The Education Partnership program Tier 1 sustaining grants provide the Northside Achievement Zone and the St. Paul Promise Neighborhood each with an annual grant of \$1.3 million for programming and services, consistent with federal Promise Neighborhood program requirements.

For FY 2020 and FY 2021, the Education Partnership program Tier 2 implementing grant recipients each received \$250,000:

- The Northfield Healthy Community Initiative for a pilot site in Northfield.
- The Jones Family Foundation for the Every Hand Joined program site in Red Wing.
- The United Way of Central Minnesota for the Partners for Student Success program.
- Austin Aspires.
- The Rochester Area Foundation for the Cradle to Career program.

For FY 2022 and FY 2023, the base amount for competitive grants is \$480,000 per year.

By December 15 of each odd-numbered year, MDE must submit a report on the education partnership program to the Minnesota Legislature describing:

- Activities funded by the grant.
- Grant recipients and award.
- Program performance measures and outcomes.
- Recommendations for legislative changes.

RESULTS

Community Education

MDE does not collect data to show the impact of community education programming other than the number of individuals that received services.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2021</i>
Quantity	Number of districts submitting general annual report	300	278

Tier 1 and Tier 2 Grants

Individual Education Partnership grantees work towards quantitative measures focused on core activities. Additional information is available in the Education Partnerships Coalition Annual Report (<https://epc-mn.org/resources>).

Grantee	Core Activities / Priorities	Performance Highlights
Austin Aspires	Increase family engagement.	From January through October of 2021, Austin Aspires’ staff worked closely with over 900 families to provide access to food support, legal support, transportation services, childcare, medical services, and more.
Rochester Area Foundation – Cradle to Career	Engage youth.	Engaged more than 160 youth in providing feedback on Cradle2Career programs, attending collective impact network meetings, and participating in interviews and focus groups on community initiatives.
Generation Next – Twin Cities	Increase post-secondary preparation and persistence.	In 2021, to support Minnesota’s goal of reaching 70 percent postsecondary attainment, Generation Next began an agreement with the Minnesota Statewide Longitudinal Education Data System (SLEDS), to analyze individual-level SLEDS data.
Jones Family foundation for Every Hand Joined – Red Wing	Increase social skills, emotional management and independent living skills.	Offered independent living skills classes and paired 184 students with mentors. 90% of participants are more comfortable filling out job applications and preparing for and participating in job interviews. 90% have either completed their driver’s education class or know what is required to get their driver’s license.
Northfield Healthy community Initiative - Northfield	Improve literacy proficiency.	In 2021, 76% of Northfield’s incoming kindergartners were ready for kindergarten in reading – up from 56% in 2018. For children receiving free/reduced lunch, the rate increased from 38% to 60% in that time.
Northside Achievement Zone (NAZ) – Minneapolis	Prepared for kindergarten.	In winter 2020, 79% of NAZ preschoolers were proficient in 4-6 developmental domains, indicating readiness for kindergarten, as compared to the 25-30% kindergarten readiness that is typical in their community.
United Way of Central MN – Partners for Success – St. Cloud Area	Close opportunity gaps.	During 2020, over 70% of students engaged in the program sustained or increased reading levels. The program focused on multilingual learners and students reading below grade level.
St. Paul Promise Neighborhood – St. Paul	Preventing summer learning loss.	In 2021 St. Paul Promise Neighborhood and partners served 500-plus children through its summer learning loss program.

M.S. 124D.18–20; M.S. 124D.99

Community Education

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	4,177	4,086	3,030	3,460	3,203	3,164
Total	4,177	4,086	3,030	3,460	3,203	3,164
Biennial Change				(1,773)		(123)
Biennial % Change				(21)		(2)
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	4,177	4,086	3,030	3,460	3,203	3,164
Total	4,177	4,086	3,030	3,460	3,203	3,164

Community Education

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	318	227	175	147	121	80
Levies	39,989	40,380	40,634	41,544	41,612	42,378
District Revenue	40,307	40,607	40,809	41,691	41,733	42,458
Direct Appropriation	4,177	4,086	3,260	3,230	3,203	3,164
Current Year	287	205	158	133	109	72
Prior Year	40	31	22	17	14	12
Balance Forward In				230		
Balance Forward Out			230			
Expenditures	4,177	4,086	3,030	3,460	3,203	3,164
Biennial Change in Expenditures				(1,773)		(123)
Biennial % Change in Expenditures				(21)		(2)

Program: Community Education
Activity: Adults with Disabilities

AT A GLANCE

- This program funds local community education programs for adults with disabilities.
- Approved programs may receive state aid equal to the lesser of \$30,000 or 50 percent of actual expenditures.

PURPOSE AND CONTEXT

This aid and property tax levy program have provided revenue to the same set of school districts to support community education programs and services for adults with disabilities for more than two decades.

SERVICES PROVIDED

Revenue for most districts is 50 percent state aid and 50 percent local property tax levy.

Programs use the following service strategies:

- Assistance for adults participating in community activities (including one-on-one assistance, braille, and interpreter services).
- Classes specifically for adults with disabilities.
- Outreach to identify adults needing services.
- Activities to increase public awareness of the roles of people with disabilities.

The Minnesota Department of Education (MDE) calculates and processes aid payments to districts and determines their property tax levy for this program.

RESULTS

Program performance data is not collected by MDE and school districts are not required to report on the details of their programs. District reporting of funding use is limited to the reporting of expenditures in the Uniform Financial Accounting and Reporting System.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2021</i>
Quantity	Districts participating in program	63	63
Quantity	Metropolitan districts participating in program	28	28

M.S. 124D.56

Adults with Disabilities

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25

Expenditures by Fund

1000 - General	710	706	702	710	710	710
Total	710	706	702	710	710	710
Biennial Change				(4)		8
Biennial % Change				(0)		1

Expenditures by Category

Grants, Aids and Subsidies	710	706	702	710	710	710
Total	710	706	702	710	710	710

Adults with Disabilities

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	710	710	710	710	710	710
District Revenue	710	710	710	710	710	710
Direct Appropriation	710	710	710	710	710	710
Current Year	639	639	639	639	639	639
Prior Year	71	67	63	71	71	71
Cancellations		4	8			
Expenditures	710	706	702	710	710	710
Biennial Change in Expenditures				(4)		8
Biennial % Change in Expenditures				(0)		1

Program: Community Education
Activity: Hearing Impaired Adults

AT A GLANCE

- In 2021, two sites submitted qualified requests for funds under this program.

PURPOSE AND CONTEXT

The hearing-impaired adults program provides educational opportunities for adults who are deaf and hard-of-hearing. This program provides assistance with the one-time costs of interpreter and note-taker services for adults participating in school district adult education classes, adult technical college programs, or private community agencies.

SERVICES PROVIDED

- This program provides assistance with the one-time costs of interpreter and note-taker services.
- The program is not meant to support all interpreter services for adult learners who are deaf and hard-of-hearing, but to help in unforeseen situations.

The Minnesota Department of Education (MDE) calculates and processes aid payments for this program.

RESULTS

The rate at which sites request funds in consecutive years provides a gauge as to whether providers are anticipating, and budgeting for, support for individuals with hearing impairments. It is difficult to draw assumptions regarding the true statewide demand for services, since most districts or non-profit providers also seek other resources to meet their needs.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2021</i>
Quantity	Number of educational programs for which interpreter and note-taker services costs were reimbursed.	107	60

M.S. 124D.57

Hearing Impaired Adults

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	70	70	70	70	70	70
Total	70	70	70	70	70	70
Biennial Change				0		0
Biennial % Change				0		0
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	70	70	70	70	70	70
Total	70	70	70	70	70	70

Hearing Impaired Adults

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	70	70	70	70	70	70
Expenditures	70	70	70	70	70	70
Biennial Change in Expenditures				0		0
Biennial % Change in Expenditures				0		0

Program: Community Education

Activity: School Age Care

AT A GLANCE

- School age care revenue was funded totally by local property tax levy in fiscal year (FY) 2021 (\$0 state aid).
- The total levy for FY 2021 was \$24.1 million.

PURPOSE AND CONTEXT

School Age Care is a program that helps ensure all students within a district have equal access to after-school care and summer educational programming.

School districts with school age care programs are served by this levy program.

This program supports the objective that every student deserves a world class education and attends a safe and nurturing school.

SERVICES PROVIDED

School age care revenue reimburses districts for approved additional costs incurred to provide school age care to children with disabilities, or children experiencing family or related problems of a temporary nature.

The school age care property tax levy equals:

- School age care revenue, times
- The lesser of:
 - One; or,
 - The ratio of (the adjusted net tax capacity of the district the year prior to levy certification, divided by the number of students living in the district for the levy year) to \$2,318.

School Age Care aid equals:

- School age care revenue minus school age care property tax levy.

Because of the low equalizing factor that offsets property taxes with state aid, all revenue has been in the form of local property tax.

The Minnesota Department of Education calculates aid and property tax levies for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Number of districts with school age care expenditures	157	163	224

M.S. 124D.19; M.S. 124D.22

School Age Care

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	1	1		1	1	1
Total	1	1		1	1	1
Biennial Change				(1)		1
Biennial % Change				(50)		
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	1	1		1	1	1
Total	1	1		1	1	1

School Age Care

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	1	1		1	1	1
Levies	18,578	19,759	20,403	21,880	23,146	30,854
District Revenue	18,579	19,760	20,403	21,881	23,147	30,855
Direct Appropriation	1	1	1	1	1	1
Current Year	1	1		1	1	1
Cancellations			1			
Expenditures	1	1		1	1	1
Biennial Change in Expenditures				(1)		1
Biennial % Change in Expenditures				(50)		

Program: Self Sufficient and Lifelong Learning

Activity: Adult Basic Education

<https://education.state.mn.us/MDE/fam/abe/>

AT A GLANCE

- 1,303 licensed teachers and 880 volunteers served over 39,481 students at an estimated 300 locations in fiscal year (FY) 2021.
- Of all enrollees, more than 40 percent were English learners, 7 percent had never attended school, 23 percent were unemployed, and 15 percent were in correctional facilities.

PURPOSE AND CONTEXT

Adult basic education (ABE) is a state and federally funded program that provides adults educational opportunities to acquire and improve the literacy skills they need to become self-sufficient.

This program supports the objective that all students receive a world-class education.

SERVICES PROVIDED

ABE program options:

- English as a Second Language
- High School Equivalency Diploma (previously called the GED or General Education Development diploma)
- Standard Adult High School Diploma and Traditional High School Diploma
- Basic Skills Education
- Workforce Preparation
- Transition to Postsecondary Education
- U.S. Citizenship and Civics
- Family Literacy

ABE is provided at roughly 300 sites in every Minnesota county, plus via online and distance learning options. Sites include public schools, community/technical colleges, prisons/jails, community nonprofit organizations, CareerForce centers, libraries, learning centers, and Tribal Nation centers. Programs have voluntarily formed ABE consortia (38 administrative units) to maximize efficiency and share resources.

The Minnesota Department of Education provides technical support, calculates aid entitlements, and pays aid to districts and consortia.

RESULTS (Note: significant pandemic impact in the years displayed)

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2020</i>	<i>FY 2021</i>
Quantity	Adults who obtained a high school diploma or high school equivalency diploma	2,414	1,933
Quantity	Adults who entered an integrated education and training program	1,507	1,060
Quality	Participants who made a measurable skill gain	37%	23%
Result	Participants who were employed six months after exiting ABE	38%	34%

M.S. 124D.51; M.S. 124D.518; M.S. 124D.52; M.S. 124D.521; M.S. 124D.522; M.S. 124D.531

Adult Basic Education

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	50,050	51,179	51,594	51,790	51,763	51,758
3000 - Federal	5,396	5,647	5,131	6,211	6,367	6,356
Total	55,446	56,826	56,725	58,001	58,130	58,114
Biennial Change				2,455		1,518
Biennial % Change				2		1
<u>Expenditures by Category</u>						
Grants, Aids and Subsidies	55,446	56,826	56,725	58,001	58,130	58,114
Total	55,446	56,826	56,725	58,001	58,130	58,114

Adult Basic Education

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Entitlement	50,204	51,770	51,763	51,793	51,759	51,758
District Revenue	50,204	51,770	51,763	51,793	51,759	51,758
Direct Appropriation	50,052	51,613	53,191	51,790	51,763	51,758
Current Year	45,184	46,593	46,587	46,614	46,584	46,583
Prior Year	4,866	4,586	5,008	5,176	5,179	5,175
Cancellations	2	434	1,597			
Expenditures	50,050	51,179	51,594	51,790	51,763	51,758
Biennial Change in Expenditures				2,156		137
Biennial % Change in Expenditures				2		0

3000 - Federal

Receipts	5,396	5,647	5,131	6,211	6,367	6,356
Expenditures	5,396	5,647	5,131	6,211	6,367	6,356
Biennial Change in Expenditures				299		1,381
Biennial % Change in Expenditures				3		12

Program: Self Sufficient and Lifelong Learning

Activity: High School Equivalency Tests

<https://education.state.mn.us/MDE/dse/abe/ged/>

AT A GLANCE

- Two High School Equivalency (HSE) tests have been approved: General Education Development (GED) and HiSET. GED is already being offered in Minnesota; the High School Equivalency Test (HiSET) will launch in Minnesota in October 2022.
- 88 GED testing centers, including 11 at state correctional facilities. New HiSET Test Centers launching in October 2022.
- In fiscal year (FY) 2022, 3,516 examinees took at least one GED test; 2,054 examinees completed all the modules.
- More than 45% of GED graduates enroll in college within 3 years, according to the GED Testing Service.
- Individuals earning a GED are eligible to receive federal financial aid, including Pell Grants, if they meet income requirements.

PURPOSE AND CONTEXT

This state aid program provides increased access for eligible individuals to complete the General Education Development (GED) battery of tests. Six percent of Minnesotans aged 25-64 lack a high school diploma or its equivalent.

The GED examination consists of four tests that measure outcomes associated with a high school education:

- Successful completion of the GED tests results in the awarding of a state of Minnesota GED diploma.
- A high school diploma or GED is required by many employers, is accepted by almost all of Minnesota's postsecondary institutions (PSI), and serves as evidence to receive grants or scholarships to attend PSI.

This program supports the objective of all students receiving a world-class education and earning a family sustaining wage.

SERVICES PROVIDED

This program provides supplemental funds that are used to pay a portion of the HSE testing fee for eligible Minnesotans.

- For FY 2021, the High School Equivalency testing allocation was \$245,000; for FY 2022, the High School Equivalency testing allocation was \$125,000.
- The High School Equivalency testing allocation currently pays a maximum of \$40 toward a student's GED testing fees (up to \$136 per student).

The Minnesota Department of Education (MDE) processes reimbursement payments to the GED Testing Service for GED and with PSI for HiSET so that tests are offered at discounted rates.

RESULTS*

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2021</i>	<i>FY 2022</i>
Quantity	Test subsidies provided	6,843	3,205
Quality	Percentage of GED candidates completing the full battery who passed	81%	80%

*Please note: There was a significant decrease in HSE testing due to the pandemic, and there was a decrease in the number of test subsidies provided due to the reduction in the amount of subsidy funding.

M.S. 124D.549; M.S. 124D.55

High School Equivalency Tests

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
<u>Expenditures by Fund</u>						
1000 - General	245	205	34	216	125	125
Total	245	205	34	216	125	125
Biennial Change				(200)		0
Biennial % Change				(44)		(0)
<u>Expenditures by Category</u>						
Operating Expenses		205	34	216	125	125
Grants, Aids and Subsidies	245					
Total	245	205	34	216	125	125

High School Equivalency Tests

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY20	Actual FY21	Actual FY22	Estimate FY23	Forecast Base	
					FY24	FY25
1000 - General						
Direct Appropriation	245	245	125	125	125	125
Balance Forward In		12		91		
Cancellations		51				
Balance Forward Out			91			
Expenditures	245	205	34	216	125	125
Biennial Change in Expenditures				(200)		0
Biennial % Change in Expenditures				(44)		(0)