Student Support Personnel Aid

Report to the Legislature

As required by Minnesota Statutes, section 124D.901

For more information:

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As requested by Minnesota Statutes, section 3.197: This report cost approximately $6,500 to prepare, including staff time, printing and mailing expenses.

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Legislative Charge

As required by Minnesota Statutes, section 124D.901, subdivision 5, by February 1 following any fiscal year in which student support personnel aid was received, a school district, charter school, or cooperative unit must submit a written report to the commissioner indicating how the new position affected two or more of the following measures: (1) school climate; (2) student health; (3) attendance rates; (4) academic achievement; (5) career and college readiness; and (6) postsecondary completion rates.

Background

Minnesota Statutes 2025, section 124D.901 established the Student Support Personnel Aid revenue account. “Student support services personnel" means individuals licensed in Minnesota to serve as school counselors, school psychologists, school social workers, school nurses, or chemical dependency counselors in Minnesota. The purpose of student support personnel aid is to address increased student service needs resulting from the pandemic, including shortages of student support personnel, and to ensure the delivery of effective services. The aid is intended to ensure that students receive integrated, comprehensive student support services that improve prekindergarten through grade 12 academic, physical, social, and emotional outcomes, and support career and college readiness, including effective school mental health services.

The aid also ensures that student support services personnel operate within the scope of their training and licensure, and promotes the full integration of learning supports, instruction, assessment, data-based decision-making, and family and community engagement within a comprehensive approach that facilitates interdisciplinary collaboration. Additionally, the aid supports improvements in student health, school safety, and school climate to promote academic success and career and college readiness.

Aid is provided to respond to post-pandemic student needs and must be used to hire new student support services personnel, increase existing positions that are less than 1.0 full-time equivalent to a greater number of service hours, or make permanent positions that were initially funded with one-time resources and would otherwise be eliminated.

Report

This report provides information on two data sets: (1) current known expenditures by local education agencies for Student Support Personnel Aid from July 1, 2024, through June 30, 2025, as reported by districts through UFARS (Uniform Financial Accounting and Reporting Standards) submissions; and (2) data voluntarily reported through a survey of school districts, charter schools, cooperative units, and intermediate districts on the accessibility, uses, and impact of the aid.

UFARS Identified Expenditures:

The summary data below are based on an analysis of UFARS. Audited data are submitted annually by districts to MDE to identify, in detail, their expenditures for purposes of financial accountability.

Expenditures identified in Table 1 reflect data reported for fiscal year 2025 by school districts, charter schools, and cooperative member districts. Data reported by intermediate districts or cooperative units are excluded due to the pass-through nature of the funds

Table 1: Entitlement and Expenditures Student Support Personnel Aid

Total Entitlement Student Support Personnel Aid	**Percent of Aid**	**$36,577,439**
District/ Charter Entitlement	67.00%	$24,457,439
Cooperative Entitlement	33.00%	$12,120,000
Expended Aid Determined by UFARS Reporting	72.00%	**$26,173,869**
Unexpended Aid	**28.00%**	**$10,403,571**

- A total of 504 independent school districts, special school districts, and charter schools were eligible for Student Support Personnel Aid. Of these, 126 (25%) reported no aid expenditures.
    - Of 177 charter schools, 59 (33%) reported no aid expenditures.
    - Of 327 eligible independent and special school districts, 67 (20%) reported no aid expenditures.
- In addition, 41 intermediate or cooperative units were eligible for aid.
    - Of 303 independent and special school district members of an intermediate district and/or cooperative unit, 54 (18%) reported no aid expenditures.

Table 2 identifies district expenditures by area of licensure and how staff were retained. In summary, 70% of aid expenditures were used for the direct hiring of staff, while 30% were used for contracting. Licensed school counselors and licensed school social workers combined account for nearly half of Student Support Personnel Aid expenditures (49.26%), while alcohol and chemical dependency counselors account for a small share (1.67%). Benefits comprised 15.90% of expenditures.

Table 2: Student Support Personnel Aid Expenditures by Licensure and Retention

Total Expenditures	**100%**	**$26,173,869**	**$18,340,136**	**$7,833,733**
Description	**Percent**	**Total**	**Direct Hire**	**Contract**
School Nurse	7.39%	$1,933,458	$1,644,560	$288,898
School Social Worker	22.13%	$5,791,275	$4,911,149	$880,126
School Psychologist	3.96%	$1,036,349	$540,204	$496,144
School Counselor	27.13%	$7,102,049	$7,102,049	$-
Alcohol and Chem Dep Counselor	1.67%	$436,786	$436,786	$-
Salary Adjustments	0.03%	$6,971	$6,971	$-
Services Purchased from Joint Powers	10.43%	$2,730,130	$-	$2,730,130
Salary purchased from other districts	11.37%	$2,975,478	$-	$2,975,478
Benefits/ Benefits purchased from other districts	15.90%	$4,161,373	$3,698,416	$462,956

Survey Responses

A survey was distributed by MDE on February 13, 2026. The survey addressed two core concerns regarding the aid. First, local education agency administrators were asked to assess the need for and accessibility of the aid. Second, respondents were asked to identify licensed staff retained using Student Support Personnel Aid funds and to evaluate the impact of these additional staff or FTE on measures identified in statute. Districts were also invited to provide comments and suggestions regarding their experience with the aid.

Of the 504 surveys deployed, MDE received 311 responses. The following is a summary of those responses. See the data aggregation tables in the appendices for additional detail

Staff Needs and Funding Allocation

District survey responses indicate that funding and workforce availability remain key constraints in implementing Student Support Personnel Aid. Only 21% of districts reported that funding was sufficient to meet district goals, while 56% reported that funding was insufficient. In addition, 57% of districts reported difficulty finding qualified licensed staff, indicating a continued shortage of available personnel in the labor market.

Districts also reported challenges with contracting services, with only 15% indicating that contracting for student support personnel was easy. This suggests that both hiring and contracting present barriers to implementation.

Despite these challenges, districts continue to prioritize staffing investments. Consistent with prior years, school counselors and school social workers represent the largest share of staffing focus and expenditures, reflecting ongoing student needs related to mental health and school climate support.

Student Support Personnel Staffing Impact on Goals/Measures

Six measures of improvement were identified in the legislation funding new or additional licensed student support FTE: (1) school climate; (2) student health; (3) attendance rates; (4) academic achievement; (5) career and college readiness; and (6) postsecondary completion rates. Districts were asked to identify all FTE, and licensure increases funded with Student Support Personnel Aid and the associated improvement target. For example, a district may report increases in FTE for both counselors and social workers to address school climate. See the data aggregation tables in the appendix for additional details.

School Climate

A total of 311 districts responded to questions regarding school climate. Of those, 206 districts (66.5%) indicated they agreed or strongly agreed that staff added with Student Support Personnel Aid had a positive impact on school climate.

Districts most commonly supported this outcome by adding school social workers and school counselors, reflecting a continued focus on improving student behavior, engagement, and the overall school environment. For more information on this measure, visit the [MDE School Climate](https://education.mn.gov/MDE/dse/edi/clim/) webpage (https://education.mn.gov/MDE/dse/edi/clim/).

Student Health

A total of 309 districts responded to questions regarding student health. Of those, 187 districts (60.5%) indicated they agreed or strongly agreed that additional staff had a positive impact on student health.

While some districts increased school nurse staffing, most investments continued to focus on school social workers and school counselors, indicating that mental health and behavioral supports remain a primary driver of student health outcomes. For more information on this measure, visit the [MDH School Health Services](https://www.health.state.mn.us/people/childrenyouth/schoolhealth/shs/index.html) webpage (https://www.health.state.mn.us/people/childrenyouth/schoolhealth/shs/index.html).

Attendance Rates

A total of 309 districts responded to questions regarding attendance rates. Of those, 137 districts (44.3%) indicated a positive impact.

A significant number of districts reported neutral impacts, suggesting that while additional staff support attendance efforts, improvements in this area may require broader or more sustained interventions beyond staffing increases alone. For more information on this measure, visit the MDE Implementing ESSA webpage (https://education.mn.gov/mde/dse/essa/imp/MDE072612).

Academic Achievement

A total of 307 districts responded to questions regarding academic achievement. Of those, 158 districts (51.5 %) indicated a positive impact.

Districts reported adding school counselors and school social workers to support academic outcomes, though results suggest that academic gains may take longer to materialize compared to improvements in school climate and student well-being. For more information on this measure, visit the MDE Academic Achievement Summary webpage (https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE073110&RevisionSelectionMethod=latestReleased&Rendition=primary).

Career and College Readiness

A total of 309 districts responded to questions regarding career and college readiness. Of those, 109 districts (35.3%) reported a positive impact.

More than half of districts reported neutral responses, indicating that the effect of additional student support staff on career and college readiness outcomes may be indirect or may require longer-term implementation to demonstrate measurable improvements. For more information on this measure, visit the MDE Career and College Success webpage (https://education.mn.gov/mde/dse/ccs/).

Post Secondary Completion Rates

A total of 308 districts responded to questions regarding postsecondary completion rates. Of those, 72 districts (23.4%) reported a positive impact.

A majority of districts reported neutral responses, and fewer districts reported adding staff specifically to support this outcome. This suggests that postsecondary completion is a longer-term measure that may not yet reflect the impact of recently added staff. For more information on this measure, visit the MDE Postsecondary Enrollment and Completion webpage (https://education.mn.gov/MDE/dse/schfin/pseo/).

Postsecondary completion rates are defined as students earning a high school diploma and enrolling in an institution of higher education within 16 months of graduation.

Summary of District Comments, Experience, Suggestions

Positive Outcomes:

- Districts reported improved student engagement, school climate, and access to mental health supports.
- Additional staff allowed districts to better respond to student behavioral and emotional needs.
- Even partial funding was viewed as valuable in supporting critical roles such as counselors and social workers.

Challenges and Roadblocks:

- Funding levels are often insufficient to fully fund positions, requiring districts to supplement locally.
- Workforce shortages, particularly for licensed counselors and psychologists, limit hiring ability.
- Contracting services is difficult due to availability and cost constraints.
- Some districts reported challenges related to program restrictions and sustainability of positions.

Common Critiques:

- Funding is not sufficient to address needs across all six outcome areas.
- Limited flexibility in allowable uses reduces district-level decision-making.
- Ongoing funding uncertainty makes long-term staffing decisions difficult.

Conclusion

The survey findings highlight both the continued need for Student Support Personnel Aid and the challenges districts face in implementing and sustaining these services. Overall, districts report positive impacts on student outcomes, with the strongest effects observed in school climate (66.5%) and student health (60.5%). Moderate impacts are reported in academic achievement (51.5%), while more limited impacts are observed in attendance (44.3%), career readiness (35.3%), and postsecondary outcomes (23.4%).

Despite these reported improvements, results vary across outcome areas, with strong effects more closely associated with student well-being measures than longer-term academic and postsecondary indicators. At the same time, districts continue to identify funding constraints and workforce shortages as primary barriers to full implementation. A majority of districts report insufficient funding (56 %) and difficulty hiring qualified staff (57%).

Overall, Student Support Personnel Aid is supporting meaningful improvements in student well-being and engagement; however, additional investment and workforce development may be necessary to strengthen implementation and support more consistent outcomes across all measured areas.

Appendix A: Survey Results: Need for and Accessibility of Aid

Prior to Student Support Personnel Aid, my LEA had sufficient student support staff to serve students

Counts	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	57	129	83	34	6
District	39	90	66	23	6
Charter	12	26	8	9	0
Inter/Co-op	6	13	9	2	0

Prior to Student Support Personnel Aid, my LEA had sufficient student support staff to serve students

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	18%	42%	27%	11%	2%
District	17%	40%	29%	10%	3%
Charter	22%	47%	15%	16%	0%
Inter/Co-op	20%	43%	30%	7%	0%

My LEA was able to spend about the following percentage of aid

Counts	0 %	25 %	50 %	75 %	100 %
Total Responses	49	22	11	23	201
District	29	14	11	14	154
Charter	14	5	0	2	34
Inter/Co-op	6	3	0	7	13

My LEA was able to spend about the following percentage of Student Support Personnel Aid

Percent	0 %	25 %	50 %	75 %	100 %
Total Responses	16%	7%	4%	8%	66%
District	13%	6%	5%	6%	69%
Charter	25%	9%	0%	4%	62%
Inter/Co-op	21%	10%	0%	24%	45%

My LEA received sufficient aid to hire or contract the staff needed to support students, meet goals, and improve overall student experience

Counts	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	77	96	71	53	12
District	64	71	48	35	6
Charter	11	21	12	8	3
Inter/Co-op	2	4	11	10	3

My LEA received sufficient aid to hire or contract the staff needed to support students, meet goals, and improve overall student experience

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	25%	31%	23%	17%	4%
District	29%	32%	21%	16%	3%
Charter	20%	38%	22%	15%	5%
Inter/Co-op	7%	13%	37%	33%	10%

My LEA's outstanding FTE needs for Student Support Personnel are (check all that apply)

Counts	More Counselors	More SW	More Nurses	More Psychs	More ACDCs
Total Responses	163	169	105	90	44
District	125	120	80	63	31
Charter	35	36	21	17	10
Inter/Co-op	3	13	4	10	3

My LEA's outstanding FTE needs for Student Support Personnel are (check all that apply)

Percent	More Counselors	More Soc Wkrs	More Nurses	More Psychs	More ACDCs
Total Responses	29%	30%	18%	16%	8%
District	30%	29%	19%	15%	7%
Charter	29%	30%	18%	14%	8%
Inter/Co-op	9%	39%	12%	30%	9%

There is an adequate pool of hirable, licensed Student Support Staff in my LEA's community

Counts	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	64	113	58	67	7
District	49	77	44	51	3
Charter	8	24	11	10	2
Inter/Co-op	7	12	3	6	2

There is an adequate pool of hirable, licensed Student Support Staff in my LEA's community

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	21%	37%	19%	22%	2%
District	22%	34%	20%	23%	1%
Charter	15%	44%	20%	18%	4%
Inter/Co-op	23%	40%	10%	20%	7%

My LEA was able to contract for student support services staff easily.

Counts	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	43	51	168	41	5
District	36	33	128	25	1
Charter	5	11	22	13	4
Inter/Co-op	2	7	18	3	0

My LEA was able to contract for student support services staff easily.

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	14%	17%	55%	13%	2%
District	16%	15%	57%	11%	0%
Charter	9%	20%	40%	24%	7%
Inter/Co-op	7%	23%	60%	10%	0%

The one year reserve balance for Student Support Personnel aid is

Counts	Enough to Hire needed staff	Enough to Contract needed staff	Not enough to hire needed staff	Not enough to contract needed staff	Allows more time, but doesn't really help the cause
Total Responses	23	7	168	33	27
District	19	6	131	21	16
Charter	3	1	29	9	8
Inter/Co-op	1	0	8	3	3

The one year reserve balance for Student Support Personnel aid is

Percent	Enough to Hire needed staff	Enough to Contract needed staff	Not enough to hire needed staff	Not enough to contract needed staff	Allows more time, but doesn't really help the long term hiring
Total Responses	9%	3%	65%	13%	10%
District	10%	3%	68%	11%	8%
Charter	6%	2%	58%	18%	16%
Inter/Co-op	7%	0%	53%	20%	20%

In addition to Student Support FTE, my LEA needs:

Counts	Training	Curriculum	Travel/Mileage	None of the Above	All of the above
Total Responses	116	84	26	75	99
District	72	57	13	60	78
Charter	35	20	5	11	10
Inter/Co-op	9	7	8	4	11

In addition to Student Support FTE, my LEA needs:

Percent	Training	Curriculum	Travel/Mileage	None of the Above	All of the above
Total Responses	29%	21%	7%	19%	25%
District	26%	20%	5%	21%	28%
Charter	43%	25%	6%	14%	12%
Inter/Co-op	23%	18%	21%	10%	28%

Appendix B: Survey Results for Staff Impact on District Goals/Measures

Student Support Personnel Aid had a positive impact on school climate:

Counts	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	16	6	81	102	104
District	12	6	62	73	71
Charter	3	0	8	19	25
Inter/Co-op	1	0	11	10	8

Student Support Personnel Aid had a positive impact on school climate:

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	5%	2%	26%	33%	34%
District	5%	3%	28%	33%	32%
Charter	5%	0%	15%	35%	45%
Inter/Co-op	3%	0%	37%	33%	27%

Districts adding FTE aid to support school climate:

Counts	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	105	37	111	29	7
District	82	21	77	11	3
Charter	20	8	19	8	1
Inter/Co-op	3	8	15	10	3

Districts adding FTE aid to support school climate:

Percent	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	36%	13%	38%	10%	2%
District	42%	11%	40%	6%	2%
Charter	36%	14%	34%	14%	2%
Inter/Co-op	8%	21%	38%	26%	8%

*The percentage of districts adding licensed student support FTE for School Climate improvement is based on the total number of districts responding that increased staffing to support the measure.

Student Support Personnel Aid had a positive impact on student health:

Counts	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	16	10	95	101	86
District	14	10	69	79	51

Counts	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Charter	2	0	15	12	26
Inter/Co-op	0	0	11	10	9

Student Support Personnel Aid had a positive impact on student health:

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	5%	3%	31%	33%	28%
District	6%	4%	31%	35%	23%
Charter	4%	0%	27%	22%	47%
Inter/Co-op	0%	0%	37%	33%	30%

Districts adding FTE aid to support student health:

Counts	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	46	71	91	25	3
District	41	46	63	12	1
Charter	3	16	17	6	0
Inter/Co-op	2	9	11	7	2

Districts adding FTE aid to support student health:

Percent	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	19%	30%	39%	11%	1%
District	25%	28%	39%	7%	1%
Charter	7%	38%	40%	14%	0%
Inter/Co-op	6%	29%	35%	23%	6%

*The percentage of districts adding licensed student support FTE for Student Health improvement is based on the total number of districts responding that increased staffing to support the measure.

Student Support Personnel Aid had a positive impact on attendance:

Counts	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	18	12	141	94	43
District	16	9	102	67	30
Charter	2	3	18	20	11
Inter/Co-op	0	0	21	7	2

Student Support Personnel Aid had a positive impact on attendance:

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	6%	4%	46%	31%	14%

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
District	7%	4%	46%	30%	13%
Charter	4%	6%	33%	37%	20%
Inter/Co-op	0%	0%	70%	23%	7%

Districts adding FTE aid to support attendance:

Counts	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	71	25	76	16	3
District	59	15	54	8	2
Charter	10	7	12	5	0
Inter/Co-op	2	3	10	3	1

Districts adding FTE aid to support attendance:

Percent	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	37%	13%	40%	8%	2%
District	43%	11%	39%	6%	1%
Charter	29%	21%	35%	15%	0%
Inter/Co-op	11%	16%	53%	16%	5%

*The percentage of districts adding licensed student support FTE for Attendance Rate improvement is based on the total number of districts responding that increased staffing to support the measure.

Student Support Personnel Aid had a positive impact on academic achievement:

Count	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	17	6	125	112	46
District	14	5	91	79	33
Charter	3	1	19	23	9
Inter/Co-op	0	0	15	10	4

Student Support Personnel Aid had a positive impact on academic achievement:

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	6%	2%	41%	37%	15%
District	6%	2%	41%	36%	15%
Charter	5%	2%	35%	42%	16%
Inter/Co-op	0%	0%	52%	34%	14%

Districts adding FTE aid to support academic achievement:

Count	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	75	21	73	14	3
District	62	15	52	7	2
Charter	9	5	11	2	0
Inter/Co-op	4	1	10	5	1

Districts adding FTE aid to support academic achievement:

Percent	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	40%	11%	39%	8%	2%
District	45%	11%	38%	5%	1%
Charter	33%	19%	41%	7%	0%
Inter/Co-op	19%	5%	48%	24%	5%

*The percentage of districts adding licensed student support FTE for Academic Achievement improvement is based on the total number of districts responding that increased staffing to support the measure.

Student Support Personnel Aid had a positive impact on career and college readiness:

Count	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	18	14	167	71	38
District	16	12	114	51	30

Count	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Charter	2	2	27	16	8
Inter/Co-op	0	0	26	4	0

Student Support Personnel Aid had a positive impact on career and college readiness:

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	6%	5%	54%	23%	12%
District	7%	5%	51%	23%	13%
Charter	4%	4%	49%	29%	15%
Inter/Co-op	0%	0%	87%	13%	0%

Districts adding FTE aid to support career and college readiness:

Count	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	66	14	39	8	3
District	56	10	28	6	2
Charter	9	3	8	0	0
Inter/Co-op	1	1	3	2	1

Districts adding FTE aid to support career and college readiness:

Percent	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	51%	11%	30%	6%	2%
District	55%	10%	27%	6%	2%
Charter	45%	15%	40%	0%	0%
Inter/Co-op	13%	13%	38%	25%	13%

*The percentage of districts adding licensed student support FTE for Career and College Readiness improvement is based on the total number of districts responding that increased staffing to support the measure.

Student Support Personnel Aid had a positive impact on post-secondary completion:

Count	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	16	12	207	49	23
District	14	11	141	37	19
Charter	2	1	39	9	4
Inter/Co-op	0	0	27	3	0

Student Support Personnel Aid had a positive impact on post-secondary completion:

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Total Responses	5%	4%	67%	16%	7%

Percent	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
District	6%	5%	64%	17%	9%
Charter	4%	2%	71%	16%	7%
Inter/Co-op	0%	0%	90%	10%	0%

Districts adding FTE aid to support post-secondary completion:

Count	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	50	12	31	8	2
District	44	8	23	5	2
Charter	5	2	6	1	0
Inter/Co-op	1	2	2	2	0

Districts adding FTE aid to support post-secondary completion:

Percent	Counselor	Nurse	Soc Wkr	Psych	ACDC
Total Responses	49%	12%	30%	8%	2%
District	54%	10%	28%	6%	2%
Charter	36%	14%	43%	7%	0%
Inter/Co-op	14%	29%	29%	29%	0%

*The percentage of districts adding licensed student support FTE for Post Secondary Completion improvement is based on the total number of districts responding that increased staffing to support the measure.