

Minnesota School Finance: A Guide for Legislators



About this Publication

This guidebook explains how public elementary and secondary schools are funded in Minnesota.

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Minnesota Statutes cited in this work can be located on of the Office of the Revisor of Statutes website, <https://www.revisor.mn.gov/statutes/>.



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Executive Summary

Minnesota's school finance system provides funds to operate the state's public elementary and secondary schools. The bulk of Minnesota's support for elementary and secondary education is distributed to school districts and charter schools through the general education revenue program, which provides money for the current operating expenditures of the districts. The state's remaining appropriations are provided through special purpose or categorical aids, such as special education aid and local property tax relief aids. The state legislature also controls the amount each school district can levy through limits on the amounts and type of property tax levies. The purpose of this guide is to describe the programs that provide funding for Minnesota's school districts and charter schools. The guide provides program descriptions, financial information, and some historical background for each school funding program.

For the 2023-24 school year, a full-time equivalent staff of roughly 57,000 teachers served approximately 856,000 public school students. Minnesota's nonpublic schools served 73,100 students, and 29,100 students were homeschooled. During the same school year, total revenue for Minnesota's public schools is estimated at \$17.797 billion, of which \$11.919 billion is from state aid, \$4.912 billion is from local property taxes and other local source revenue, and \$966 million is from federal funds.

This publication describes the current system for funding the K-12 education system. It includes definitions of common terminology, explains how students are counted, details funding formulas, and describes various education programs. An appendix at the end of the document also provides some historical information for certain long-standing programs and programs that are no longer in effect but are referenced by current programs.

Introduction

Minnesota's school finance system is shaped by the historical and legal context of public schools in the United States.

Historical and Legal Background

Public education in the United States is the legal responsibility of state government. In Minnesota, as in most states, the state constitution charges the legislature with responsibility for public schools. Minnesota's constitutional charge reads as follows:

The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.

(Minn. Const., art. XIII, § 1)

Minnesota delegates responsibility for the actual operation of schools to local school districts and charter schools, whose powers and duties are prescribed by state statute. Historically, the property taxes levied by the school boards governing these school districts have been the primary source of revenue for running schools. Some time after 1900, property taxes were supplemented by limited amounts of state appropriations for aid to school districts. By the 1970-71 school year, the Minnesota state foundation aid program provided all districts a flat grant per pupil unit (a pupil unit is a weighted enrollment measure) and provided some districts an additional "equalized" amount that varied inversely with a district's property valuation. Under this system, state aid funded about 43 percent of the cost of running schools, and school expenditures per pupil varied widely from district to district. Local property taxes rose rapidly in all districts in the late 1960s, and the tax rate for schools also varied widely among districts.

The 1971 Legislature addressed these disparities by substantially increasing the amount of equalized state foundation aid per pupil unit and imposing a uniform statewide limit on the property tax rate for schools. The 1973 Legislature eliminated flat grants and established a system whereby the amount of foundation aid program revenue available per pupil unit to low-spending districts would be increased to the state average over a six-year period. From 1973 to 1983, the legislature adjusted the foundation aid formula several times making it more responsive to differences among districts and altering the relationship between local tax effort and state aid, without changing the formula's basic structure.

The 1983 Legislature enacted a new foundation aid program replacing several components of the previous foundation aid formula with five tiers of optional aids and levies. The main characteristics of the new five-tier program were equal access to revenues, recognition of some specific cost differences, and more discretion on the part of school boards in choosing the necessary level of revenue.

Current Program Design. General education revenue is the primary source of operating funds for Minnesota’s public schools, which for the 2024-25 school year, consists of 327 operating school districts, two nonoperating school districts, and 180 charter schools. General education revenue pays for operating expenses of the district including employee salaries, fringe benefits, and supply costs. For fiscal year 2025, each school district’s general education revenue is the sum of 14 components; two of which are the same per pupil unit for all districts and charter schools and 12 components that vary by district demographic and geographic characteristics.

General education revenue replaced the foundation aid program through legislation first enacted in 1987 for the 1988-89 school year. Most of the components of general education revenue have remained relatively stable over the last 35 years.

In addition to general education revenue, school districts also receive state appropriations through categorical aids and authorized property tax levies, which provide funds for specific purposes (such as special education, school integration/desegregation, and safe schools activities).

School Finance Litigation

Across the nation, there have been and are a number of legal challenges to states’ school finance formulas. These lawsuits have been based on a series of principles, including equalization, fiscal neutrality, equal protection, and adequacy, among others.

Equalization. Equalization challenges measured state aid to districts compared with perceived need (using property wealth as the measure of need). The earliest challenges under the equal protection clause of the Fourteenth Amendment to the United States Constitution (“...nor shall any state...deny to any person within its jurisdiction the equal protection of the laws”) were unsuccessful. These challenges claimed that the only permissible variations in public school expenditures across districts should be based on “educational needs.” The courts concluded this standard was too political and unclear for them to apply to state school finance systems.

Fiscal neutrality. The second round of challenges, also made under the Fourteenth Amendment, proposed the standard of “fiscal neutrality.” Fiscal neutrality means that the quality of a child’s education, measured by the amount expended for that education, cannot be permitted to vary according to the property wealth of his or her parents and their neighbors. The taxpayers in a property poor district cannot be required to pay a higher tax rate than taxpayers in a property rich district to attain the same quality of education for their children. This standard was first endorsed by the California Supreme Court under the federal and state equal protection clauses in its 1971 decision, which refused to dismiss the complaint in *Serrano v. Priest*. In short order, a number of other courts also adopted the standard of fiscal neutrality, including the Minnesota federal district court in its October 1971 decision upholding the validity of the claim in *Van Duzart v. Hatfield*. This round of litigation came to an abrupt halt in March 1973 when the U.S. Supreme Court, in *San Antonio Independent School District v. Rodriguez*, reversed a lower court’s decision in support of fiscal neutrality under the Fourteenth Amendment.

Equal Protection and adequacy. The next round of school finance litigation is occurring under the equal protection and education provisions of state constitutions. The *Serrano* case in California went to trial in 1974, and both the trial court and the California Supreme Court (in 1977) found that the school finance system violated the state equal protection clause under the principles of fiscal neutrality.

Since that time, legal theories for suits under state constitutions' education clauses also include the arguments that school finance systems must provide for minimum levels of pupil achievement, must ensure that districts have the minimum resources necessary to supply a basic education, must respond to differences among districts' tax burdens, costs, and needs, or cannot predominantly base the availability of funds on voters' willingness to approve taxes. Since the 1970s, challenges to school finance systems under state constitutional provisions have occurred in all but a handful of states, and more recent lawsuits are pending in many states, including states where earlier challenges were successful and states where earlier challenges were unsuccessful.

In 1993, the Minnesota Supreme Court reversed an earlier trial court decision and held Minnesota's school finance system constitutionally permissible. The ruling in *Skeen v. State of Minnesota* stemmed from a lawsuit filed in 1988 by 52 outer ring suburban and rural school districts representing 25 percent of the state's K-12 enrollment. The suit claimed that Minnesota's school finance system was unconstitutional because the finance system was not uniform and school districts received disparate amounts of government aid.

The plaintiff school districts challenged the constitutionality of the operating referendum and debt service levies that at the time of the suit, were unequalized levies based solely upon local property tax bases and some parts of general education revenue that varied among school districts, including training and experience revenue, and supplemental revenue. The Minnesota Supreme Court declared the issues in the case to be "whether the state's present system of education finance is sufficient to meet the state constitutional requirement that the legislature 'establish a general and uniform system of public schools' and provide sufficient financing to 'secure a thorough and efficient system of public schools throughout the state.'"

However, the court ruled that education in Minnesota is a fundamental right and that the system of education finance in place at that time satisfied that right. The court found that "all plaintiff [school] districts are provided with an adequate level of education which meets or exceeds the state's basic education requirements and ... are given sufficient funding to meet their basic needs." The court used the term "adequate" or "adequacy" to mean the measure of need that must be met and not some minimal floor. The court's ruling establishes the minimum standard the state must meet in designing an education funding system that is constitutional.¹

The state of Minnesota is currently in litigation over an adequacy case named *Cruz-Guzman*.

¹ For further information on the *Skeen* decision, see *Skeen vs. State of Minnesota, The School Finance Lawsuit*, House Research Department, September 1993.

Descriptive Information for Minnesota

Public elementary and secondary education is provided via a financial partnership between the state and local school districts and charter schools. These school districts and charter schools exhibit diversity in terms of enrollment, local property wealth, and expenditure levels, as shown in Table 1 and Table 2.

Minnesota's total public school enrollment crested in 2020 at 875,000 students and has started a period of slow decline. While school district enrollment is declining, charter school enrollment is continuing to grow at a modest pace. Tables 3 and 4 display the state total enrollment history and projections for the period from 1959-60 to 2028-29.

The state and federal governments share in financial partnership with local districts and charter schools to fund elementary and secondary education. For the 2023-24 school year, the state provided approximately 66.4 percent of the total costs of elementary and secondary education. Local revenue sources (primarily property taxes and fees for services such as athletics) provided approximately 27.2 percent of 2023-24 operating revenues, and the federal government provided approximately 5.4 percent of the public schools' revenue.

The bulk of state support for elementary and secondary education is distributed to the districts through the general education revenue program, which provides money for the current operating expenditures of the districts. The remaining portion of the state's appropriation to local districts is provided through special purpose or categorical aids, such as special education aid and local property tax relief aids. The state programs that provide financial aid to Minnesota school districts are described in the following pages.

Table 1: Characteristics of Minnesota Independent School Districts, 2022-23

Data for school districts only, excludes charter schools*

	Maximum	95th Percentile	Mean	Median	5th Percentile	Minimum	State Total
Average Daily Membership Served and Tuitioned Students	38,077	9,180	2,428	911	184	67	793,804
English Learning Students	9,330	1,053	198	14	0	0	64,578
	52%	19%	8%	1%	0%	0%	8%
Students Eligible for Free or Reduced-Price Meals	23,603	3,482	1,017	385	93	24	332,603
	93%	71%	42%	44%	22%	10%	42%
Students of Color	26,195	3,681	847	140	14	0	276,860
	100%	65%	35%	15%	5%	0%	35%

	Maximum	95th Percentile	Mean	Median	5th Percentile	Minimum	State Total
2020 Adjusted Net Tax Capacity per Pupil Unit	\$64,766	\$27,690	\$11,343	\$10,674	\$5,379	\$0**	\$9,002,980,538
Total PK-12 Operating Expenditures per Pupil	\$32,024	\$19,169	\$14,675	\$13,861	\$11,469	\$10,515	\$11,648,759,105
<p>*Two districts, Franconia and Prinsburg, are nonoperating districts, and don't directly serve regular education students and are excluded from this data.</p> <p>**The Pine Point school district exists entirely within the Park Rapids school district and has no tax base.</p> <p>Sources: Minnesota Department of Education Profiles 2022-2023; Research Department, Minnesota House of Representatives</p>							

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Table 2: Characteristics of Minnesota Charter Schools, 2022-23

	Maximum	95th Percentile	Mean	Median	5th Percentile	Minimum	State Total
Average Daily Membership Served and Tuitioned Students	5,051	1,053	372	212	49	25	66,975
English Learning Students	1,062	376	82	13	0	0	15,586
	99%	80%	23%	4%	0%	0%	23%
Students Eligible for Free or Reduced-Price Meals	3,106	694	404	113	18	1	40,813
	100%	99%	61%	67%	15%	1%	61%
Students of Color	2,326	821	234	105	9	0	42,177
	100%	100%	63%	56%	8%	0%	63%
Total PK-12 Operating Expenditures per Pupil	\$67,992	\$25,437	\$14,689	\$15,008	\$10,159	\$8,577	\$983,816,708
<p>Sources: Minnesota, Department of Education Profiles Data 2022-23; Research Department, MN House of Representatives; excludes charter schools operating only a portion of the school year.</p>							

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Table 3: School Enrollment 1959-60 to 2026-29 by School Type

	All Public School (including Charter Students)		Charter Schools		Traditional Nonpublic		Homeschool	
School Year	Adjusted Avg. Daily Membership	Percent Change from Prior Year	Average Daily Membership	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year
1960	671,682	NA	—	—	158,560	NA	—	—
1961	692,136	3.0%	—	—	163,253	3.0%	—	—
1962	713,461	3.1	—	—	167,909	2.9	—	—
1963	739,735	3.7	—	—	171,968	2.4	—	—
1964	768,089	3.8	—	—	174,265	1.3	—	—
1965	794,304	3.4	—	—	173,534	-0.4	—	—
1966	818,255	3.0	—	—	169,207	-2.5	—	—
1967	844,554	3.2	—	—	161,523	-4.5	—	—
1968	871,510	3.2	—	—	150,596	-6.8	—	—
1969	899,597	3.2	—	—	137,319	-8.8	—	—
1970	914,847	1.7	—	—	124,934	-9.0	—	—
1971	921,957	0.8	—	—	118,091	-5.5	—	—
1972	914,018	-0.9	—	—	106,392	-9.9	—	—
1973	903,778	-1.1	—	—	99,139	-6.8	—	—
1974	893,465	-1.1	—	—	94,023	-5.2	—	—
1975	884,648	-1.0	—	—	92,128	-2.0	—	—
1976	874,961	-1.1	—	—	91,893	-0.3	—	—
1977	856,964	-2.0	—	—	91,793	-0.1	—	—
1978	831,250	-3.0	—	—	90,919	-1.0	—	—
1979	803,312	-3.4	—	—	88,524	-2.6	—	—
1980	772,101	-3.9	—	—	90,954	2.7	—	—
1981	751,373	-2.7	—	—	91,077	0.1	—	—
1982	729,105	-3.0	—	—	91,803	0.8	—	—
1983	710,972	-2.5	—	—	92,302	0.5	—	—
1984	700,167	-1.5	—	—	92,760	0.5	—	—
1985	695,777	-0.6	—	—	92,822	0.1	—	—
1986	699,191	0.5	—	—	90,530	-2.5	—	—

	All Public School (including Charter Students)		Charter Schools		Traditional Nonpublic		Homeschool	
School Year	Adjusted Avg. Daily Membership	Percent Change from Prior Year	Average Daily Membership	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year
1987	708,446	1.3	—	—	87,208	-3.7	—	—
1988	716,125	1.1	—	—	85,043	-2.5	2,322	NA
1989	723,598	1.0	—	—	82,165	-3.4	2,900	24.9%
1990	733,338	1.3	—	—	80,293	-2.3	3,538	22.0
1991	750,865	2.4	—	—	81,262	1.2	4,418	24.9
1992	767,786	2.3	—	—	80,743	-0.6	5,086	15.1
1993	785,072	2.3	47	NA	81,631	1.1	6,149	20.9
1994	799,285	1.8	615	1,208.5%	81,697	0.1	7,671	24.8
1995	812,582	1.7	1,046	70.1	83,435	2.1	9,135	19.1
1996	827,588	1.8	1,494	42.8	84,278	1.0	10,519	15.2
1997	838,336	1.3	2,138	43.1	83,955	-0.4	12,145	15.5
1998	845,117	0.8	3,292	54.0	85,122	1.4	13,081	7.7
1999	851,729	0.8	4,991	51.6	85,988	1.0	13,638	4.3
2000	852,675	0.1	7,526	50.8	88,502	2.9	14,906	9.3
2001	854,042	0.2	9,199	22.2	89,680	1.3	15,249	2.3
2002	851,536	-0.3	10,170	10.6	84,538	-5.7	15,510	2.4
2003	835,217	-1.9	11,998	18.0	89,944	6.4	16,519	5.8
2004	829,832	-0.6	13,948	16.3	86,513	-3.8	17,533	6.1
2005	825,843	-0.5	17,121	22.7	86,956	0.5	17,135	-2.3
2006	826,542	0.1	20,306	18.6	82,258	-5.4	17,334	1.2
2007	827,197	0.1	23,588	16.2	79,200	-3.7	17,621	1.7
2008	823,755	-0.4	27,753	17.7	81,598	3.0	15,256	-13.4
2009	821,021	-0.3	31,687	14.2	79,793	-2.2	15,653	2.6
2010	821,923	0.1	34,463	8.8	77,121	-3.3	17,036	8.8
2011	823,347	0.2	36,087	4.7	74,384	-3.5	16,523	-3.0
2012	825,049	0.2	37,958	5.2	72,458	-2.6	16,081	-2.7
2013	831,692	0.8	40,856	7.6	70,715	-2.4	17,129	6.5
2014	837,630	0.7	43,237	5.8	68,521	-3.1	17,451	1.9

	All Public School (including Charter Students)		Charter Schools		Traditional Nonpublic		Homeschool	
School Year	Adjusted Avg. Daily Membership	Percent Change from Prior Year	Average Daily Membership	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year	Enrollment	Percent Change from Prior Year
2015	845,512	0.9	47,439	9.7	67,992	-0.8	18,085	3.6
2016	852,384	0.8	50,390	6.2	66,188	-2.7	18,772	3.8
2017	861,624	1.1	53,582	6.3	67,614	2.2	19,432	3.5
2018	868,951	0.9	56,060	4.6	65,785	-2.7	18,988	-2.3
2019	873,022	0.5	58,904	5.1	65,638	-0.2	19,228	1.3
2020	874,999	0.2	61,813	4.9	65,657	0.0	20,701	7.7
2021	855,774	-2.2	64,618	4.5	66,138	0.7	30,955	49.5
2022	856,427	0.1	65,728	1.7	69,971	5.8	27,801	-10.2
2023	855,224	-0.1	66,886	1.8	72,478	3.6	26,423	-5.0
2024	855,609	0.0	68,297	2.1	73,142	0.9	29,062	10.0
2025	855,062	-0.1	70,723	3.6	—	—	—	—
2026	850,374	-0.5	73,002	3.2	—	—	—	—
2027	845,833	-0.5	75,352	3.2	—	—	—	—
2028	841,604	-0.5	77,763	3.2	—	—	—	—
2029	837,396	-0.5	80,252	3.2	—	—	—	—

Notes:

Adjusted average daily membership from 1960 to 1971 are fall enrollment counts.

For all public schools, a large portion of the enrollment decline shown between 2003 and 2004 results from the limit on average daily membership to not more than 1.0.

Adjusted average daily membership for public schools and average daily membership for charter schools from 2022 to 2029 are estimated.

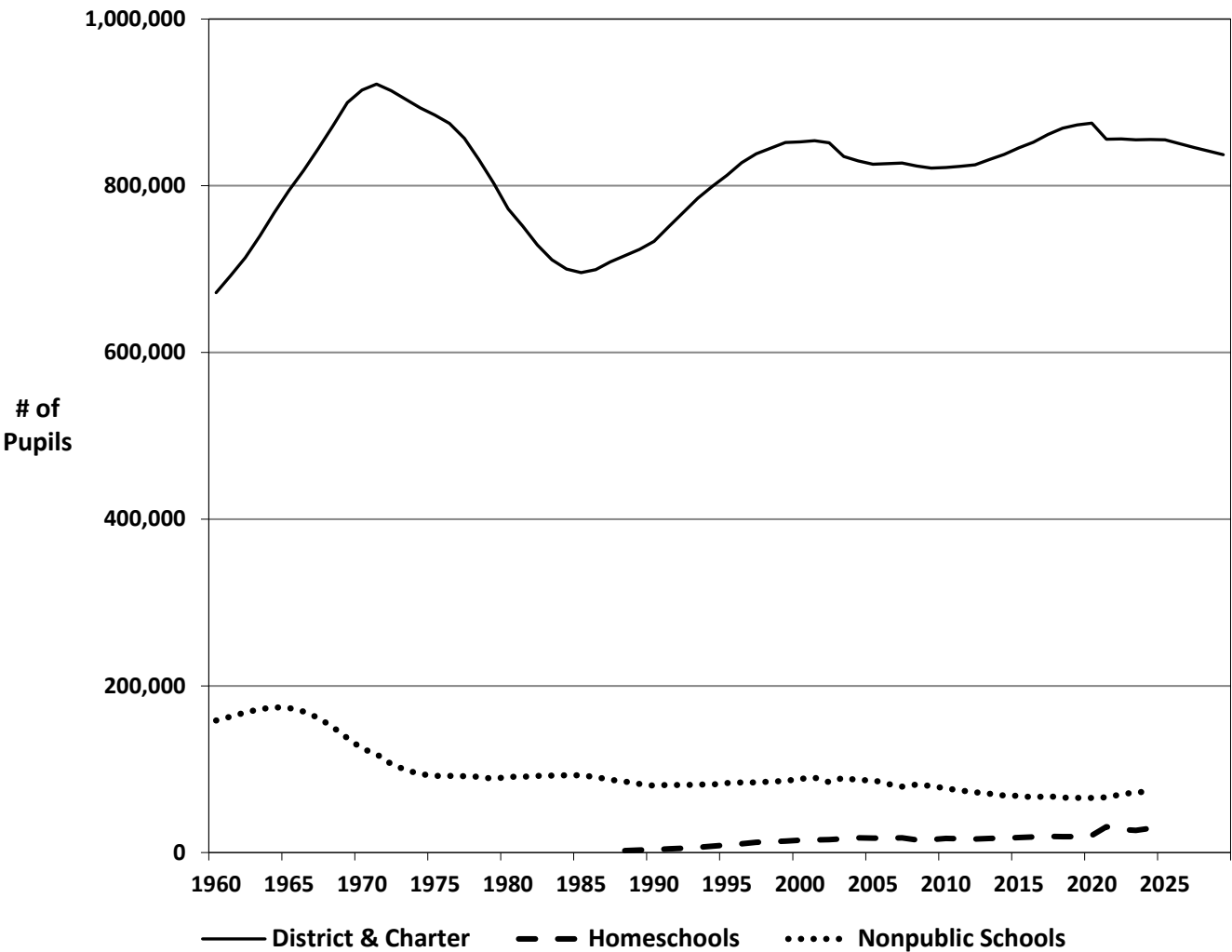
For nonpublic student enrollment for 2001-02 and 2006-07 school years, the Department of Education officials suspect significant under-reporting of nonpublic pupil count by nonpublic schools.

Homeschool enrollment for 2007 to 2024 is from Minnesota Department of Education Homeschool Enrollment by Compulsory Attendance Count. All ages compliant and noncompliant; 2012 to 2024.

Source: Pupil Unit Estimates, Minnesota Department of Education

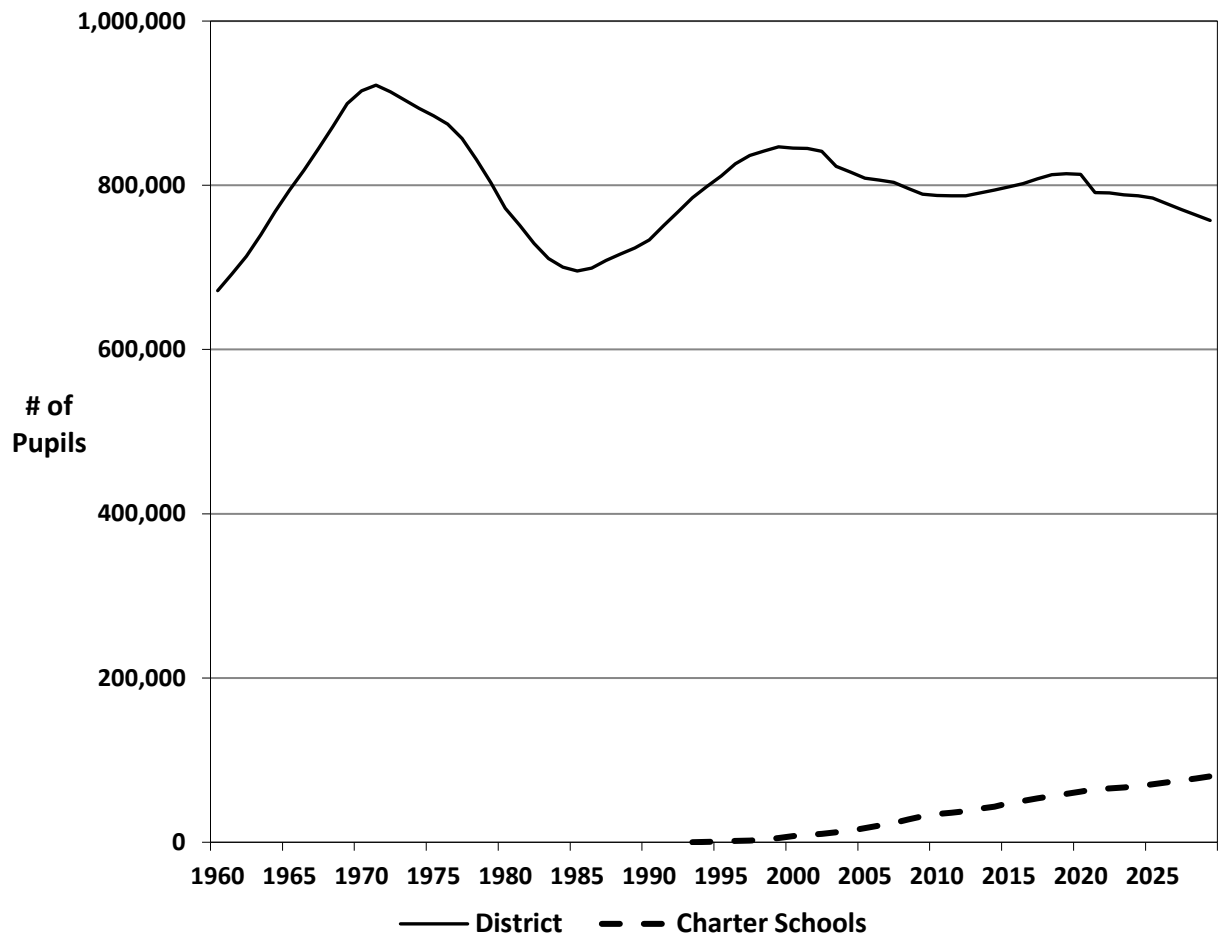
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**Table 4: Minnesota School Enrollment
1960 to 2023 Actual; 2024 to 2029 Estimated**



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**Table 5: Students in Minnesota Public Schools
1960 to 2029 (2024 to 2029 Estimated)**



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School Finance Terminology

The following terms and concepts are essential to understand Minnesota's school finance program.

Adjusted Marginal Cost Pupil Units (AMCPU): The counts of pupils used for most school funding formulas through fiscal year 2014 and replaced by "adjusted pupil units" for fiscal year 2015 and later. The count is adjusted (meaning students actually served by the district), marginal (the greater of the current year's count, or 77 percent of current year's count and 23 percent of the previous year's count), and weighted by grade level (pupil units).

Adjusted Net Tax Capacity (ANTC): The net tax capacity of a school district as divided by the sales ratio. The purpose of the sales ratio adjustment is to neutralize the effect of different assessment practices among the taxing jurisdictions of the state.

Adjusted Pupils Units: Adjusted pupil units, or adjusted weighted average daily membership, is the primary pupil count used in school-funding formulas. The count is weighted by grade level (.55 for half-day kindergarten, 1.0 for full-day kindergarten and elementary grades, and 1.2 for secondary grades) and "adjusted" to reflect students served.

Aid Entitlement: 100 percent of the state aid due a school district for a fiscal year, regardless of when the aid is actually received by the school district.

Appropriation: Amount of state aid paid to a school district during a fiscal year. The appropriation consists of a portion of the aid entitlement for the current year (for fiscal year 2025 this is 90 percent) and the remaining cleanup payments owed by the state to the school district for the previous fiscal year (10 percent).

Average Daily Membership (ADM): The sum for all pupils of the number of days in the district's school year that each pupil is enrolled, divided by the number of days the schools are in session.

Categorical Aid: Funds paid by the state to school districts and designated for specific purposes, such as transportation, special education for disabled children, and career and technical education. Categorical aids are relatively minor compared to general education revenue, the main school district funding stream.

Elementary Sparsity Revenue: Revenue available to small, sparsely populated school districts. Elementary sparsity revenue is part of general education revenue. To qualify for elementary sparsity revenue, a district must have an elementary school that is at least 19 miles from the next nearest elementary school and have an average of 20 or fewer students per elementary grade.

Equalization: A school finance formula is said to be "equalized" when a school district's aid and levy share of the revenue are computed based on some measure of the school district's tax base. In general, an equalization formula is designed to wash out a portion of the effects of tax

base differentials across school districts. An equalized school revenue program provides a higher level of state aid to property poor school districts providing more tax base equality across school districts. Minnesota's school finance system uses a number of equalizing factors in its aid and levy formulas but most of these equalized formulas do not fully eliminate the property tax advantages of high property tax base school districts.

Equalizing Factor: For school funding formulas that are a mix of state aid and local property taxes, the “equalizing factor” is a way of calculating the local levy share. The equalizing factor is usually specified as a fixed number in statute, which, if a district's tax base per pupil is lower than this amount, is used as the denominator to determine the local levy share. The equalizing factor is intended to partially equalize tax rates among school districts based on each district's property tax base per pupil. The lower the district's tax base per pupil, the lower the levy ratio, and the higher the state aid. Currently, many other school funding program formulas have statutorily fixed equalizing factors ranging from very generous to very small amounts of state aid.

Fiscal Year: A 12-month period between settlements of financial accounts. The fiscal year for the state and school districts runs from July 1 through June 30 and is identified by the calendar year in which it ends. For example, fiscal year 2025 runs from July 1, 2024, through June 30, 2025. A fiscal year is interchangeable with a school year for school finance purposes. For example, fiscal year 2025 is equivalent to the 2024-25 school year.

Formula Allowance: The dollar amount per pupil unit used to calculate each district's basic general education revenue—the “front end” of the formula. The formula allowance for fiscal year 2025 is \$7,281. This amount changes either because (1) the total funding is increasing or (2) existing separate formulas are “rolled in” to the general formula or funding for specific programs are “rolled out” of the general formula and into a separate formula.

Table 6: General Education Formula Increases 1989 to 2025
(\$ per Pupil Unit)

Fiscal Year	General Ed Formula Allowance	Statutory Dollar Increase in Formula	Formula Increase Adjusted for Roll-ins and Roll-outs & pupil weight changes	% Increase for Adjusted Formulas	Biennial Adjusted Formula Increases Over Previous Biennium
2025	\$7,281	\$143	\$143	2.0%	6%
2024	\$7,138	\$275	\$275	4.0%	—
2023	\$6,863	\$135	\$135	2.0%	4.45%
2022	\$6,728	\$161	\$161	2.45%	—
2021	\$6,567	\$129	\$129	2.0%	4%
2020	\$6,438	\$126	\$126	2.0%	—

Fiscal Year	General Ed Formula Allowance	Statutory Dollar Increase in Formula	Formula Increase Adjusted for Roll-ins and Roll-outs & pupil weight changes	% Increase for Adjusted Formulas	Biennial Adjusted Formula Increases Over Previous Biennium
2019	\$6,312	\$124	\$124	2.0%	4%
2018	\$6,188	\$121	\$121	2.0%	—
2017	\$6,067	\$119	\$119	2.0%	4%
2016	\$5,948	\$117	\$117	2.0%	—
2015	\$5,831	\$529	\$105	2.0%	3.5%
2014	\$5,302	\$78	\$78	1.5%	—
2013	\$5,224	\$50	\$50	1.0%	2.0%
2012	\$5,174	\$50	\$50	1.0%	—
2011	\$5,124	\$0	\$0	0.0%	0.0%
2010	\$5,124	\$0	\$0	0.0%	—
2009	\$5,124	\$50	\$50	1.0%	3.0%
2008	\$5,074	\$100	\$100	2.0%	—
2007	\$4,974	\$181	\$191	4.0%	8.1%
2006	\$4,783	\$182	\$182	4.0%	—
2005	\$4,601	\$0	\$0	0.0%	0.0%
2004	\$4,601	\$0	\$0	0.0%	—
2003	\$4,601	\$533	\$104	2.6%	5.3%
2002	\$4,068	\$104	\$104	2.6%	—
2001	\$3,964	\$224	\$157	4.2%	9.2%
2000	\$3,740	\$210	\$167	4.7%	—
1999	\$3,530	-\$51	\$79	2.2%	4.4%
1998	\$3,581	\$76	\$76	2.2%	—
1997	\$3,505	\$300	\$0	0.0%	1.8%
1996	\$3,205	\$55	\$55	1.7%	—
1995	\$3,150	\$100	\$0	0.0%	0.0%
1994	\$3,050	\$0	\$0	0.0%	—
1993	\$3,050	\$0	\$0	0.0%	3.3%
1992	\$3,050	\$97	\$97	3.3%	—
1991	\$2,953	\$115	\$115	4.1%	7.2%
1990	\$2,838	\$83	\$83	3.0%	—

Fiscal Year	General Ed Formula Allowance	Statutory Dollar Increase in Formula	Formula Increase Adjusted for Roll-ins and Roll-outs & pupil weight changes	% Increase for Adjusted Formulas	Biennial Adjusted Formula Increases Over Previous Biennium
1989	\$2,755	—	—	—	—
Notes to Formula Adjustments In 2015: The \$529 increase included a pupil weight adjustment of \$424 to account for lower pupil weights and other changes to the general education program. In 2003: The \$533 increase included a \$415 roll-in of referendum revenue and a \$14 roll-in of assurance of mastery revenue In 2001: The \$224 increase was reduced by the \$67 roll-in of cooperation revenue In 2000: The \$210 increase was reduced by the \$43 roll-in of graduation rule revenue In 1999: The \$51 decrease was offset by the restoration of \$130 for training and experience revenue In 1997: The \$300 increase was offset by reductions in training and experience and transportation funding In 1995: For most school districts, the \$100 increase was offset by a corresponding reduction in referendum revenue					

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General Education Aid: Funds paid by the state to school districts as part of the general education revenue program and permitted to be used for any operating expense.

General Education Levy: Portion of general education revenue received through the property tax. For fiscal years 2003 through 2012, there was no general education levy. A modified form of the general education levy was reinstituted in fiscal year 2013 under the name “student achievement levy.” The 2015 Legislature repealed this levy beginning in fiscal year 2019.

General Education Tax Rate: The tax rate that when multiplied by the adjusted net tax capacity of all districts, raises the dollar value specified in statute. Prior to levies made in 1985, the legislature set the tax rate instead of the total dollar value that was to be raised. The general education tax rate equaled zero for fiscal years 2003 (taxes payable in 2002) through 2014. The general education tax rate (student achievement tax rate) was 0.30 percent for fiscal year 2017, 0.16 for fiscal year 2018, and was eliminated for fiscal year 2019 and later.

General Education Revenue: General education revenue is the primary formula for providing general operating funds to school districts and charter schools and is composed of basic general education revenue; extended time revenue; declining pupil revenue; local optional revenue; gifted and talented revenue; basic skills revenue, including EL and compensatory revenue; elementary and secondary sparsity revenue; transportation revenue; operating capital; equity revenue; small schools revenue; pension adjustment reserve; and transition revenue.

Levy: A tax imposed on property. The amount of property taxes that a school board may levy is limited by statute. Each autumn, the Minnesota Department of Education computes the exact amounts of the limits on the permitted levies for each district. For levies based on adjusted tax capacity, the previous year’s adjusted tax capacity value is used. Each year, school boards hold truth-in-taxation hearings, vote on how much of their maximum they want to levy, and “certify” that amount to the county auditor. Most districts certify the maximum levy

possible. A levy certified in the late fall by the school board is collected by the county from the taxpayers in the calendar year beginning the following January. (See Table 85 on page 137 for an illustration of the relationship among the years for valuation, certification, collection, and use of levies.)

Net Tax Capacity (NTC): This value is derived by multiplying the taxable market value of each net tax capacity parcel by the appropriate class (use) rate for that parcel. Class rates range from 0.25 percent for certain low-income housing, but the majority of property has a class rate of either 1 percent (residential homesteads with market values of less than \$500,000) or 2 percent for that portion of commercial/industrial property with a market value in excess of 150,000.

Nonresident School District: A district other than the student's district of residence that provides educational services to the student (same as serving school district for funding purposes).

Pupil Units: A weighted count of pupils in ADM used in the calculation of state aid and local tax levies.

Resident District: The district where the student's parent or guardian lives.

Serving School District: The district providing educational services to a student.

Secondary Sparsity Revenue: Revenue paid to small, sparsely populated school districts. The secondary sparsity revenue formula takes into account the secondary enrollment, the distance between high schools, and the geographic area of the district. Secondary sparsity revenue is a component of the general education revenue program.

Tax Capacity Percentages (class rates): Statutory classification percentages that are applied to market values to vary property tax by class of property.

Tax Capacity Rate: The rate arrived at by dividing each district's levy amount by the district's net tax capacity. Tax capacity rate replaces the term "mill rate."

Transportation Sparsity Revenue: Component of the general education revenue program used to provide additional revenue to school districts that have a relatively low ratio of pupils to the square mile area of the school district.

Uniform Financial Accounting and Reporting Standards (UFARS): Rules and instructions adopted under legislative mandate to govern the methods by which school districts record financial transactions and inform the Department of Education and public about their finances.

The following is a list of acronyms that are commonly used when discussing education issues.

Table 7: Education Acronyms

Acronym	Name	Meaning/Use
ADM	Average Daily Membership	Count of resident students attending public school
ANTC	Adjusted Net Tax Capacity	Taxable tax base adjusted by the sales ratio
APU	Adjusted Pupil Units	Weighted count of students actually served by a public school (adjusted average daily membership) used to compute most education revenue amounts
EBD	Emotional Behavioral Disorder	Condition characterized by an established pattern of behavior that may include such things as severely aggressive or impulsive behaviors
ECFE	Early Childhood Family Education	School district operated programs designed to provide parenting skills and early learning opportunities for children five years of age and younger
EL	English Learner	Students who are not yet proficient in the English language
ESSA	Every Student Succeeds Act	2015 federal law reauthorizing the Elementary and Secondary Education Act (ESEA), replacing the No Child Left Behind (NCLB) Act
HSGI	High School Graduation Incentive Program	Alternative program for students who are not succeeding in a traditional academic setting
IDEA	Individual with Disabilities Education Act	Federal law governing many special education procedures
IEP	Individualized Education Program	Plan developed by school officials and student's parent or guardian to address educational needs of a special education pupil
K-12	Kindergarten through Grade 12	Grades generally served by public schools; shorthand for elementary and secondary education, sometimes also referred to as E-12 and PreK-12
LD	Specific Learning Disability	Condition within the student affecting learning, relative to potential, manifested by interference with learning
LRE	Least Restrictive Environment	Special education term that refers to the requirement that a special education student must be kept in the most mainstreamed program possible
NTC	Net Tax Capacity	Taxable tax base most levies are spread against This value is derived by multiplying the taxable market value of each parcel of property by the appropriate class (use) rate for that parcel.
PELRA	Public Employee Labor Relations Act	Laws governing collective bargaining for Minnesota's public employees
PK	Prekindergarten	Students not yet enrolled in kindergarten
PSEO	Postsecondary Enrollment Options Program	Choice program allowing certain 10th grade students and 11th and 12th grade students to attend postsecondary institutions
SR+	School Readiness Plus	School readiness program for four-year-old students operated by school districts and charter schools (similar to VPK)

Acronym	Name	Meaning/Use
T&E	Training and Experience	Former category of the general education funding program that generated additional revenue for additional levels of teacher training and experience
WADM	Weighted Average Daily Membership	Count of pupils formerly used in some education funding formulas
VPK	Voluntary Prekindergarten	School readiness program for four-year-old students operated by school districts and charter schools

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Property Tax System Terminology

In order to understand education finance, it is important to be familiar with Minnesota's property tax terminology and its two types of property tax bases that are used to compute and spread school district levies.

Tax Base Terms

Market Value: Each individual parcel of property is valued by an assessor. This value is referred to as estimated market value. Estimated market value is the value, as the name implies, that the property would bring in a sale on the open market.

Taxable Market Value: This value is derived by multiplying the taxable market value of each parcel of property by the appropriate class (use) rate for that parcel, for homes with a value under \$413,800, state law excludes a portion of each home's market value for property tax purposes. For homes valued at \$76,000 or less, 40 percent of the value is excluded from taxable market value. As the value of the home increases, the exclusion is phased out. A home with a value in excess of \$413,800 receives no exclusion. Beginning with taxes payable in 2025, the maximum exclusion amount is increased from \$30,000 to \$38,000 for properties valued at \$95,000, with no exclusion for properties valued over \$517,200. Each property's taxable market value is its estimated market value less its homestead market value exclusion.

Referendum Market Value: Referendum market value is the taxable market value of all taxable property in the school district excluding two classes of property; seasonal recreational properties, and agricultural lands. School taxes for the local share of the operating referendum, local optional revenue, equity revenue, and transition revenue are computed and spread against referendum market value. All other school levies are calculated and spread on various versions of net tax capacity.

Net Tax Capacity (NTC): The legislature has established class rates for different types of property (e.g., homestead, commercial, residential, rental, etc.), and the assessor applies the appropriate class rate to the taxable market value of each parcel of property. The resulting value is called tax capacity or net tax capacity. Tax capacity is the value of the property that the property taxes will be levied against for all school funding formulas, except for the levy share of operating referendum revenue, local optional revenue, equity revenue, and transition revenue (which are levied against the referendum market value of the school district).

Sales Ratio: A sales ratio is a statistical measure prepared by the Department of Revenue that measures the difference between the actual sale prices of property and the assessor's market values on those properties. The purpose of the sales ratio is to neutralize the effect of different assessment practices among the taxing jurisdictions of the state. The sales ratio is divided into the taxable value (net tax capacity) to obtain the adjusted tax capacity of a school district.

Adjusted Net Tax Capacity (ANTC): School funding formulas that are spread on net tax capacity are generally calculated using adjusted net tax capacity. Adjusted net tax capacity is the net tax capacity of the district divided by its sales ratio.

Calculating and Paying School Taxes

Tax Rates: The property taxes levied against each parcel of property are computed by the county auditor, who adds up the total dollars of property tax levied by each local unit of government and determines what rate of taxation needs to be applied to the tax capacity of the taxing jurisdictions in order to raise that dollar amount. The rate of taxation is called the tax rate. A net tax capacity tax rate is expressed as a percentage of taxable value. A 50 percent tax rate, therefore, raises \$50 for each \$100 of taxable value (tax capacity). A similar tax rate is calculated for tax levies spread on referendum market value.

Tax Statement: The property taxpayer receives a statement listing the total tax rate levied by each taxing jurisdiction (school district, county, and city or township) and the total dollar amount of taxes owed. A preliminary version of this statement, called the Notice of Proposed Property Taxes, is sent out in November each year. The final version is sent out the following spring.

Payment of Property Taxes: The taxpayer makes two payments to the county treasurer for the total taxes owed for all jurisdictions, and the county treasurer then forwards the remitted amounts to the appropriate taxing jurisdiction (city, county, or school district).

Counting Students

Minnesota funds the majority of its K-12 programs on a rather involved count of the number of students attending each public school. For most funding programs, the pupil count, known as adjusted pupil units, is used to determine school revenue amounts. This count does not include homeschool or traditional nonpublic students.

Determining Pupil Units

There are three steps involved in calculating the student count, called adjusted pupil units, which are used in most of the K-12 funding formulas.

- 1) **Average Daily Membership (ADM):** Students are counted in average daily membership. Average daily membership is the count of resident students in the district for the full school year. A “resident” student means a student who lives in that school district and attends a school district, charter school, or other public K-12 education program. Students that are present for only part of the year are prorated for their time attending the school. Excused absences from school (for things such as illness, etc.) do not reduce a school district’s ADM.
- 2) **Adjusted Pupils or Adjusted Average Daily Membership (AADM):** The ADM student count is adjusted to reflect only the students actually served by the district. Each district’s pupil count is reduced by the number of students leaving the district to attend a charter school or through open enrollment and increased by the number of students entering the district from another district.
- 3) **Adjusted Pupil Units:** Each student is weighted by grade level according to the weights listed in Table 8. The different weights are intended to reflect differing educational costs across the grade levels.

Other Pupil Counts

There are a variety of other counts used for select school finance formulas. The following is a brief list of these counts.

Resident Pupil Units or Weighted Average Daily Membership (WADM): For purposes of calculating a school district’s operating referendum revenue aid and levy shares, resident pupil units or WADM are used. This count is the same as the adjusted pupil units except that it is based on resident pupils, instead of pupils served by the school district.

Enrollees: Student enrollment is based on the count of students as of October 1 of the school year. This count of students is used for some school formulas, especially where a fixed final count or a site count is necessary, such as the alternative compensation revenue calculation. Enrollment counts are also used as the denominator for formulas such as compensatory revenue, where the numerator is based on free and reduced lunch counts, which are taken as part of the October 1 census data.

Pupil Weights

Pupils are weighted by grade level. The following table shows the weights by grade. Pupil units, called actual pupil units or weighted average daily membership (WADM), are equal to the number of full-time pupils times the appropriate pupil unit weight by grade.

Table 8: Enrollment Weights by Grade

Fiscal Year(s)	Prekindergarten and Kindergarten Disabled Weight*	Voluntary Prekindergarten Weight	Half-day Kindergarten Weight	Full-day Kindergarten Weight	Grades 1-3 Weight	Grades 4-6 Weight	Secondary Weight
2017 and later	Hours served	0.60**	.550	1.00	1.00	1.00	1.20
2015 and 2016	Hours served	NA	.550	1.00	1.00	1.00	1.20
2008 to 2014	Hours served	NA	.612	.612	1.115	1.06	1.30
2000 to 2007	Hours served	NA	.557	.557	1.115	1.06	1.30
1995 to 1999	Hours served	NA	.530	.530	1.06	1.06	1.30
1994	Hours served	NA	.515	.515	1.03	1.03	1.30
1992 to 1993	Hours served	NA	.500	.500	1.00	1.00	1.30
1990 to 1991	Hours served	NA	.500	.500	1.00	1.00	1.35

*The prekindergarten disabled pupil weight equals the ratio of the actual hours served to 825 times 1.25, limited to minimum of 0.28 and a maximum of 1.25. The kindergarten disabled weight equals the ratio of the actual hours served to 875, but not more than 1.0.

**The voluntary prekindergarten weight applies only to specifically approved programs. The maximum weight is 0.60 regardless of the maximum hours of service. A program must provide at least 350 hours of service to receive the minimum weight of 0.412. The funding was first available for fiscal year 2017.

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For fiscal years 1994 to 2014, the additional kindergarten (above .50) and elementary pupil weights (above 1.0) provided reserved revenue that had to be set aside to reduce elementary class sizes. For fiscal year 2015 and later, a school must reserve \$299 per kindergarten pupil and \$459 per pupil for all other elementary grades for class size reduction efforts.

General Education Revenue

Elementary and secondary schools receive the bulk of their general operating funds from the state through the general education revenue program. General education revenue is provided mainly through state aid payments, but within the general education program, there are equalized levies for operating capital, equity revenue, and transition revenue.

Components of General Education Revenue

The general education revenue funding formula is the primary source of general operating funds for school districts. Statewide, approximately two-thirds of school districts' total revenue comes from the general education program. Each school district's general education revenue is the sum of the components shown in Table 9. The table shows each general education revenue component name, revenue amount, and the number of districts eligible for the revenue for that year.

**Table 9: General Education Revenue Components
Excluding Referendum Revenue**
Estimated for Fiscal Year 2025

	General Education Revenue Component	All Revenue (District and Charter)	Percent of General Ed Revenue	Number of Eligible Districts	Charter School Revenue Only	Est. Number of Eligible Charters*
1	Basic Education Revenue (Formula Allowance)	\$6,797,124,000	68.0%	329/329	\$561,809,000	180/180
2	Extended Time Revenue	46,269,000	0.5	144/329	69,000	13/180
3	Gifted and Talented	12,136,000	0.1	329/329	1,003,000	180/180
4	Small Schools Revenue	16,528,000	0.2	164/329	0	0/180
5	Declining Enrollment Revenue	23,920,000	0.2	202/329	7,950,000	54/180
6	Local Optional Revenue	618,944,000	6.2	329/329	0	0/180
7a	Basic Skills Revenue (compensatory)	875,065,000	8.8	327/329	150,825,000	180/180
7b	Basic Skills Revenue (English learner)	118,177,000	1.2	237/329	27,075,000	127/180
8	Sparsity Revenue (elementary and secondary)	31,519,000	0.3	102/329	2,616,000	180/180
9	Operating Capital Revenue	213,366,000	2.1	329/329	17,635,000	180/180
10	Transportation Sparsity Revenue	93,526,000	0.9	317/329	2,611,000	97/180

General Education Revenue Component		All Revenue (District and Charter)	Percent of General Ed Revenue	Number of Eligible Districts	Charter School Revenue Only	Est. Number of Eligible Charters*
11	Equity Revenue	106,064,000	1.1	329/329	8,767,000	180/180
12	Transition Revenue	27,667,000	0.3	198/329	2,416,000	35/180
13	Pension Adjustment Revenue	83,503,000	0.8	329/329	7,142,000	179/180
14	Options Adjustments	2,063,000	0.02	77/329	-4,414,000	178/180
	Total General Education Revenue	\$9,065,871,000		329/329	\$785,504,000	180/180
*As of June 30, 2023, 180 charter schools and 329 school districts were reporting estimated pupils for the 2023-24 school year.						

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Minnesota's school districts and charter schools use general education revenue to pay for the operating expenses of the district including employee salaries, employee benefits, and supply costs.

General education revenue, except for the portion of revenue attributable to compensatory revenue, which must be passed through to each school site, is provided to school districts, and each local school board determines how to allocate that money among school sites and programs, subject to certain legislative restrictions.

1. Basic Education Revenue

Basic education revenue for each district equals the product of the formula allowance multiplied by the adjusted pupil units for the school year. The basic formula allowance is \$7,281 for fiscal year 2025. For fiscal years 2026 and later, the basic formula allowance increases by the rate of inflation but is limited to a band of not less than a 2 percent increase over the previous year and not more than a 3 percent increase over the previous year.

(Minn. Stat. § 126C.10, subd. 2)

Table 10: Basic Education Formula Allowances

School Year	Formula Allowance
2024-25	\$7,281
2023-24	7,138
2022-23	6,863
2021-22	6,728
2020-21	6,567

School Year	Formula Allowance
2019-20	6,438

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2. Extended Time Revenue

Beginning in fiscal year 2004, school districts are prohibited from counting a student as more than 1.0 in average daily membership (ADM). Prior to this, a student could be counted in excess of 1.0 if the student was participating in a learning year program. A learning year program may include extended day, extended week, summer school programming, or an independent study program. The 1987 Legislature eliminated funding for summer school when it replaced the foundation aid program with the general education revenue program. During the 1990s, many school districts started using the learning year program as a method to fund summer school programs. The growth in learning year pupils was quite significant. The 2003 Legislature adopted a provision that limits a student's annual average daily membership to 1.0.

The extended time revenue program allows a school district to count a student who participates in extended programming for up to an additional 0.2 students in ADM for the time the student spends in extended day, extended week, summer school, or other additional programming authorized by the learning year program. This additional ADM counts only for purposes of generating extended time revenue. The extended time revenue allowance is \$5,117. For charter schools offering extended time services per pupil extended time revenue equals 25 percent of the district average amount for that year.

(Minn. Stat. § 126C.10, subd. 2a)

$$\text{School District Extended Time Revenue} = \$5,117 \times \text{the district's extended time adjusted pupil units}$$

3. Gifted and Talented Revenue

A school district receives \$13 per pupil unit for gifted and talented programming. The revenue must be reserved and spent only to:

- 1) identify gifted and talented students;
- 2) provide education programs for gifted and talented students; or
- 3) provide staff development to prepare teachers to teach gifted and talented students.

$$\text{Gifted and Talented Revenue} = \$13 \times \text{Adjusted Pupil Units}$$

(Minn. Stat. § 126C.10, subd. 2b)

4. Small Schools Revenue

A school district (but not a charter school) that serves less than 960 pupil units is eligible for small schools revenue equal to \$544 times the district's adjusted pupil units, times the ratio of 960 less the district's adjusted pupil units to 960.

(Minn. Stat. § 126C.10, subd. 2c)

5. Declining Enrollment Revenue

A district's declining enrollment revenue equals the greater of zero or 28 percent of the formula allowance for that year and the difference between adjusted pupil units for the current year and the adjusted pupil units for the previous year.

(Minn. Stat. § 126C.10, subd. 2d)

6. Local Optional Revenue

A school district's local optional revenue equals \$724 per pupil unit. Local optional revenue is available to school districts only and is not available to charter schools.

Local optional revenue consists of two tiers. The first tier of \$300 per pupil is equalized at \$880,000 per pupil (the same equalizing factor that existed when this tier was included in operating referendum revenue). The second tier, \$424 per pupil, is equalized at \$587,224 for fiscal year 2025, \$642,038 for fiscal year 2026, and \$671,345 for fiscal year 2027 and later. For fiscal year 2021 and later, there is no longer any connection between local optional revenue and operating referendum revenue.

(Minn. Stat. §§ 126C.10, subd. 2d; 126C.17)

7. Basic Skills Revenue

Basic skills revenue consists of compensatory revenue and English learner (EL) revenue.

Compensatory Revenue. The vast majority of basic skills revenue is generated by the compensatory revenue formula. Compensatory revenue is site-based revenue. The revenue is calculated based on the characteristics of each school site, and at least 50 percent of the revenue must be distributed to qualifying programs at each site. Compensatory revenue must be used to meet the educational needs of pupils whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age.

Eligible uses of compensatory revenue include the following:

- providing remedial instruction in reading, math, and other core curriculum;
- adding teachers and teacher aides to provide more individualized instruction;
- lengthening the school day, week, or year (including summer school);

- operating programs to reduce truancy; providing counseling, guidance, and social work services; and coordinating services from other governmental agencies;
- providing bilingual and bicultural programs for English learner students;
- providing early education programs, parent training programs, and home visiting and other outreach efforts;
- enabling transition programs for special education students until the age of 22; and
- using professional development for teachers on meeting the needs of EL students, using assessment and tools, reducing the use of exclusionary discipline, and training for tutors and staff in extended day programs.

Compensatory revenue must be reserved in a separate account, and each district must produce an annual report describing how compensatory revenue has been spent at each site within the district.

The compensatory revenue increases as the number of compensatory pupil units goes up, which is driven by the federally defined number of free and reduced-price meal eligible students as well as the percentage of such students at the school site. A higher percentage concentration of free and reduced-price meal students leads to a higher count of compensatory pupil units.

Compensatory Pupil Units. Compensatory revenue is provided to school sites through the compensatory revenue component of the general education formula based on the number of students at the site federally eligible for free or reduced-price meals. The formula is often referred to as a concentration formula because as the concentration of students eligible for free or reduced-price meals increases, the compensatory revenue per compensatory pupil also increases.

Compensatory pupils are counted and calculated at the site where the students are being educated. A pupil is counted as a compensatory pupil if the pupil is federally eligible for free or reduced-price meals. Eligibility for free and reduced-price meals is set by the federal government at 130 percent and 185 percent of the federal poverty guidelines, respectively (for fiscal year 2025, these percentages limited yearly income for a family of four to not more than \$40,560 and \$57,720). The compensatory pupil count is conducted during the fall at each school site. In addition to parent-reported income data, school districts may also qualify students through “direct match” with income information held by the state for participants in certain public assistance programs including medical assistance (MA) and SNAP (the Supplemental Nutrition Assistance Program).

Compensatory pupil units are calculated for each site as follows:

- 1) Calculate the building concentration factor, which is equal to the ratio of the number of pupils eligible for free lunch plus half of the number of pupils eligible for reduced-price meals to the school site’s total enrollment
- 2) Calculate a building weighting factor equal to the lesser of:
 - (a) 1; or
 - (b) the building’s concentration factor divided by .80

- 3) Multiply the compensation pupils calculated in step (1) by the weighting factor calculated in step (2) by .60

The formula that generates compensatory revenue is a concentration formula based on each school building's count of students that are eligible for free or reduced-price meals.

$$\text{Compensatory Pupil Units} = \left(\begin{array}{c} \text{Free Lunch} \\ \text{Students} \end{array} + \begin{array}{c} (.5 \times \text{Reduced Lunch} \\ \text{Students}) \end{array} \right) \times .6 \times \begin{array}{l} \text{the lesser of:} \\ (1) \text{ one; or} \\ (2) (\text{free lunch students} + \\ (.5 \times \text{reduced lunch students}) / \\ \text{building ADM}) / .8 \end{array}$$

$$\text{Compensatory Revenue} = (\text{Basic Formula Allowance} - \$839) \times \text{Compensatory Pupil Units}$$

(Minn. Stat. §§ 126C.05, subd. 3; 126C.10, subd. 3; 126C.15)

The following table displays some characteristics of several selected school buildings and the resulting compensatory revenue.

Table 11: Compensatory Revenue Characteristics for Selected School Buildings for the 2024-25 School Year

Dist. No.	District Name	Building Name	Fall 2023 School Enrollment	Pupils Federally Eligible for Free or Red.-Price Meals	% of Enrollees Eligible	Compensatory Revenue	Compensatory Revenue/ Enrollee
1	Minneapolis	Bethune	233	195	84%	\$734,000	\$3,152
1	Minneapolis	Barton	506	138	31	209,000	413
38	Red Lake	Elementary	487	409	79	1,581,000	3,246
264	Herman	Elementary	54	28	52	52,000	954
273	Edina	South View	979	190	19	147,000	150
282	St. Anthony	Sr. High	704	227	32	275,000	390
284	Wayzata	North Woods Elementary	809	42	5	9,000	11
625	St. Paul	Adams	579	260	45	483,000	834
625	St. Paul	Vento	478	434	91	1,641,000	3,433
709	Duluth	East	1,486	320	22	274,000	185
709	Duluth	Myers-Wilkins	319	288	90	1,088,000	3,411
833	S. Wash.	East Ridge	2,042	294	14	167,000	82
State Average/Total			868,965	368,666	42%	\$800,124,000	\$921

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English Learner (EL) Revenue. Districts receive EL revenue to provide instruction to students with limited English skills. Programs may include bilingual programs or English-as-a-second-language (ESL) programs. Bilingual education programs provide curriculum instruction to students in their native language. ESL program students are taught to read, write, listen, and speak in English. The state has provided funding for EL programs since 1980. In the early 2000s, the maximum number of years that a student could qualify for EL funding was reduced from seven to five years. This limitation was increased to six years for fiscal years 2015 and 2016 and restored to seven years for fiscal year 2017 and later.

There are two parts to the EL portion of basic skills revenue: the first part or basic formula is a set amount per EL pupil; the second part of the EL formula is a concentration formula. A school district with at least one student eligible for EL services has a statutorily assigned minimum EL pupil count of 20.

$$\text{Basic EL Revenue} = \$1,228 \times \text{district's EL Pupil Units}$$

$$\text{EL Concentration Pupils} = \text{EL pupils} \times \text{the lesser of:}$$

- (1) 1; or
- (2) $(\text{EL pupils}/\text{ADM})/.115$

$$\text{EL Concentration Revenue} = \$436 \times \text{the district's EL concentration pupils}$$

For four years only, fiscal years 2022 through 2025, an additional \$2 million per year is distributed proportionately across all districts eligible for EL revenue. Beginning in 2027, the EL revenue formula is based on three components. The basic EL allowance increases from \$1,228 to \$1,775 per EL pupil, the EL concentration revenue allowance increases from \$436 to \$630 per EL pupil, and a new component, called cross subsidy revenue, is added to the EL revenue formula. EL cross subsidy revenue equals 25 percent of the difference between the district's EL spending and the district's EL revenue for the second previous year.

(Minn. Stat. §§ 124D.58-124D.65; 126C.10, subd. 3)

**Table 12: English Learner Revenue Characteristics
for Selected School Districts 2024-25 School Year**

Dist. No.	District Name	Est. FY 25 Pupils Served (AADM)	Est. FY 25 English Learners	% English Learner	Total English Learner Revenue	English Learner Revenue per Pupil
	Totals	853,261	72,675	8.5%	\$118,77,000	\$139
	Mpls & St. Paul	58,581	10,800	18.4%	17,971,000	307
	Inner Ring Suburbs	86,072	7,704	9.0%	12,180,000	142
	Outer Ring Suburbs	269,662	16,463	6.1%	25,092,000	93

Dist. No.	District Name	Est. FY 25 Pupils Served (AADM)	Est. FY 25 English Learners	% English Learner	Total English Learner Revenue	English Learner Revenue per Pupil
	Greater MN >2,000	187,393	10,529	5.6%	16,596,000	89
	Greater MN 1,000 to 2,000 pupils	90,743	2,343	2.6%	4,007,000	44
	Greater MN <1,000	85,715	1,982	2.3%	4,155,000	48
	Charters	71,321	15,940	22.3%	27,075,000	380
4269	Quantum Steam Academy	166	141	84.8%	234,000	1,411
4178	Lincoln International	160	120	75.0%	200,000	1,248
4073	Academia Cesar Chavez	554	306	55.2%	509,000	919
518	Worthington	4,198	1,341	31.9%	2,231,000	532
13	Columbia Heights	3,394	875	25.8%	1,456,000	429
625	St. Paul	30,698	6,800	22.2%	11,315,000	369
742	St. Cloud	9,049	1,800	19.9%	2,995,000	331
347	Willmar	3,958	734	18.5%	1,221,000	309
241	Albert Lea	3,227	350	10.8%	579,000	179
284	Wayzata	12,958	536	4.1%	744,000	57
4098	Nova Classical Academy	1,048	30	2.9%	40,000	38

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8. Sparsity Revenue

Secondary Sparsity Revenue. Secondary sparsity revenue provides additional revenue to geographically large districts that have relatively few secondary pupils. The formula measures sparsity and isolation of the district and then provides additional revenue to the district using an assumption about how many pupil units are necessary to run an acceptable secondary program. The formula assumes that a district with 400 secondary pupils in average daily attendance can provide an acceptable secondary program. Therefore, a district with one high school, no matter how few pupils per square mile it has, will not receive any sparsity aid if the district has a secondary average daily membership (SADM) in excess of 400. In addition, the requirement of large geographic size ensures funding for districts that have few pupils due to geographic isolation and not due to a school board's reluctance to provide cooperative programming with a neighboring school district. For the 2024-25 school year, 102 school districts qualify for sparsity revenue.

Secondary sparsity revenue is computed as follows:

$$\begin{aligned}
 &\text{the greater of zero or the lesser of:} \\
 &\quad \text{(a) 1.5; or} \\
 \text{Isolation Index} &= \text{(b)(i) } (\sqrt{.55 \times \text{sq. mile attendance area}}), \text{ plus} \\
 &\quad \text{(ii) miles to next nearest high school, minus} \\
 &\quad \text{(iii) 23,} \\
 &\quad \text{(iv) all divided by 10} \\
 \\
 \text{Secondary} &= \text{Sparsity} \quad \text{Adjusted} \\
 \text{Sparsity Revenue} &= \text{Formula} \quad \text{Pupil} \\
 &\quad \text{Allowance}^2 \quad \times \quad \text{Units} \quad \times \quad \frac{(400 - \text{SADM})}{(400 + \text{SADM})} \quad \times \quad \text{Isolation Index}
 \end{aligned}$$

The isolation index is a numerical representation of the distance from the corner of the district to the secondary school of the district (assuming a nearly square district with the school in the center of the district which would represent the furthest a student would travel to the resident secondary school) and the miles to the next nearest high school.

(Minn. Stat. § 126C.10, subds. 6 and 7)

Elementary Sparsity Revenue. A school district qualifies for elementary sparsity revenue if it has an elementary school that is located 19 or more miles from the next nearest elementary school and has fewer than 20 pupils per elementary grade. As with secondary sparsity revenue, the more elementary pupils in average daily membership (EADM) attending the school, the lower the elementary sparsity revenue per pupil.

$$\text{Elementary Sparsity Revenue} = \text{Sparsity Formula Allowance} \times \text{EADM} \times \left(\frac{140 - \text{EADM}}{140 + \text{EADM}} \right)$$

(Minn. Stat. § 126C.10, subds. 6 and 8)

Table 15 (page 37) displays characteristics of the sparsest and densest districts in the state.

Sparsity Guarantee. A school district that closes a school facility is eligible for at least as much sparsity revenue as it received in the previous school year. A district that loses sparsity revenue because of a neighboring district's decision to relocate a school is eligible for at least as much sparsity revenue as it received in the previous school year.

(Minn. Stat. § 126C.10, subd. 8a)

9. Operating Capital Revenue

Operating capital revenue replaced two former capital formulas known as equipment revenue and facilities revenue and moved the revenue stream to each district's general fund. The 2023 Legislature added a "supplies" category to operating capital, with funding equal to \$2 per pupil unit for the costs associated with menstrual products and stocking opiate antagonists. Operating capital revenue must be reserved and used for equipment, facility, and supplies

² The sparsity allowance is the basic formula allowance less \$530.

needs. A school board may spend other general fund money for operating capital expenses, but general fund money provided by the operating capital revenue component must be reserved and spent only for eligible equipment, facilities, and supplies needs.

(Minn. Stat. § 126C.10, subds. 13, 14, 15, and 16)

Revenue Computation. Operating capital revenue equals the sum of: (1) \$2 per pupil unit for supplies; (2) \$79 per pupil unit (formerly limited for equipment); and (3) the product of \$109 per pupil unit and the district's average building age index (formerly limited for facility needs). The age index is called the maintenance cost index (MCI) and is calculated as follows:

$$\text{Maintenance Cost Index (MCI)} = \frac{\text{Weighted square footage of buildings}}{\text{Unweighted square footage of buildings}}$$

The weighted square footage of each building is equal to the building's square footage times the lesser of:

- (a) 1.50; or
- (b) the sum of 1.0 + (the age of each building or addition /100)

Operating capital revenue is provided through an equalized aid and levy and is computed as follows:

$$\begin{aligned} \text{Operating Capital Revenue} &= [\$2 + \$79 + (\text{MCI} \times \$109)] \times \text{Adjusted Pupil Units} \\ \text{Operating Capital Levy} &= \text{Operating Capital Revenue less } \$2 \text{ per pupil unit} \times \begin{array}{l} \text{the lesser of:} \\ (1) \text{ one; or} \\ (2) (\text{ANTC/Adjusted Pupil} \\ \text{Units})/\$23,138 \end{array} \\ \text{Operating Capital Aid} &= \text{Operating Capital Revenue} - \text{Operating Capital Levy} \end{aligned}$$

Eligible Uses. Eligible uses of operating capital revenue include the following:

- acquiring land for school purposes
- acquiring or constructing buildings for school purposes
- renting or leasing buildings, including the costs of building repair or improvement that are part of a lease agreement
- improving and repairing school sites and buildings, and equipping or reequipping school buildings with permanent attached fixtures
- using the revenue for a surplus school building that is used substantially for a public nonschool purpose
- eliminating barriers or increasing access to school buildings for individuals with a disability
- bringing school buildings into compliance with the uniform fire code adopted according to chapter 299F

- removing asbestos from school buildings, encapsulating asbestos, or making asbestos-related repairs
- cleaning and disposing of polychlorinated biphenyls found in school buildings
- cleaning, removing, disposing of, and making repairs related to storing heating fuel or transportation fuels such as alcohol, gasoline, fuel oil, and special fuel, as defined in section 296.01
- performing energy audits for school buildings and for modifying buildings if the audit indicates the cost of the modification can be recovered within ten years
- improving buildings that are leased according to section 123.36, subdivision 10
- paying special assessments levied against school property but not paying assessments for service charges
- paying principal and interest on state loans for energy conservation according to section 216C.37 or loans made under the northeast Minnesota Economic Protection Trust Fund Act according to sections 298.292 to 298.298
- purchasing or leasing interactive telecommunications equipment
- paying principal and interest payments on certain debt obligations
- paying capital expenditure equipment-related assessments of any entity formed under a cooperative agreement between two or more districts
- purchasing or leasing computers and related materials, copying machines, telecommunications equipment, and other noninstructional equipment
- purchasing or leasing assistive technology or equipment for instructional programs
- purchasing textbooks
- purchasing and replacing library books
- purchasing or leasing vehicles
- purchasing or leasing telecommunications equipment; computers hardware, software, and any associated annual licensing fees; and related equipment for integrated information management systems
- paying personnel costs directly related to the acquisition, operation, and maintenance of telecommunications systems, computers, related equipment, and network and applications software
- paying the costs directly associated with closing a school facility, including moving and storage costs
- paying the costs of supplies and equipment for menstrual products
- paying the costs of opiate antagonists

10. Transportation Sparsity Revenue

A compromise agreement reached during the 1995 Special Session and affirmed by the 1997 Legislature led to the elimination of the basic transportation funding formulas. In their place, \$170 was added to the basic formula allowance; a new component called transportation sparsity revenue was added to the general education revenue program; and a portion of transition revenue was designed to soften the impact of the funding changes. Transportation sparsity revenue may be used for any general operating purpose. A district is not required to

use transportation sparsity revenue for pupil transportation expenses. Beginning in fiscal year 2018, transportation sparsity revenue includes an adjustment based on each district's actual unreimbursed transportation costs incurred during the previous year. The 2023 Legislature increased this adjustment from 18.2 percent to 35 percent of each district's unreimbursed transportation costs.

Transportation sparsity revenue is computed as follows:

$$\begin{aligned} \text{Transportation Revenue} &= (1) \text{ Transportation Sparsity Allowance} \times \text{Adjusted Pupil Units} \\ &+ (2) 35\% \text{ of the districts' unreimbursed costs of to and from school transportation} \end{aligned}$$

The following steps are necessary to compute a district's transportation sparsity allowance:

$$\text{Density Index} = \frac{\text{square mile area of the district}}{\text{Adjusted Pupil Units}} \quad \left. \vphantom{\frac{\text{square mile area of the district}}{\text{Adjusted Pupil Units}}} \right\} \text{ but not less than .005 or more than .2}$$

$$\begin{aligned} \text{Sparsity Index} &= \text{the greater of:} \\ &\quad (a) .2; \text{ or} \\ &\quad (b) \frac{\text{square mile of the district}}{\text{Adjusted Pupil Units}} \end{aligned}$$

$$\begin{aligned} \text{Transportation} & & \text{(Basic} & & & & \text{(Basic} \\ \text{Sparsity} & = & \text{Formula} & \times .141) & \times (\text{Sparsity Index}^{26/100}) & \times (\text{Density Index}^{13/100}) & - & \text{Formula} & \times .0466) \\ \text{Allowance} & & \text{Allowance} & & & & & \text{Allowance} & \end{aligned}$$

(Minn. Stat. § 126C.10, subds. 17 and 18)

11. Equity Revenue

The equity revenue formula consists of three parts: basic equity revenue; low referendum equity revenue; and a supplemental equity amount equal to \$50 per pupil unit. Equity revenue is designed to provide additional revenue to districts with lower amounts of referendum revenue. To calculate equity revenue, the state is divided into two regions: a seven-county metro region and a greater Minnesota (nonmetro) region. Equity revenue is calculated separately for districts within each of the two regions.

(Minn. Stat. § 126C.10, subds. 24 to 30)

Basic Equity Revenue. Basic equity revenue equals the product of: (1) 125 percent; (2) \$14 plus the product of \$80 and the district's equity index; and (3) the district's adjusted pupil units for that year. A school district equity index equals one minus the ratio of the sum of the district's per pupil basic formula allowance, local optional revenue, and referendum revenue to the per pupil amount for the district at the 95th percentile in that region. School districts located in cities of the first class (Minneapolis, St. Paul, and Duluth) as of July 1, 1999, do not receive basic equity revenue.

For fiscal year 2025, the 5th and 95th percentiles for the equity regions are estimated as follows:

Table 13: Equity Revenue Percentiles

Fiscal Year 2025

	5th	95th
Rural	\$7,581	\$9,720
Metro	\$7,592	\$9,815

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Low Referendum Revenue. A school district that has per pupil referendum revenue less than 10 percent of the statewide average amount of per pupil referendum revenue (the estimated statewide average amount of referendum revenue per pupil is \$1,086 for fiscal year 2025) receives an additional equity amount equal to the lesser of \$100,000 or the difference between 10 percent of the statewide average referendum revenue and the district's current amount of referendum revenue.

Supplemental Equity Revenue. All school districts receive supplemental equity revenue equal to \$50 per pupil unit.

Equity Aid and Levy. A district's total equity revenue is equalized on referendum market value using an equalizing factor of \$510,000.

12. Transition Revenue

Transition revenue provides school districts with a partial grandfather or hold-harmless due to the 2003 Legislature's changes to general education revenue. Transition revenue guarantees a school district the lesser of (a) its fiscal year 2003 general education revenue per pupil or (b) the amount of revenue per pupil that the district would have received during the 2004 fiscal year under the old definitions of general education revenue. The difference between the actual fiscal year 2004 revenue and the guaranteed amount is the new transition revenue. Beginning in fiscal year 2015, transition revenue is adjusted for a number of changes to the general education revenue program.

This revenue was provided entirely in state aid for fiscal year 2004 and is an equalized aid and levy for later years. Transition revenue is provided through an equalized aid and levy based on a referendum market value equalizing factor of \$510,000.

(Minn. Stat. § 126C.10, subds. 31, 32, 33)

13. Pension Adjustment Revenue

School districts receive general education revenue pension adjustment revenue to compensate for some past legislative changes to the employer contribution rates to the public employee retirement systems—Public Employee Retirement Association (PERA) for nonlicensed staff and Teacher Retirement Association (TRA) for licensed teachers. There are two parts to this

revenue: (1) a fixed amount based on past contribution rate changes; and (2) beginning in fiscal year 2019, an amount equal to the TRA employer contribution rate increases approved by the 2018 and 2023 Legislatures. The amount equals the difference between the rate for the current year and the rate for fiscal year 2018, times the district's covered payroll (teacher salaries) for the previous fiscal year.

Employer TRA contribution rate increases are 0.21 percent over the previous year for fiscal years 2019 to 2023, 0.20 percent for fiscal year 2024 when the TRA employer contribution rate reaches 8.75 percent of covered payroll, and beginning in fiscal year 2026, the employer rate will increase by another 0.75 percentage points. See page 126 for additional information on Minnesota's teacher retirement system.

$$\text{FY 24 Pension Adjustment Revenue} = \text{2015 Grandfather Amount} + \left(.0125 \times \text{FY 23 Covered Teacher Payroll} \right)$$

Table 14: Pension Adjustment Aid Entitlement

Fiscal Year	Pension Adjustment Aid	% of Payroll
2025	\$83,503,000	1.25%
2024	84,487,000	1.25
2023	70,098,000	1.05
2022	56,646,000	0.84
2021	43,162,000	0.63
2020	32,228,000	0.42

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(Minn. Stat. §§ 126C.10, subd. 38; 127A.50)

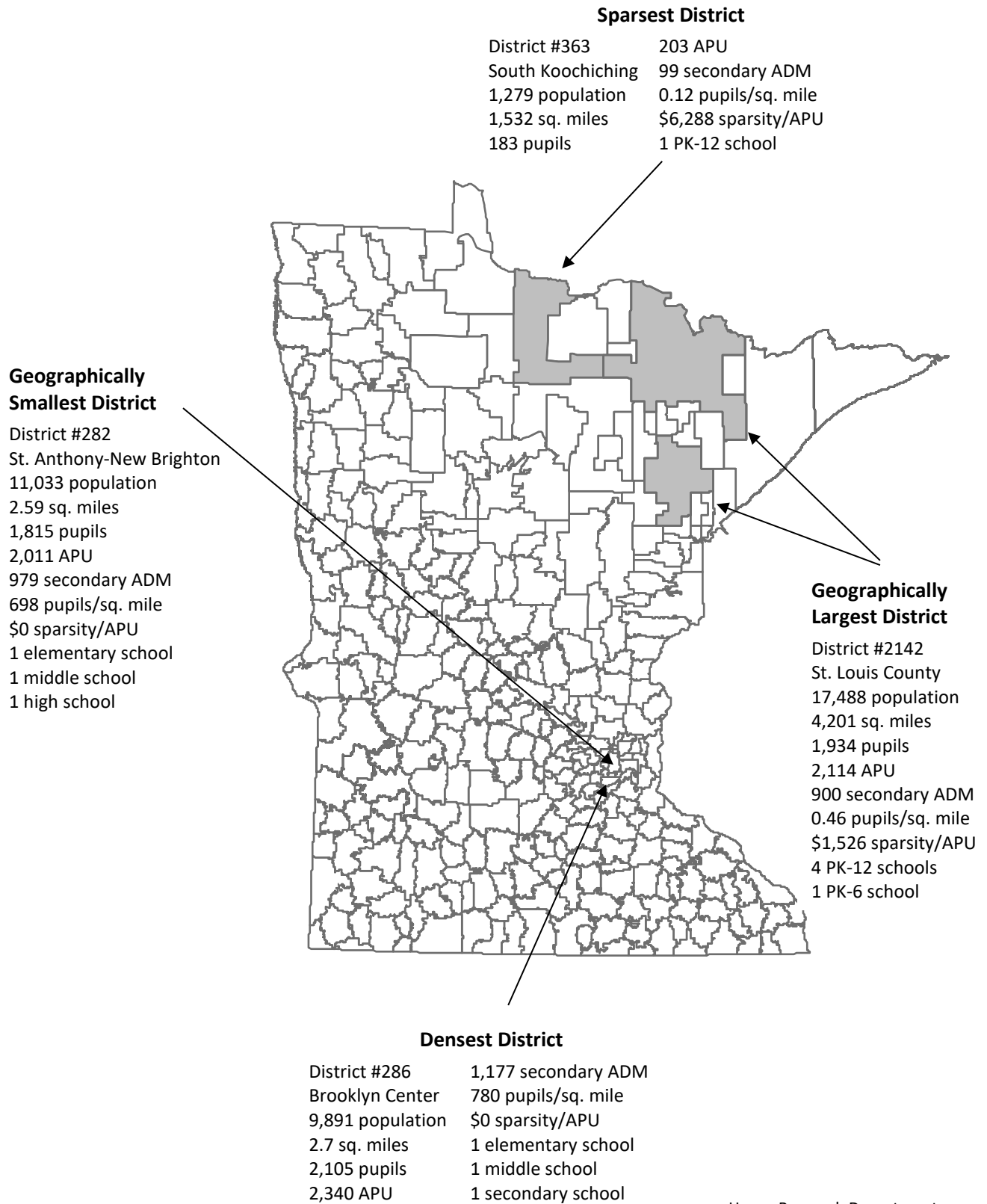
14. Options Adjustments

A school district's general education revenue is adjusted by three "options" adjustments, based on enrollment changes made under student movement programs. A district's general education revenue is:

- 1) reduced by the amount of referendum aid attributable to resident pupils who are open-enrolled or attend a charter school and increased by the referendum aid amounts for nonresident students enrolled in the school;
- 2) reduced by certain aid payments for resident pupils who attend the Minnesota Academies for the Deaf or Blind; and
- 3) increased by an aid amount equal to the transportation portion of each charter school pupil whom the resident school district transports.

(Minn. Stat. § 127A.47)

Table 15: Characteristics of Largest and Smallest School Districts
Fiscal Year 2025



Reserved Revenue

School districts are required to reserve a portion of their general education revenue for certain purposes. The reserved amounts and purposes are as follows.

Staff development. School districts must reserve 2 percent of their basic general education revenue (\$145.62 per pupil unit for fiscal year 2025) for staff development purposes. A school board and its teacher union may mutually agree to waive this requirement. This staff development reserve was legislatively suspended for fiscal years 2004 and 2005 and was legislatively suspended again for fiscal years 2010 through 2013.

Class size reduction. A portion of each district's general education revenue must be reserved to reduce class sizes in the early elementary grades. The reserved revenue for class size reduction equals the sum of \$299 times the number of kindergarten students (measured by adjusted average daily membership) and \$459 times the adjusted average daily membership in grades 1 to 6.

The reserved revenue must be used to reduce kindergarten, and first through third grade class sizes to a ratio of 17 students to one classroom teacher. Once the district achieves a class size of 17:1 in grades kindergarten through 3, the district must use the remaining reserved revenue (if any) to reduce class sizes in subsequent elementary grades.

In fiscal year 2025, school districts are expected to reserve \$191 million for class size reduction.

Table 16: Revenue Reserved for Class Size Reduction

Fiscal Year	Formula Allowance	Reserved Revenue
2025	\$299 per pupil for K; \$459 per pupil for 1-6	\$191,226,000
2024	\$299 per pupil for K; \$459 per pupil for 1-6	191,699,000
2023	\$299 per pupil for K; \$459 per pupil for 1-6	191,125,000
2022	\$299 per pupil for K; \$459 per pupil for 1-6	190,378,000
2021	\$299 per pupil for K; \$459 per pupil for 1-6	190,624,000
2020	\$299 per pupil for K; \$459 per pupil for 1-6	198,192,000

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Operating capital revenue. For purposes of eligible operating capital expenditures (see page 31 for details), a district must reserve an amount equal to its operating capital revenue.

(Minn. Stat. §§ 122A.61; 126C.12)

Aid and Levy Calculations

School districts receive the vast majority of general education revenue from state aid payments (charter schools receive their general education revenue entirely in state aid). The mix of aid and levy is designed to equalize local tax burdens. A school finance program that provides the same amount of total revenue per pupil unit to each district and requires the same tax rate of local effort is said to be fully equalized. Under an equalized system, the higher a district's property wealth per pupil unit, the lower the amount of education aid the district receives from the state for that program and the higher the amount of revenue provided through the local district's property tax.

Operating Capital Levy and Aid. A district's operating capital is provided through an equalized aid and levy (for the decade prior to fiscal year 2005, the full amount of operating capital was provided through state aid). The operating capital equalizing factor has changed a fair amount in the last decade. This levy has often changed to balance out other levy changes in the annual K-12 bills. The equalizing factor equals \$23,138 for fiscal year 2025 and \$22,912 for fiscal year 2026 and later.

Equity Levy and Aid. A district's equity revenue is equalized on referendum market value using an equalizing factor of \$510,000 for fiscal year 2025 and later. This revenue is calculated and spread on referendum market value—so the levy is not spread on agricultural lands or seasonal recreational property. Prior to fiscal year 2005, a district's equity revenue was provided entirely in state aid.

Transition Levy and Aid. A district's transition revenue is equalized on referendum market value using an equalizing factor of \$510,000.

Table 17: General Education Program Aid Entitlement and Levy

	Fiscal Year			
	2022	2023	2024	2025
Basic General Education				
Aid	\$6,375,515,000	\$6,519,425,000	\$6,686,404,000	\$6,797,124,000
Levy	0	0	0	0
Operating Capital				
Aid	130,366,000	126,575,000	121,067,000	105,662,000
Levy	84,447,000	88,719,000	93,054,000	107,704,000
Equity				
Aid	17,790,000	16,255,000	14,479,000	11,539,000
Levy	92,565,000	92,238,000	92,781,000	94,525,000
Transition				
Aid	4,065,000	3,860,000	3,530,000	3,308,000
Levy	25,266,000	25,346,000	24,426,000	24,359,000

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Referendum Revenue

The referendum revenue program, often referred to as the operating referendum levy or the excess levy referendum, is a mechanism that allows a school district to obtain voter approval to increase its revenue beyond the limits set in statute. Because of the exceptional growth in the referendum levy in the late 1980s and early 1990s, the legislature made several changes to the program including: equalizing a portion of the revenue; capping the total amount of per pupil revenue a district may have; limiting the length of time that new referendums may run (currently no longer than ten years); and requiring referendums approved after November 1, 1992, to be spread on referendum market value instead of tax capacity.

The 2001 Legislature reduced the referendum levy beginning in fiscal year 2003. Each district's referendum revenue was reduced by \$415 per pupil unit. (A district with less than \$415 per pupil in referendum authority lost the full amount of its authority.) At the same time the referendum was reduced, the basic formula allowance for all districts was increased by \$415 per pupil unit. As a result, referendum revenue was reduced by approximately \$200 million. Since that time, referendum revenue has increased substantially as a result of subsequent elections. The 2013 Legislature made a number of significant changes to referendum revenue beginning in fiscal year 2015. These changes included:

- 1) changing the allowance from an amount per resident pupil unit to an amount per adjusted pupil unit (the fiscal year 2015 conversion will keep the total dollar amount of authority the same);
- 2) allowing a district to implement the first \$300 per pupil of referendum authority by board action;
- 3) creating a new category of revenue called location equity revenue and allowing a board to choose to convert referendum authority to location equity revenue;
- 4) dividing the equalization aid into three tiers and increasing the equalization of the first tier; and
- 5) modifying the referendum revenue cap and eliminating the grandfather cap.

The 2019 Legislature switched the first \$300 per pupil (the board-approved amount) from operating referendum revenue to local optional revenue beginning in fiscal year 2021. This shift is revenue neutral but returns all referendum revenue to voter-approved authority.

(Minn. Stat. § 126C.17)

Referendum Revenue Cap. A school district eligible for sparsity revenue is not subject to a cap on referendum revenue (104 school districts are eligible for sparsity revenue during the 2024-25 school year). For other districts, the estimated referendum revenue cap is \$2,194 per pupil unit for fiscal year 2025.

Referendum Revenue Equalization. A school district's referendum revenue consists of two equalized tiers. The first tier of equalization aid is the amount up to \$460 per adjusted pupil. This tier carries an equalizing factor of \$576,000 per pupil. The second tier is the per pupil

amount up to 25 percent of the basic formula allowance. This tier is equalized at \$290,000 per pupil. Referendum revenue for fiscal year 2025 is computed as follows:

$$\begin{aligned}
 \text{Total Referendum Revenue} &= \text{Adjusted Pupil Units} \times \text{Referendum Allowance} \\
 \text{Tier 1 Revenue} &= \text{the lesser of:} \\
 &\quad (1) \$460 \text{ per adjusted pupil unit; or} \\
 &\quad (2) \text{the district's Total Referendum Revenue} \\
 \text{Tier 1 Equalization Levy} &= \text{Tier 1 Revenue} \times \text{the lesser of:} \\
 &\quad (1) 1; \text{ or} \\
 &\quad (2) \frac{\text{district referendum market value per pupil unit}}{\$576,000} \\
 \text{Tier 1 Equalization Aid} &= \text{Tier 1 Revenue} - \text{Tier 1 Equalized Levy} \\
 \text{Tier 2 Revenue} &= (1) \text{the lesser of:} \\
 &\quad (i) \text{the district's referendum revenue; or} \\
 &\quad (ii) \text{an amount equal to 25 percent of the basic formula allowance} \\
 &\quad \quad \text{times the district's resident pupil units less,} \\
 &\quad (2) \text{its tier 1 referendum revenue} \\
 \text{Tier 2 Equalization Levy} &= \text{Tier 2 Revenue} \times \text{the lesser of:} \\
 &\quad (1) 1; \text{ or} \\
 &\quad (2) \frac{\text{district's market value per pupil unit}}{\$290,000} \\
 \text{Tier 2 Equalization Aid} &= \text{Tier 2 Revenue} - \text{Tier 2 Equalized Levy} \\
 \text{Total Referendum Equalization Aid} &= \text{Tier 1 Equalization Aid} + \text{Tier 2 Equalization Aid} \\
 \text{Total Referendum Levy} &= \text{Total Referendum Revenue} - \text{Total Referendum Equalization Aid}
 \end{aligned}$$

Referendum Tax Base Replacement Aid. Referendum tax base replacement aid was implemented by the 2001 Legislature as a mechanism designed to compensate school districts for the loss of agricultural land and cabin tax base. Tax base replacement aid is a frozen dollar amount based on fiscal year 2003 characteristics. Any referendum equalization aid earned by the school district is first offset by referendum tax base replacement aid. The remaining equalization aid, if any, is the amount used when computing the referendum aid accompanying charter schools and open enrollment pupils.

Election Requirements. A district's general levy can be increased with the approval of the voters at a referendum called by the school board. The election must be held during the November election only, unless the election is held by mail ballot or upon approval of the Commissioner of Education, if the district is in statutory operating debt. If the election is

conducted by mail ballot, it must be in accordance with state election law, and each taxpayer must receive notice of the election and of the proposed tax increase at least 20 days before the referendum.

Onetime Board Renewal. A school board may renew an existing referendum at the same per pupil dollar allowance and for the same time term (most referenda are approved for a term of ten years). The onetime board renewal must occur after a school board meeting where public testimony on the proposed renewal is considered.

Referendum Market Value. Unlike most other school district levies, referendum levies are spread on referendum market value instead of net tax capacity. Referendum market value is the market value of all property within the school district with two exceptions. First, all seasonal recreational property (cabins) and farmland are excluded from referendum market value. Second, any property with a class rate of less than 1.0 percent is taxed at its market value times its class rate.

(Minn. Stat. § 126C.17)

Table 18: Referendum Revenue Allowances and Equalizing Factors

Fiscal Year	Referendum Cap Per Pupil	First-tier Allowance Per Pupil	First-tier Equalizing Factor	Second-tier Allowance Per Pupil	Second-tier Equalizing Factor	Third-tier Allowance Per Pupil	Third-tier Equalizing Factor
2025*	\$2,194	\$460	\$567,000	>460	\$290,000	NA	NA
2024	2,136	460	567,000	>460	290,000	NA	NA
2023	2,068	460	567,000	>460	290,000	NA	NA
2022	1,928	460	567,000	>460	290,000	NA	NA
2021	1,780	460	567,000	>460	290,000	NA	NA
2020	2,005	300	880,000	460	510,000	> \$760	\$290,000
*Estimated							

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Table 19: Referendum Revenue Amounts

Fiscal Year	Referendum Aid Entitlement	Referendum Levy
2025	\$17,406,000	\$912,763,000
2024	22,828,000	872,299,000
2023	24,166,000	826,435,000
2022	29,175,000	740,262,000
2021	29,917,000	686,368,000

Fiscal Year	Referendum Aid Entitlement	Referendum Levy
2020	130,907,000	796,657,000

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Permanent School Fund Income

The Permanent School Fund (PSF) of Minnesota consists of the proceeds of the lands granted to the state by the federal government for the use of schools, proceeds from swamplands granted to the state, and cash and investments credited to the fund. While much of the initial land granted to the state has been sold, the state Department of Natural Resources is responsible for managing about 2.5 million acres of school trust land. The net proceeds from the land management activities (timber sales, minerals activities, lease revenue, etc.) annually are added to the principal of the fund.

The state holds the land and accumulated revenues from the land in trust for the benefit of public schools in Minnesota. The State Board of Investment is responsible for investing the principal of the fund, subject to direction from the Constitution and the legislature. The interest and dividends arising from the fund are required by the Constitution to be distributed to the state's school districts according to the method described in statute.

Prior to fiscal year 2010, the earnings from the PSF were simply offset against each district's general education aid.

Beginning in 2010, the offset was eliminated and school districts began receiving income from the PSF as additional state aid. The aid payments are distributed to schools through a formula that provides two semiannual payments of aid to schools based on each school's count of pupils. The PSF payments to schools are based on pupils served, and payments go to both traditional school districts and charter schools.

Table 20: Permanent School Fund Endowment and Income

Fiscal Year	Endowment Fund Balance	Payment to Schools	Payment per Pupil
2025*	\$2,028,133,000	\$52,113,000	\$61.08
2024	2,013,687,000	50,944,000	59.95
2023	1,889,599,000	40,878,000	48.02
2022	1,713,214,000	35,327,000	41.54
2021	1,939,972,000	36,678,000	42.15
2020	1,621,486,000	39,090,000	45.04
*Estimated			

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(Minn. Stat. §§ 127A.30-127A.34)

Other General Fund Programs

Shared Time Foundation Aid. Districts receive a proportionate amount of general education aid for nonpublic school pupils who attend public school programs for part of the school day. For nonpublic students without an IEP, the public school district may determine which classes, if any, into which the nonpublic student may enroll. For fiscal year 2025, the state estimates there will be about 594 shared time pupil units.

(Minn. Stat. §§ 126C.01, subds. 6-8; 126C.19)

County Apportionment Aid Reduction. General education aid is reduced by an amount equal to the school district's share of county apportionment funds (miscellaneous fines and fees, collected by counties and apportioned to school districts). A school district receives no added revenue from county apportionment payments. Instead, the district's general education aid is reduced by the amount of the county apportionment payment. For fiscal year 2025, county apportionment payments reduce general education aid by roughly \$45 million.

(Minn. Stat. §§ 127A.34; 126C.21, subd. 3)

School Transportation

School Transportation Background

The 1995 Legislature made substantial changes to the pupil transportation funding programs. Categorical funding programs were replaced with an across-the-board increase in the general education formula allowance of \$170 per pupil unit, and the remaining categorical transportation formulas were reduced in size and scope.

The previous categorical pupil transportation funding formulas provided varying amounts of revenue for each of three different categories of transportation services: regular services, nonregular services, and excess cost services. As a result, the distinction between required pupil transportation services (state-mandated services) and authorized pupil transportation services, where additional funding was generated if the service was provided, was somewhat blurred. The 1995 legislative changes attempted to clarify the state mandate as well as eliminate a series of formulas that were seen by some as creating disincentives for cost efficiency in pupil transportation.

A school district may provide pupil transportation services by operating its own fleet of school buses, contracting with a private vendor of transportation services, or mixing district-operated and contracted services.³

Required Transportation

The state's basic pupil transportation mandate requires a school board to provide transportation to and from school, or to provide board and lodging for all pupils (regardless of age) who live **two** miles or more from schools. A school board is required to provide equal transportation for nonpublic school children (a more detailed description of nonpublic pupil transportation can be found on page 106).

A school board is also required to:

- provide certain transportation services for disabled children;
- provide transportation for a nonresident open enrollment pupil from the nonresident (serving) district's border to the school attended; and
- provide transportation services for resident pupils attending a charter school that is located within the district if the charter school has declined to provide transportation services to its students.

The statute grants school boards sole discretion, control, and management over:

- scheduling of routes;

³ More information about pupil transportation may be found in the House Research publication, *School Transportation Regulation*, July 2023.

- establishing location of bus stops;
- manner and method of transportation;
- control and discipline of school children; and
- “any other matter related thereto.”

(Minn. Stat. §§ 124D.03, subd. 8; 124D.10, subd. 16; 123B.84-123B.88)

Fees for Transportation Services

A school district may charge fees for some but not all transportation services in accordance with the state’s general fee policy regarding public school education. Several categories of fees for transportation services are specifically authorized, and fees are specifically prohibited for certain other services.

A school district may charge a fee for:

- transportation to and from extracurricular activities, where attendance is optional;
- transportation of pupils to and from school for pupils living within two miles from school as well as all other transportation services not required by law, if a district charging fees for transportation of pupils establishes guidelines to ensure that no pupil is denied transportation solely because of inability to pay; and
- transportation to and from postsecondary institutions for pupils enrolled under the postsecondary enrollment options program under section 123B.88, subdivision 22. Fees collected for this service must be reasonable and must be used to reduce the cost of operating the route. Families who qualify for mileage reimbursement under section 124D.09, subdivision 22, may use their state mileage reimbursement to pay this fee.

A school board may waive any fee if any pupil or the pupil’s parent or guardian is unable to pay it.

A school district is prohibited from charging a fee for:

- field trips that are required as a part of a basic education program or course; and
- transportation to and from school for pupils living two miles or more from school.

(Minn. Stat. §§ 123B.34-123B.37)

Capital Finance

School districts must finance both ongoing capital needs, such as equipment purchases, repairs, and maintenance, as well as major building construction projects. Major building projects are financed at the local level, with some small assistance through state-paid debt service equalization aid. Districts borrow money through the sale of bonds and levy an annual tax to repay the money over a period of years. Smaller remodeling projects, equipment purchases, and other ongoing capital needs are normally financed by capital revenue programs.

Beginning with the 1996-97 school year, two of the largest capital funding formulas—the equipment formula and the facilities formula—were moved from the capital fund to a reserved account in the general fund. The purpose of this change was to allow districts greater discretion in the use of operating money for capital needs. The new formulas, named operating capital revenue, are a component of the general education revenue program. School districts may now use general fund operating revenue for capital programs, but operating capital revenue must be used for specified capital purposes and may not be used for general operating purposes.

This section explains the financing methods available to districts to obtain funds for ongoing capital needs and major construction projects.

Review and Comment on Construction Projects. When a new school building is constructed or when an existing facility is substantially remodeled, a district incurs a substantial financial obligation that must be met immediately. School districts issue bonds to obtain the funds necessary to pay the contractors. The district then pays back the bonds over a period of years with money raised from the debt service levy and any debt service aid received from the state. Because of the importance and cost of major construction projects, the Department of Education provides a review and comment on each major project. Any project that requires an expenditure of more than \$2,000,000, except for certain deferred maintenance projects, must be submitted by the district to the commissioner for review and comment, unless the school district has an outstanding capital loan, in which case the project must be submitted for review and comment for any expenditure in excess of \$500,000.

The commissioner may give the project a positive, unfavorable, or negative review and comment. If the project receives a positive review and comment, the district may hold a referendum to authorize the sale of bonds; upon approval of a simple majority of the voters, the project may proceed. If the commissioner submits an unfavorable review and comment, the local school board must reconsider the project. If the local school board decides to continue with the project, the referendum to authorize the sale of bonds must receive the approval of at least 60 percent of the voters. If the commissioner submits a negative review and comment, the school board cannot proceed with the project.

The findings of the commissioner's review and comment must be published in the legal newspaper of the district prior to a referendum on the construction project.

(Minn. Stat. §§ 123B.70; 123B.71)

Debt Service Revenue

Minnesota's local school districts have generally financed the construction of new school buildings through the sale of bonds. The bonds are repaid with revenue raised from the local district's property tax receipts. The total amount of building bonds issued by the district determines the yearly debt service that the district must pay; and the amount of bonds issued is, of course, directly related to the district's building needs. The tax rate that the district levies in order to make its debt service payments depends both on the amount of debt and the size of the district's property tax base. The larger the debt, and the smaller the property tax base, the greater the district's tax rate for debt service needs.

Debt Service Equalization Aid

The debt service equalization aid program provides state aid to local school districts to help repay the bonds issued to finance construction. The amount of a school district's debt service that the state will pay depends on two factors: the district's total amount of annual debt service and the district's taxable property tax base (net tax capacity) per pupil.

Debt service equalization aid is available for a school district's qualifying debt service. Debt service amounts that qualify for debt equalization are general debt service amounts for land acquisition, construction costs, and capital energy loans. Net debt is the sum of these amounts reduced by any excess balance that the district has in its debt redemption account and must be for facilities that:

- receive a positive review and comment from the Commissioner of Education;
- are comparable in size and quality to facilities in other districts; and
- have been reviewed by all neighboring school districts.

The debt service revenue is divided into tiers. The first tier applies to the portion of a school district's debt that is below 15.74 percent of the district's adjusted net tax capacity. The first tier must be provided entirely through the local levy. The second tier applies to the portion of debt revenue between 15.74 percent and 26.24 percent of adjusted net tax capacity. This tier is equalized at a relatively low level. The remaining debt revenue makes up the third tier.

The equalizing factors for each of the tiers are as follows:

Table 21: Debt Service Equalizing Factors

Fiscal Year	1st Tier	2nd Tier Greater of \$4,430 or 55.33% of average tax base per pupil	3rd Tier Greater of \$8,000 or 100% of average tax base per pupil
2025	Unequalized	\$7,173	\$12,964
2024	Unequalized	6,105	11,033
2023	Unequalized	5,637	10,188
2022	Unequalized	5,366	9,699
2021	Unequalized	5,060	9,146
2020	Unequalized	4,814	8,700

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The following example shows the calculation of debt service equalization aid for a hypothetical district for fiscal year 2025.

Table 22: Debt Service Equalization Aid Calculation for a Hypothetical District

a	Debt revenue (amount needed to make annual bond payment)	—	\$10,000,000
b	Initial unequalized tax rate	(a)/(d)	28.6%
c	Pupil units used for debt calculation	—	5,000
d	Tax base (adjusted net tax capacity)	—	\$35,000,000
e	Tax base/per pupil unit	(d)/(c)	\$7,000
f	Tier 1 (unequalized; has no equalizing factor)	—	—
g	Tier 2 equalizing factor for FY 25	—	\$7,173
h	Tier 3 equalizing factor for FY 25	—	\$12,974
i	Tier 1: 15.74% paid locally	(d) x .1574	\$5,509,000
j	Tier 2: 15.74% to 26.24% equalized at \$7,173	(d) x .105	\$3,675,000
k	Tier 2 aid percentage	1 – (l)	2.41%
l	Tier 2 levy percentage	(e)/(g)	97.59%
m	Tier 2 aid	(k) x (j)	\$88,568
n	Tier 2 levy	(l) x (j)	\$3,586,433
o	Tier 3: Remaining debt above 26.24% at enhanced rate	(a) – ((i) + (j))	\$816,000
p	Tier 3 aid percentage	1 – (q)	46.00%
q	Tier 3 levy percentage	(e)/(h)	54.00%
r	Tier 3 aid	(p) x (o)	\$375,360
s	Tier 3 levy	(q) x (o)	\$440,640

t	Total annual aid	(m) + (q)	\$529,208
u	Total annual levy	(a) – (t)	\$9,470,792
v	Total net equalized tax rate	(u)/(d)	27.1%
w	Percent of debt revenue from state	(t)/(a)	4.41%

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(Minn. Stat. §§ 123B.53; 123B.55)

Natural Disaster (Enhanced) Debt Service Equalization

A school district that has sustained more than \$500,000 in damage to its facilities because of a natural disaster is eligible for enhanced debt service equalization. All facilities debt service in excess of 10 percent of ANTC is equalized at 300 percent of the statewide average amount of ANTC per pupil (\$38,892 for fiscal year 2025). Currently, only two school districts (Rushford-Peterson and Moose Lake) qualify for enhanced debt service equalization aid under this program.

(Minn. Stat. § 123B.535)

**Table 23: Total Statewide Debt Service Amounts;
Regular and Enhanced Equalization Aid**

School Year	Debt Service Aid Entitlement	Net Debt Service Fund Levy Certified
2024-25	\$24,903,000	\$1,328,049,000
2023-24	24,549,000	1,200,763,000
2022-23	21,297,000	1,042,392,000
2021-22	21,939,000	1,110,113,000
2020-21	25,398,000	1,107,409,000
2019-20	20,684,000	998,302,000

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School Building Bond Agricultural Credit

The 2017 Legislature created a new property tax credit to reduce the property tax impact of school building projects on agricultural properties. Beginning with school taxes payable in 2018, the school building bond agricultural credit reduces the school taxes paid by agricultural property. The credit applies to existing debt levies and to debt levies attributable to any newly authorized school bond issues.

The tax credit applies to all property classified as agricultural (identified as class 2a, 2b, and 2c, property under Minnesota Statutes, section 273.13, subdivision 23) excluding the house,

garage, and surrounding one acre of land of an agricultural homestead. The credit is set at 70 percent for taxes payable in 2023 and later.

As with other property tax credits, the state replaces the local levy lost through the credit to the school district with state aid through an open and standing appropriation.

Table 24: School Building Bond Agricultural Credit

Fiscal Year	Payable Year	Ag Credit Entitlement	Total Est. Annual School Debt Levy	Initial % of Debt Levy Paid by Ag Lands	Ag Credit Percent of Eligible Debt
2025	2024	\$108,334,000	\$1,328,429,000	11.7%	70%
2024	2023	87,604,000	1,200,763,000	10.4	70
2023	2022	70,870,000	1,042,392,000	11.3	60
2022	2021	62,672,000	1,110,113,000	10.1	55
2021	2020	57,040,000	1,107,409,000	9.8	50
2020	2019	40,137,000	998,302,000	10.1	40

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(Minn. Stat. §§ 273.1387; 273.1392)

Capital Project Referendum

A school district may conduct an election to approve funds for certain capital projects. When approved by the voters, a school district may levy the amount approved by the voters for the designated capital projects for a period of time not to exceed ten years. Proceeds of the levy must be placed in a special account and used only for the approved purposes, which include facilities repairs and equipment purchases.

(Minn. Stat. § 123B.63)

Table 25: Capital Project Levy

Fiscal Year	Capital Project Levy Certified	Number of Districts
2025	\$189,729,000	62
2024	158,203,000	59
2023	147,490,000	58
2022	129,583,000	55
2021	121,354,000	53
2020	113,308,000	51

House Research Department

Maximum Effort School Aid Law

Some districts find it difficult or impossible to finance construction projects through conventional bond sales because the district property tax base is too small to support the repayment of bonds necessary to finance the school's construction. These districts may qualify for state assistance under the Maximum Effort School Aid Law. Under this program, the state borrows money via a state general obligation bond sale and grants or lends the proceeds to a qualifying school district through a capital loan for new construction projects. The maximum effort capital loan program was first enacted in 1959, and over time, the qualifying criteria for school districts has narrowed significantly. Initially, most school districts receiving a capital loan were fast-growing suburban districts that were able to repay the capital loan over time as the districts' tax bases matured. Over the last 30 years, most of the loan recipients have been awarded to low property value districts with very limited likelihood of having their tax bases grow to a level sufficient to begin repaying the loans. The recent program changes, including the option for a school to receive a grant instead of a loan, reflect this reality. In the program's current form, a school district is eligible for a capital grant or loan only if its net debt tax rate, after any state-paid debt service equalization aid, is more than 41.98 percent of ANTC.

(Minn. Stat. §§ 126C.62-126C.72)

Capital Grant or Loan. The process to obtain a capital grant or loan follows.

- 1) A school district that intends to apply for a capital grant or loan must submit the project proposal to the Commissioner of Education for review and comment by July 1. Capital grants or loans may not be used to pay for swimming pools, ice arenas, athletic facilities, day care centers, bus garages, or heating system improvements.
- 2) The commissioner must prepare a review and comment of the proposed project. In order to grant a positive review and comment, the commissioner must determine that all of the following conditions have been met:
 - no adequate facilities currently exist
 - no form of cooperation with other districts would provide the needed facilities
 - the facilities are comparable to facilities recently constructed in other districts of similar enrollment
 - the facilities are comparable to facilities recently constructed in other districts that are financed without a capital grant or loan
 - the district is projected to have adequate funds to support a quality education program during the next five years
 - the current facility poses a health and safety threat and cannot be brought into compliance with code
 - the district has made an effort to adequately maintain the existing facility
 - the district has shared its plans and received comments from neighboring school districts

- 3) The school board of a district that wants a capital grant or loan must adopt a resolution that describes the project and submit an application for a capital grant or loan to the commissioner by November 1.
- 4) The commissioner makes a recommendation for each capital grant or loan to the education committees of the legislature by February 1.
- 5) Each capital grant or loan must be approved in law.
- 6) A district must conduct a successful referendum on the project before February 1.

If the capital grant or loan is approved, the district must issue bonds up to the amount of: (1) the district's net debt limit, as defined in Minnesota Statutes, section 475.53, or (2) 637 percent of ANTC, whichever is less. The amount of the capital grant or loan the district is eligible for is the difference between the total cost of the project and the amount of the local bond issue.

The district's repayment of the loan is determined by one of several formulas, depending upon when the loan was obtained. For districts obtaining loans approved by the commissioner after January 1, 1990, the district must levy the greater of:

- 1) 29.39 percent of ANTC; or
- 2) the amount needed to pay the annual principal on the local bond issue. Beginning July 1, 2020, interest assessments are no longer added to the outstanding capital loan balance.

In any year, if 29.39 percent of ANTC is the greater amount, the difference between (1) and (2) is applied to repayment of the state loan. If the amount needed for local debt service is the greater amount, no payment is required on the state loan in that year. Maximum effort capital loans are forgiven if they are not paid within 50 years of issue.

Early Repayment. A special law that passed in 2011 and was amended in 2016 allowed school districts with outstanding maximum effort capital loans to refinance those loans and pay back only the outstanding principal amount to the state. Any outstanding interest is then forgiven. The law initially only applied to school districts that received maximum effort capital loans prior to January 1, 1997, and required the districts to refinance the loan and repay the outstanding principal on the capital loan to the state prior to July 1, 2012. Six districts took advantage of this opportunity and repaid \$42.3 million to the state; those same districts had a total of \$73.6 million of outstanding interest forgiven (note that some of these districts would have had their outstanding interest forgiven at the end of the loan period under the general law).

In 2016, the legislature extended the early repayment offer to school districts with outstanding maximum effort capital loan balances for loans issued prior to January 1, 2007. Because the legislation also eliminated the authority for all maximum effort school districts to issue one-day bonds, all of the remaining capital loan districts, except Red Lake and Nett Lake, refinanced their existing debt and repaid the outstanding loan principal owed to the state. The legislation also contained a new replacement aid of \$2.2 million per year for five years to compensate some of the maximum effort capital loan districts for a portion of the expected foregone revenue from one-day bond sales.

Remaining Capital Loans. As of July 1, 2022, after the opportunities for early repayment, only two school districts, Red Lake and Nett Lake, have outstanding capital loans.

Funding. Capital loans are initially funded by the sale of state general obligation bonds. In addition to the bond proceeds, supplemental appropriations by the legislature are often necessary to make principal and interest payments because repayments of loans by districts occur at a slower rate than that needed to meet the state's obligations to its bondholders.

Table 26: Maximum Effort Bond Sales
Most Recent Bond Sales Approved

Year Authorized	Amount of Bonds Authorized	Approved Project Recipient
2018	\$14,000,000	Red Lake Schools
2014	5,491,000	Red Lake Schools
2006	10,700,000	Nett Lake Schools
2005	18,000,000	Red Lake Schools
2002	12,400,000	Red Lake Schools
2001	19,000,000	East Central Schools

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Bonds for Certain Capital Facilities

A district may issue general obligation bonds without voter approval for certain capital projects. The bonds must be repaid within 15 years of issuance with the district's annual operating capital revenue.

(Minn. Stat. § 123B.62, subd. 9)

Long-Term Facilities Maintenance Revenue

The 2015 Legislature created a new program to support facilities maintenance needs for school districts, charter schools, and cooperatives, including intermediate school districts. The program, Long-Term Facilities Maintenance Revenue, is a per pupil, formula-driven revenue source that replaces health and safety revenue, alternative facilities revenue, and deferred maintenance revenue beginning with the 2016-17 school year.

Qualifications and Revenue Uses

To qualify for Long-Term Facilities Maintenance Revenue (LTFMR), a school district or cooperative unit must develop a ten-year facilities plan and submit that plan to the Commissioner of Education. The plan must be updated annually, and every two years the updated plan must be forwarded to the Commissioner of Education. LTFMR must be reserved and may only be used for deferred maintenance projects, increasing facility accessibility, and health and safety purposes. LTFMR may not be used for the construction of new facilities, for the purchase of portable classrooms, to finance lease purchase agreements, for energy-

efficiency projects, or for violence prevention and facility security, ergonomics, or emergency communications devices.

A district may sell and issue general obligation bonds without voter approval to fund qualifying LFTMR projects and may use the annual revenue received under the program to repay the bonds.

Revenue Calculation

LTFMR is primarily provided through a per pupil allowance. For school districts, the per pupil allowance is \$380. To determine the initial revenue, multiply: (i) the district's pupil units; (ii) the allowance for that year; and (iii) the lesser of one, or the ratio of the district's average building age to 35.

A school district may add to its per pupil amount the costs for health and safety for indoor air quality projects, asbestos abatement projects, and fire alarm and suppression where the cost of any of these projects at any site exceeds \$100,000. If this amount is less than the amount the district would have received under the former alternative facilities and health and safety formulas, the district is grandfathered in at the higher level of revenue. Districts may add to their revenue amount the proportional share of any qualifying costs allocated from any cooperatives to which the district belongs.

For charter schools, the LTFMR per pupil allowance is \$132. A charter school's LTFMR is provided entirely in state aid. A charter school is not required to submit a ten-year plan in order to receive LTFMR.

Equalized Long-Term Facilities Maintenance Revenue, Levy, and Aid

A school district's equalized alternative facilities revenue equals the lesser of the per pupil formula amount for that year or the actual amount of the initial revenue.

$$\text{Equalized Revenue for FY 25} = \text{lesser of: } \begin{array}{l} (1) \text{ initial LTFMR,} \\ (2) \$380 \times \text{pupil units} \end{array} \quad \text{or}$$

$$\begin{aligned} \text{Equalized Levy} = \text{Initial Revenue} & - \text{greater of: } \begin{array}{l} (1) \text{ the lesser of: } \begin{array}{l} (a) \text{ the initial revenue, or} \\ (b) \text{ the district's alternative facilities aid} \\ \text{for FY 15; or} \end{array} \\ (2) \text{ equalized revenue} \times \text{the greater of: } \begin{array}{l} (a) \text{ zero, or} \\ (b) \frac{\text{district ANTC/pupil unit}}{1.23 \times (\text{statewide ANTC/pupil unit})} \end{array} \end{array} \end{aligned}$$

$$\text{Equalized Aid} = \text{Equalized Revenue} - \text{Equalized Levy}$$

$$\text{Total LTFMR Levy} = \text{Equalized Levy} + \text{Unequalized Levy}$$

The calculation of the equalized levy is made in such a way that no district will receive less aid under the LTFMR program than it formerly received under the alternative facilities program.

Table 27: Long-Term Facilities Maintenance Revenue; Appropriation and Levy

Fiscal Year	LTFM General Fund Aid	LTFM General Fund Equalized Levy	LTFM General Fund Unequalized Levy	LTFM Bond Fund Aid	Net LTFM Bond Fund Levy	Total
2025	\$107,865,000	\$78,407,000	\$232,345,000	\$47,585,000	\$191,199,000	\$657,401,000
2024	107,905,000	87,473,000	214,715,000	47,585,000	191,199,000	658,877,000
2023	61,385,000	105,983,000	177,002,000	47,585,000	191,991,000	583,946,000
2022	60,389,000	115,003,000	163,992,000	47,585,000	191,991,000	578,960,000
2021	60,628,000	120,679,000	119,782,000	45,127,000	179,670,000	525,886,000
2020	61,948,000	129,133,000	110,673,000	41,430,000	143,072,000	486,256,000

House Research Department

(Minn. Stat. § 123B.595)

Disabled Access and Fire Safety Levy

A district that has insufficient money in its capital expenditure fund to either remove architectural access barriers from a building, or to make fire safety modifications required by the fire inspector, may submit an application to the commissioner for approval of levy authority of up to \$300,000 spread over an eight-year period. For disabled access projects, the commissioner develops criteria to determine the cost effectiveness of removing barriers in consultation with the council on disabilities. The commissioner must approve or disapprove an application within 60 days of receiving it. While most districts have used their full authority under this program, one district (Independent School District No. 150, Hawley) exercised \$300,000 of authority for taxes payable in 2024, and 35 districts have the full remaining levy authority as these districts have not yet started to levy under the program.

The state has also provided state bond proceeds to help small school districts remove accessibility barriers: \$1 million was approved in 1993, \$4 million was approved in 1994, \$2 million was approved in 1996, and \$1 million was approved in 1998.

(Minn. Stat. § 123B.58)

Building Lease Levy

The leased facilities levy authority allows districts to levy to pay rent on leased facilities. The levy authority has been modified many times in the last two decades. The allowable purposes of the levy were narrowed and then expanded. Currently, upon the commissioner's approval, districts may levy for leased facilities when the leased facility would be economically

advantageous. The lease levy must not exceed the lesser of the lease costs or \$212 per pupil unit, except that a school district that is a member of an intermediate school district or other cooperative unit may levy an additional \$65 per pupil unit for space in intermediate facilities. The facilities must be used for instructional purposes.

(Minn. Stat. § 126C.40, subds. 1, 2, and 6)

Table 28: Building Lease Levy Amounts

Fiscal Year	Total Levy
2025	\$100,034,000
2024	99,318,000
2023	98,425,000
2022	95,638,000
2021	85,868,000
2020	84,989,000

House Research Department

Telecommunications/Internet Access Aid

School districts, charter schools, and nonpublic schools are eligible for state aid to pay for a portion of their telecommunications and Internet access costs that are not funded through the federal e-rate program. Most school districts have chosen to form a telecommunications cluster (a special type of joint powers agreement) to apply for, and receive, their telecommunications/Internet access aid. The telecommunications/Internet access aid program grants school districts and charter schools that belong to a telecommunication cluster state aid equal to 90 percent of the schools' unreimbursed telecommunications costs; if the district or charter school is not a member of a telecommunications cluster, the aid equals 90 percent of the unreimbursed cost exceeding \$16 per pupil unit.

School districts are required to provide telecommunications and Internet access to nonpublic schools (excluding a homeschool) located within the district's boundaries through a reimbursement equal to 90 percent of the nonpublic school's unreimbursed costs exceeding \$10 per pupil unit. The school district receives additional telecommunications/Internet access aid from the state for this purpose.

In order to qualify for the aid, school districts and charter schools must submit their actual telecommunications and Internet access costs to the Commissioner of Education and file applications for federal Internet funds (commonly referred to as e-rate funds). The aid amount is prorated to the state appropriations cap, which substantially reduces each school district's aid payment.

Table 29: Telecommunications/Internet Access Aid

Fiscal Year	Aid
2025	\$3,750,000
2024	3,750,000
2023	3,750,000
2022	3,750,000
2021	3,750,000
2020	3,750,000

House Research Department

(Minn. Stat. § 125B.26)

Special Education

Special Education Mandate

Local school districts are required by state law to provide appropriate and necessary special education to children with disabilities from birth through the child's 22nd birthday. Children with disabilities are defined in statute to include children who have a hearing impairment, visual disability, speech or language impairment, physical disability, mental disability, emotional/behavioral disorder, specific learning disability, deaf/blind disability, or other health impairment. The definition of a child with a disability also includes every child under age five who needs special instruction and services, as determined by state standards, because the child has a substantial delay or an identifiable and known physical or mental condition. The mandate for service does not include pupils with short-term or temporary physical or emotional disabilities.

Special instruction and services for children with disabilities must be based on an assessment of the child's educational needs and the individualized education program (IEP) developed in response to the initial assessment. The statutes and rules specify school district responsibilities for program decisions for children with disabilities and for the education of children who are placed outside the district where their parents reside. Districts are required to provide special education on a shared time basis to pupils enrolled in nonpublic schools.

As of December 1, 2023, a total of 165,285 students, or 19.3 percent, received some special education services.⁴

(Minn. Stat. §§ 125A.01-125A.03; 125A.08)

Table 30: Special Education Unduplicated Child Count by Disability Category (All Ages) as of December 1, 2023

Category	Count
Speech Language Impaired	28,158
Developmentally Cognitive Disability, Mild-Moderate	5,438
Developmentally Cognitive Disability, Severe-Profound	1,638
Severely Multiple Impaired	1,628
Physically Impaired	1,584
Hearing Impaired	2,523
Blind/Visually Impaired	465
Specific Learning Disabilities	40,070

⁴ This percentage is based on the December 2023 unduplicated child count (birth through the student's 22nd birthday) conducted by the Department of Education.

Category	Count
Emotional Behavior Disorder	16,168
Deaf/Blind	124
Other Health Impaired	20,019
Autism Spectrum Disorder	26,630
Traumatic Brain Injury	382
Early Childhood/Developmentally Delayed	20,458
Total	165,285
Source: Minnesota Department of Education unduplicated child count	

House Research Department

Special Education Funding Formulas

School districts receive state aid and some federal aid to pay for special education services. If these funds are insufficient to pay for the costs of the programs, districts must rely on their other undesignated general fund revenue.

(Minn. Stat. §§ 125A.75-125A.79)

Special Education Revenue

Minnesota's special education formula is a multistep hybrid formula. The formula combines a cost-reimbursement formula with a modified "census style" of funding, provides a floor of funding based on fiscal year 2016 funding amounts, and authorizes serving school districts and charter schools to bill a portion of their unfunded special education costs attributable to nonresident students back to the student's resident school district. The partial costs are based on the salaries paid to special education teachers and other essential personnel. The census amounts are set in statute and provide differing levels of reimbursement based on the district's characteristics and the students' category of disability. The formula calculates an initial aid amount, an excess cost amount, makes tuition adjustments for students open enrolling in other school districts and charter schools, puts some limits on this amount of special education revenue, and then adds a cross subsidy aid amount for a statutorily specified percentage of the remaining unfunded special education costs.

Initial Aid. A district's initial special education revenue is the sum of its special education-related pupil transportation services, and the **least** of:

- 1) 50 percent of the district's nonfederal expenditures for the previous year, including fringe benefits;
- 2) 62 percent of the district's special education expenditures under the old special education formulas, which excluded fringe benefits; or
- 3) 56 percent of the sum of:
 - a) the district's average daily membership times the sum of:

- i. \$460;
- ii. \$405 times the district's percent eligible for free and reduced-price meals; and
- iii. .008 times the district's average daily membership;
- b) \$13,300 times the count of students with autism spectrum disorder, developmental delay, or severely multiply impaired;
- c) \$19,100 times the count of students who are deaf/hard of hearing or have an emotional behavioral disorder; and
- d) \$25,200 times the count of students who are developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired, or deafblind.

Excess Cost Aid. Excess cost aid provides additional special education funding for districts that have extremely high levels of unreimbursed special education expenses. A district's special education excess cost aid equals the greater of: (1) 56 percent of the difference between the district's unreimbursed nonfederal special education expenditures and 7.0 percent of the district's general revenue; or (2) 62 percent of the difference between the district's unreimbursed "old formula" special education expenditures and 2.5 percent of the district's general revenue.

Tuition adjustments. State and federal special education revenue amounts are insufficient to cover school district special education costs. Under Minnesota's special education formulas, charter schools and school districts charge back to the student's resident school district a portion of the unreimbursed special education costs. This amount is called the "tuition adjustment." For fiscal year 2021 and later, 80 percent of the unreimbursed special education costs are billed back to the resident district. For charter schools only, for fiscal years 2021 and later, the state will pay an additional 10 percentage points of the charter school's unreimbursed costs (bringing to 90 percent, the total amount of the charter school's unreimbursed special education costs that are ultimately reimbursed).

Special Education Aid. A district's special education aid is the sum of its initial aid, excess cost aid, and tuition adjustments all constrained by the special education limits. This amount is then increased by the amount of the district's cross subsidy aid.

Special Education Aid Limits. A district's initial special education aid, excess cost aid, and tuition adjustments are subject to several caps and floors. First, for fiscal year 2025, the special education aid cannot exceed the greater of: (1) 56 percent of the district's nonfederal special education expenditures plus 100 percent of its special education transportation costs plus its current year tuition adjustment; or (2) the sum of its 2016 special education revenue adjusted for changes in enrollment and adjusted upward by 4.6 percent per year for fiscal years 2016 to 2020, by 4.4 percent for fiscal year 2021, 4.2 percent for fiscal year 2022, 4.0 percent for fiscal year 2023, 3.8 percent for fiscal year 2024, and 3.6 percent for fiscal year 2025, plus \$220 times its average daily membership. Further, the district's special education aid cannot be less than the lesser of: (1) 90 percent of its nonfederal special education expenditures, plus 100 percent of its special education transportation costs, plus its current year tuition adjustment; or (2) its

2016 special education revenue adjusted for changes in enrollment and adjusted by 4.6 percent for fiscal years 2016 to 2020, and decreasing by 0.2 percent for each subsequent fiscal year. This has the effect of pulling school districts more consistently toward 56 percent of each district's nonfederal special education expenditures (excluding special education pupil transportation costs which are 100 percent funded). This aid amount is prior to special education cross subsidy aid.

Cross Subsidy Aid. A school district's special education cross subsidy is the difference between the amount the district spends on qualifying special education services and the sum of the state and federal special education revenue and the general education revenue generated by special education students served primarily outside of the regular classroom for that year. The cross subsidy aid is based on the previous year's cross subsidy. A school district's special education cross subsidy aid equals 6.43 percent of its cross subsidy for fiscal year 2023, 44 percent of the cross subsidy for fiscal years 2024 to 2026, and 50 percent of the cross subsidy for fiscal years 2027 and later.

(Minn. Stat. §§ 125A.76-125A.79)

Special Education; Separate Sites and Programs

Beginning in fiscal year 2024, a cooperative unit, including an intermediate school district, education district, service cooperative, or other joint powers organization providing special education services to a student for at least 50 percent of the school day, is eligible for a separate sites and program aid equal to \$1,689 times the pupil units served by that program.

Home-based Travel Aid

The state pays 50 percent of the expenditures on necessary travel of essential personnel to provide home-based services to children with a disability who are under five years old.

Aid for Children with Disabilities (Special Pupil Aid)

Some disabled children don't have a resident district because their parents' rights have been terminated, or their custodial parent or guardian lives outside Minnesota or is an inmate or resident of a state correctional facility. In these cases, the state pays to the serving school district 100 percent of the costs of instruction and services, less the general education basic revenue allowance and any other aid earned on their behalf.

Court-placed Special Education Revenue

When a school district serves a child from another state who was placed by a court in Minnesota and when the school district responsible for providing services for that student is unable to collect tuition from the resident state or school district, the school district may request reimbursement from the state for the unreimbursed special education costs.

Out-of-State Tuition for Special Education Students

When a court places a Minnesota child in a care and treatment facility in another state and when the resident school district receives a bill for services from the out-of-state provider, the Minnesota district may seek reimbursement for the unfunded services.

Table 31: Special Education Appropriations

Fiscal Year	Regular Special Education Aid*	Special Education; Separate Sites and Programs	Home-based Services Travel Aid	Special Pupil Aid; No District of Residence	Court-placed Aid	Out-of-State Tuition
2025	\$2,493,295,000	\$4,505,000	\$475,000	\$1,844,000	\$40,000	\$250,000
2024	2,293,963,000	3,880,000	432,000	1,597,000	39,000	250,000
2023	1,885,422,000	--	384,000	1,887,000	25,000	250,000
2022	1,744,588,000	--	341,000	1,674,000	0	250,000
2021	1,725,490,000	--	237,000	1,644,000	0	250,000
2020	1,585,929,000	--	284,000	1,489,000	0	250,000

*Includes initial, excess, and cross subsidy special education aid.

House Research Department

American Indian Programs

Minnesota has a variety of programs in place to provide funds for American Indian students and American Indian education programs.

American Indian Education Aid

The American Indian education aid program provides state aid to all school districts, charter schools, and Tribal contract schools operating an American Indian education program and serving more than 20 American Indian students.

To qualify for American Indian education aid, the qualifying school must develop and submit a plan to the Indian education director at the Minnesota Department of Education. American Indian education aid equals the greater of the district's previous grant amount under the American Indian education grant program or the sum of \$40,000 plus \$500 for the 21st and each subsequent enrolled American Indian student. For fiscal year 2025, 163 school districts, four Tribal schools, 20 charter schools, and four cooperative units qualify for aid.

(Minn. Stat. § 124D.81)

Native Language Revitalization Grants to Schools

Beginning in 2024, a school district or charter school may annually apply to the commissioner of education for a grant to support language courses in Dakota, Anishinaabe, or another language indigenous to the United States or Canada. The grant may be used for the costs of teachers, program supplies, and curricular resources.

American Indian Teacher Preparation Grants

The Commissioner of Education makes joint grants to pairs of school districts and postsecondary institutions to assist American Indians in becoming teachers. Grants under this program are statutorily prescribed to: University of Minnesota at Duluth and the Duluth school district; Bemidji State University and the Red Lake school district; Minnesota State Moorhead and a school district located within the White Earth Reservation; and Augsburg College and the Minneapolis and St. Paul school districts. Grant money may be used for programs operated by the paired institutions and student scholarships. Student scholarships must be coordinated with the American Indian Scholarship program under Minnesota Statutes, section 136A.126.

(Minn. Stat. § 122A.63)

Tribal Contract School Aid

The Bureau of Indian Education (BIE) oversees Tribal contract K-12 schools and Tribal colleges and universities and is part of the federal Department of the Interior. The BIE provides federal funding for Minnesota's four K-12 Tribal contract schools including: Bug-O-Nay-Ge-Shig School in Bena (Leech Lake Tribe); Circle of Life School in White Earth (White Earth Tribe); Fond du Lac

Ojibwe School in Cloquet (Fond du Lac Tribe); and Nay-Ah-Shing School in Onamia (Mille Lacs Tribe). These schools are located on reservations, operated by the Tribes, and are designed to provide Indian students with educational services that are responsive to the needs and desires of the Indian communities.

Minnesota pays a supplementary state school aid, called Tribal Contract School Aid, to the four Tribal contract schools. The Tribal contract schools must generally comply with Minnesota's education statutes, and state aid must supplement, not replace, funds provided by the federal government. The state aid is for operating purposes, not facilities needs.

The Tribal Contract School Aid provides state education aid based on the Tribal school's pupil count, after offsetting the federal aid received by the school. Tribal Contract School Aid is calculated as follows:

- 1) Add the sum of: (i) the product of the general education formula allowance and the school's weighted average daily membership (WADM); and (ii) the school's compensatory revenue;
- 2) Subtract from (1) the amount of federal money allocated through the Indian School Equalization Program;
- 3) Divide the result in (2) by the school's Weighted Average Daily Membership (WADM);
- 4) Multiply the school's combined weighted pupil count (pupils plus free or reduced lunch eligible pupil units) by the lesser of (3) 51.17% of the basic formula allowance (\$3,726 for fiscal year 2025).

Tribal contract schools that receive state aid are also eligible for early childhood family education revenue. The revenue equals 1.5 times the statewide average expenditure per ECFE participant times the number of Tribal contract school participants (children and adults). For fiscal year 2025 only, Tribal contract schools also receive general state aid roughly equal to the amount of permanent school fund aid paid to school districts (\$40,000 distributed among the schools on a per pupil basis).

(Minn. Stat. § 124D.83)

Table 32: Tribal Contract School Estimated Enrollment and Initial Estimated Aid for Fiscal Year 25

School Name/#	Bug-O-Nay-Ge-Shig School (#1115)	Fond Du Lac Ojibwe School (#1094)*	Circle of Life Survival School (#1435)	Nay Ah Shing School (#1480)	Statewide Totals
Avg. Daily Membership (ADM)	204	172	122	147	644
Grade-weighted ADM	224	188	134	154	699
Free/Reduced Lunch pupil units	59	61	78	0	198
Total funding pupil units	283	248	212	154	897
Est. Federal Funds (Indian School Equalization Program)	\$1,017,000	\$1,097,000	\$1,496,000	\$1,133,000	\$4,742,000
Est. State Aid	\$949,000	\$625,000	\$0	\$0	\$1,574,000
State Aid per ADM pupil	\$4,660	\$3,631	\$0	\$0	\$2,443
*In some years, Fond Du Lac chooses to have their students counted by the Cloquet school district and enters into a tuition agreement to transfer the funds from Cloquet to the Fond Du Lac school.					

House Research Department

Table 33: Appropriations for American Indian Programs

Fiscal Year	American Indian Education Aid	Tribal Contract School Aid	American Indian Teacher Preparation Grants	Native Language Revitalization Grants	Early Childhood at Tribal Contract Schools
2025	\$19,672,000	\$2,131,000	\$600,000	\$7,500,000	\$68,000
2024	18,005,000	1,533,000	2,210,000	7,500,000	68,000
2023	11,889,000	3,167,000	600,000	--	68,000
2022	11,295,000	2,808,000	600,000	--	68,000
2021	10,814,000	2,161,000	460,000	--	68,000
2020	8,710,000	1,254,000	460,000	--	68,000

House Research Department

Community, Early Childhood, and Adult Education

Community Education

Community education programs are intended to maximize the community's use of public schools and to expand the involvement of community members who have skills and knowledge to share. Districts establishing a community education program must provide for a citizens' advisory council to advise the school administration on how best to use school facilities and community resources. Fees may be charged for community education programs.

Districts with a community education program may also prepare a youth development plan to improve coordination of agencies that address the needs and develop the resources of youth in the community. A participating district may also offer a youth service program to provide meaningful opportunities for community involvement and citizenship.

(Minn. Stat. §§ 124D.18-124D.21)

Community Education Revenue. Community education programs are funded through a partially equalized aid and levy. Districts that prepare a youth service program and a youth development plan are eligible for additional revenue. Districts that establish youth after-school enrichment programs are authorized to levy an additional amount.

The basic community education revenue allowance is \$5.42 for years prior to fiscal year 2025 and \$6.35 for fiscal years 2025 and later. Community education revenue, aid, and levy for fiscal year 2025 are computed as follows:

Total Community Education Revenue	=	General Community Education Revenue	+	Youth Service Revenue	+	Youth After-School Enrichment Revenue
General Community Education Revenue	=	\$6.35, times the greater of: (a) 1,335; or (b) population of the district				
Youth Service Revenue	=	\$1.00, times the greater of (a) 1,335; or (b) population of the district				
Youth After-School Enrichment Revenue	=	(1) \$1.85, times the greater of: (a) 1,335; or (b) population of the district not to exceed 10,000; plus (2) \$0.43, times the population of the district in excess of 10,000				
Community Education Levy	=	.0094 times ANTC				
Community Education Aid	=	Total Community Education Revenue	–	Community Education Levy		

The amount of community education aid a district receives is reduced for any district that levies less than the maximum for community education, in proportion to the amount of the underlevy.

Table 34: Community Education Revenue

School Year	Tax Rate	Basic Community Education Revenue per Capita	Youth Service Revenue per Capita	After-School Enrichment Revenue per Capita*	Minimum Revenue per District	Appropriations	Levy	Number of Participating Districts
2024-25	.375%	\$6.35	\$1.00	\$1.85 + 0.43	\$12,282	\$7,857,000	\$38,697,000	N/A
2023-24	.940	5.42	1.00	1.85 + 0.43	11,040	98,000	41,580,000	325/329
2022-23	.940	5.42	1.00	1.85 + 0.43	11,040	175,000	41,544,000	324/329
2021-22	.940	5.42	1.00	1.85 + 0.43	11,040	180,000	40,634,000	324/329
2020-21	.940	5.42	1.00	1.85 + 0.43	11,040	236,000	40,380,000	328/330
2019-20	.940	5.42	1.00	1.85 + 0.43	11,040	321,000	39,989,000	329/331

*After-school enrichment revenue per capita equals \$1.85 times the district's first 10,000 residents, plus 43 cents per capita for each resident in excess of 10,000.

House Research Department

Programs for Adults with Disabilities. Districts with an approved program may offer programs for adults with disabilities as part of their community education programs. These programs may include outreach activities to identify adults needing service, classes specifically for adults with disabilities, services enabling the adults to participate in community education, and activities to increase public awareness and enhance the role of people with disabilities in the community.

Prior to fiscal year 2025, 77 school districts were eligible for the Adults with Disabilities program revenue. State aid was provided to districts with approval for educational programs for adults with disabilities. State aid equaled the lesser of \$30,000 or one-half of the actual program expenditures. The remainder of a district's program revenue was composed of funds from other public or private sources, or an optional levy not to exceed \$30,000 or one-half of the approved program budget.

Beginning in fiscal year 2025, all school districts are eligible for Adults with Disabilities revenue. One hundred and fifteen school districts chose to participate in the program for the 2024-25 school year. Adults with Disabilities revenue equals 34 cents times the total population (people of all ages) of the school district. The program is an equalized aid and levy with the tax rate for fiscal year 2025 set at .00006 times the district's adjusted net tax capacity.

(Minn. Stat. §§ 124D.19, subds. 7, 8; 124D.56)

Table 35: Programs for Adults with Disabilities

Fiscal Year	Appropriations	Levy	Number of Programs
2025*	\$1,520,000	\$507,000	115
2024	703,000	669,000	77
2023	710,000	669,000	77
2022	710,000	667,000	77
2021	710,000	670,000	77
2020	710,000	670,000	77
*Estimated			

House Research Department

Early Childhood Family Education

Districts that provide community education programs may also establish early childhood family education programs (ECFE) for children from birth to kindergarten, for their parents, and for expectant parents. These programs include parent education to promote children's learning and development. All ECFE programming must require substantial parental involvement.

Districts must appoint an advisory council to assist in planning and implementing ECFE programs. Districts are encouraged to coordinate ECFE programs with their special education and vocational education programs, as well as with other public or nonprofit agencies providing similar services.

As of July 2024, the Department of Children, Youth, and Families (DCYF), rather than MDE, provides state-level administration of the ECFE program.

(Minn. Stat. §§ 142D.10; 142D.11)

Early Childhood Family Education Revenue. ECFE programs are funded through state aid, local levy, and participant fees. The formula for calculating ECFE revenue is based on the district's population of young children (under the age of five), not the number of children actually served.

The ECFE allowance equals 2.3 percent of the general education basic formula allowance (\$167.46 for fiscal year 2025). ECFE revenue for fiscal year 2025 is calculated as follows:

ECFE Revenue = \$167.46, times the greater of:
 (a) 150; or
 (b) number of district residents under 5 years old

ECFE Levy = the commissioner must establish a tax rate for ECFE revenue that, when multiplied by each district's adjusted net tax capacity, raises \$22,135,000 statewide (.00199926 for 2025)

$$\text{ECFE Aid} = \text{ECFE Revenue} - \text{ECFE Levy}$$

$$\text{Home-visiting Revenue} = \$3.00 \text{ times the number of district residents under 5 years old}$$

The amount of ECFE aid is reduced for any district that levies less than the maximum early childhood levy allowed to the district, in proportion to the amount of the underlevy.

Since fiscal year 2000, districts are required to charge fees for ECFE programs, but may waive fees for participants who are unable to pay. Districts may also obtain funds from other sources to support early childhood programs. Districts must maintain ECFE funds in a separate account.

Table 36: Early Childhood Family Education Revenue

School Year	ECFE Tax Rate	ECFE Formula Allowance	Appropriations	Levy	Number of Participating Districts
2024-25*	.199926%	\$167.46	\$38,985,000	\$22,165,000	319/329
2023-24	.246993	164.16	37,206,000	23,168,000	319/329
2022-23	.24789	157.85	35,126,000	22,172,000	322/329
2021-22	.258580	154.74	34,158,000	21,958,000	322/329
2020-21	.276411	151.04	33,188,000	22,115,000	324/330
2019-20	.291619	148.07	32,000,000	21,924,000	329/331
*Estimated					

House Research Department

Early Childhood Home-visiting Program. A school district participating in a collaborative agreement to provide education services and social services through a home-visiting program is eligible for revenue equal to \$3.00 times the number of district residents under the age of five. The revenue is provided through an equalized aid and levy with the equalizing factor set at \$17,250.

(Minn. Stat. § 142D.10)

Table 37: Early Childhood Home-visiting Program

School Year	Allowance per Child Age 4 or Younger	Appropriation	Levy	Number of Participating Districts
2025	\$3.00	\$300,000	\$764,000	271
2024	3.00	482,000	674,000	278
2023	3.00	426,000	638,000	277
2022	3.00	455,000	608,000	276

School Year	Allowance per Child Age 4 or Younger	Appropriation	Levy	Number of Participating Districts
2021	3.00	481,000	577,000	277
2020	3.00	516,000	539,000	278

House Research Department

Voluntary Prekindergarten/School Readiness Plus Program

Minnesota's voluntary prekindergarten program (VPK) was first created by the 2016 Legislature and began serving 3,160 students in fiscal year 2017. Beginning in fiscal year 2018, another 4,000 students were included for funding and a slightly separate program model, called school readiness plus (SRP), was created as an optional delivery model. Changes enacted by the 2023 and 2024 Legislatures added seats for another 5,200 students beginning in fiscal year 2025.

The VPK/SRP program allocates the seats across five regions. The regions are: (1) the Minneapolis school district; (2) the St. Paul school district; (3) suburban school districts; (4) greater Minnesota school districts; and (5) charter schools (prior to the 2024-25 school year there were four regions as the Minneapolis and St. Paul school districts were combined into one region). The number of seats in each region is allocated proportionately based on that region's share of the overall kindergarten population.

Within each of the five regions, each school site is prioritized for funding based on its percent of free and reduced-price meal eligible kindergarten students at that site. Sites may be prioritized by the distance from early learning sites that have three- or four-star ratings from Parent Aware.

School district and charter school VPK programs are funded by including the prekindergarten pupils in the regular pupil weighting system and incorporating that count in all parts of Minnesota's school finance system. A prekindergarten pupil who attends a VPK/SRP program at a qualifying site generates a pupil weight of 0.6 if that student receives at least 510 hours of instruction during the year. This is the maximum weight allowed to any individual prekindergarten pupil without a disability. Each qualifying site must offer at least 350 hours of instruction during the year. A prekindergarten pupil receiving 350 hours of annual instruction generates a pupil weight of 0.412. For programs offering between 350 and 510 hours of instruction, the voluntary prekindergarten weight equals the ratio of the actual hours of instruction to 850. On average, each VPK student is counted as approximately 0.56 pupil units. For fiscal year 2025, the funding (state aid and local levy) for each VPK student amounts to roughly \$6,900 for each of the 12,360 students or \$12,330 per pupil unit.

VPK programs may be offered in conjunction with other early learning programs; however, students in a VPK program do not qualify for other early learning program funding during the period of time that the student is enrolled in a voluntary prekindergarten program. A school must separately apply for voluntary prekindergarten funding for each qualifying school site. The VPK program must employ qualified instructors, but the instructors need not be licensed

teachers. Class sizes must be limited to no more than ten students to each adult, and no more than 20 students for each qualified instructor.

As of July 2024, DCYF, rather than MDE, provides state-level administration of the VPK and SRP programs.

Table 38: VPK/SRP Students Served

School Year	Initial VPK Students	Added VPK/SRP Students	VPK/SRP Students	Total VPK/SRP Students	Combined Pupil Units*	VPK/SRP Funding (aid and levy)*
2024-25	3,160	4,000	5,200	12,360	6,922	\$85,343,000
2023-24	3,160	4,000	–	7,160	3,987	45,905,000
2022-23	3,160	4,000	–	7,160	3,237	44,140,000
2021-22	3,160	4,000	–	7,160	3,877	49,246,000
2020-21	3,160	4,000	–	7,160	3,425	48,077,000
2019-20	3,160	4,000	–	7,160	3,640	46,875,000
*Estimated						

House Research Department

(Minn. Stat. §§ 142D.07; 142D.08)

School Readiness

A school district or group of school districts may establish a school readiness program to enable children to enter school with the necessary skills and behavior to succeed. A child may participate in a school readiness program if the child is at least three years old and has had a developmental screening. Children under the age of three-and-one-half years can be enrolled if the district determines that serving young children makes the program more effective.

Districts may establish a sliding fee for school readiness programs. Fees must be waived for participants who are unable to pay. The state also provides state school readiness aid. School readiness aid is calculated as follows:

- | | | |
|--|---|---|
| <p>(1) the number of eligible 4-year-olds in the district on October 1 of the previous school year</p> | x | <p>the ratio of 50% of the total aid to the total number of eligible 4-year-olds in the state on October 1 of the previous school year; plus</p> |
| <p>(2) the number of students enrolled in the district from families eligible for free and reduced lunch for the second previous school year</p> | x | <p>the ratio of 50% of the total aid to the total number of students in the state eligible for free and reduced lunch for the second previous school year</p> |

Districts must place school readiness aid in a reserve account within the community service fund.

As of July 2024, DCYF, rather than MDE, provides state-level administration of the school readiness program.

(Minn. Stat. §§ 142D.05; 142D.06)

Table 39: School Readiness Aid

Fiscal Year	Appropriations
2025	\$33,683,000
2024	33,683,000
2023	33,683,000
2022	33,683,000
2021	33,683,000
2020	33,683,000

House Research Department

Early Learning Scholarship Program

Minnesota children age four years old and younger may first qualify for an Early Learning Scholarship. The maximum annual scholarship amounts are established by the commissioner according to a schedule depending on the program provider's Parent Aware ranking, age of the scholarship recipient (infant, toddler, preschooler), county-level costs, and type of early learning program (family childcare or center-based care). The annual per child scholarship amounts for the 2024-25 school year range from \$8,060 to \$26,644. The Early Learning Scholarship may be used at an eligible public or private early learning program. For fiscal year 2023, 12,282 children received early learning scholarships totaling \$82.8 million (not all children receive the maximum scholarship amount). An Early Learning Scholarship may be used in combination with other publicly funded programs (e.g., child care assistance payments, school readiness programs, voluntary prekindergarten programs, etc.).

As of July 2024, DCYF, rather than MDE, provides state-level administration of the Early Learning Scholarship program.

Child Eligibility

A child who is not yet five years old on September 1 of the current school year and not yet enrolled in kindergarten is eligible for an Early Learning Scholarship if the child's family meets at least one of three conditions:

- 1) limited family income—the family income is below the statutory maximum limitations. For fiscal year 2024, this means the family income is less than 185

percent of the federal poverty level income. For fiscal year 2025 and later, the family income is:

- (i) equal to or less than 47 percent of the state median income adjusted for family size at the initial eligibility determination, and equal to or less than 67 percent of the state median income at any subsequent eligibility determination, and
 - (ii) beginning July 1, 2025, 85 percent of the state median income adjusted for family size if at least one of the child's parents is working or attending a job training or education program or if the child is receiving or needs to receive protective services (Minnesota's state median income for a family of four was \$141,903 for federal fiscal year 2024);
- 2) support program participation—the family documents participation in a qualifying federal school meals program, Head Start, the Minnesota Family Investment Program (MFIP), the Child Care Assistance Program (CCAP), or the Supplemental Nutrition Assistance Program (SNAP); or
 - 3) the child is referred as in need of child protection services or is in foster care.

Pathway I and Pathway II Options

There are two pathways for scholarships. Pathway I scholarships are awarded directly to the families of eligible children. Pathway I scholarships may be used at any Parent Aware-rated program, or a program that has signed a participation agreement. Pathway II scholarships are awarded to qualifying four-star rated programs on behalf of qualifying children.

DCYF divides the annual appropriation for scholarships among economic development regions based on the region's levels of poverty, number of schools identified as "priority schools" under the state's accountability system, and number of current scholarship recipients. Since fiscal year 2018, the amount of scholarship money that DCYF can designate for Pathway II scholarships has been capped—the amount cannot exceed the amount that was designated for fiscal year 2017, which was about \$28 million.

In fiscal year 2023, 6,943 Pathway I scholarships were awarded to qualifying families and 5,365 Pathway II scholarship spaces were awarded directly to eligible providers. In fiscal year 2023, about 65 percent of the scholarship money was awarded through the Pathway I option and the other 35 percent was awarded through the Pathway II option.

Program Provider Eligibility

A Minnesota public or private early learning program that has a Parent Aware rating may qualify as an Early Learning Scholarship program provider. These providers include public programs such as school district early education programs and Head Start centers, and private programs such as child care centers and licensed family child care providers.

Program Administration

DCYF contracts with organizations in each economic development region of the state to administer Pathway I scholarships (several of the grant administrators are community action programs). A family that wishes to receive a Pathway I Early Learning Scholarship may apply through the regional administering agency. DCYF administers many aspects of Pathway II scholarships, but DCYF contracts with one organization to provide statewide administration of Pathway II scholarships for child care programs.

Table 40: Early Learning Scholarship Appropriations

Fiscal Year	Appropriation
2025	\$196,738,000
2024	196,737,000
2023	70,709,000
2022	70,709,000
2021	70,709,000
2020	75,209,000

House Research Department

(Minn. Stat. § 142D.25)

Health and Developmental Screening

School districts are required to provide developmental screening for children before they start school, targeting children who are between three and five years old. A screening program must include:

- a developmental assessment;
- a hearing and vision screening or referral;
- an immunization review and referral;
- child's height and weight; and
- an identification of risk factors that may influence learning and referral.

Optional screening components include:

- nutritional, physical, and dental assessments;
- review of family circumstances that affect development; and
- laboratory tests, blood tests, and health history.

All students must be screened prior to enrollment in a public school unless the child's parent provides a signed statement of conscientiously held beliefs against screening. A student may be screened by a school district, or by a public or private health care provider.

Beginning in fiscal year 2024, a district receives \$98 for each three-year-old screened, \$65 for each four-year-old screened, \$52 for each five- or six-year-old screened before enrolling in kindergarten, and \$39 for all other students screened within the first 30 days of kindergarten enrollment. The district may transfer money from the general fund to make up the difference between state aid and the cost of the program.

As of July 2024, DCYF, rather than MDE, provides state-level administration of health and developmental screening.

(Minn. Stat. §§ 142D.09 – 142D.093)

Table 41: Developmental Screening Aid

Fiscal Year	Appropriations
2025	\$4,151,000
2024	4,130,000
2023	3,583,000
2022	3,655,000
2021	3,608,000
2020	3,608,000

House Research Department

Head Start

Head Start is primarily a federally funded program designed to provide a comprehensive family-oriented program that improves school readiness and social competence of children from low-income families. State funds were first appropriated for Head Start programs in fiscal year 1989.

Head Start funds do not flow to school districts but instead to the 33 community organizations that are Minnesota’s Head Start grantees. In Minnesota, the most common type of grantee is a community action program.

As of July 2024, the Head Start State Collaboration Office, which facilitates collaboration between Head Start grantees and the state, is under DCYF rather than MDE.

(Minn. Stat. §§ 142D.12 – 142D.125)

Table 42: Head Start Revenue

Fiscal Year	State Aid	Federal Funds for Head Start (including Early Head Start)
2025	\$35,100,000*	\$170,223,000
2024	35,100,000	167,828,000
2023	25,100,000	170,310,000
2022	25,100,000	148,160,000**
2021	25,100,000	141,696,000**
2020	25,100,000	149,436,000**
*Beginning in fiscal year 2025, 2 percent of the appropriation is retained by the agency for program administration and management. **Does not include onetime COVID-19 related funding.		

House Research Department

School-age Care

A school district may offer a school-age care program for children in kindergarten through grade six. The program must provide supervised activities during nonschool hours. Programs are primarily funded through participant fees on a sliding-fee scale based on family income. This program was formerly called the extended day program. About one-half of the Minnesota's school districts participate in the school-age care program.

Districts with school-age care programs receive school-age care revenue for the additional costs of providing services to children with disabilities or children experiencing temporary family or related problems. School-age care aid and levy are calculated as follows:

School-age Care Revenue = Program costs approved by the Department of Education

School-age Care Levy = School-age Care Revenue x the lesser of:
 (1) one; or
 (2) ANTC/pupil units
 \$2,318

School-age Care Aid = School-age Care Revenue – School-age Care Levy

Table 43: School-age Care Program

Fiscal Year	Aid	Levy
2025	\$1,000	\$24,339,000
2024	0	22,595,000
2023	1,000	21,880,000
2022	0	20,403,000
2021	1,000	19,759,000
2020	0	18,578,000

House Research Department

(Minn. Stat. §§ 124D.13; 124D.22)

Adult Basic Education

Adult basic education (ABE) programs provide academic instruction for persons who are not subject to the state's compulsory instruction law and do not otherwise attend school. The purpose of the instruction is to enable students to obtain high school diplomas or equivalency certificates.

The Commissioner of Education must approve a district's ABE program. The commissioner may also contract with private nonprofit organizations to provide these programs.

A district or an organization offering an ABE program may charge a sliding fee to program participants.

School districts may use funds from the community education levy and state community education aid for ABE programs. In addition, ABE programs are funded with state aid and federal funds. The total amount of funding from all sources must be used to provide adult education programs.

Adult Basic Education Revenue. Minnesota's ABE funding formula keys off a statewide revenue amount set in statute and is allocated among the state's ABE programs based on contact hours, population, the enrollment of English learner students, and the number of adults age 25 or older with no diploma residing in a district.

The statewide ABE revenue amount is set in statute as \$52,759,000 for fiscal year 2024. This amount is subject to an annual growth factor. The growth factor for fiscal year 2025 and later equals the lesser of:

- 1) 3 percent per year; or
- 2) the greater of the annual growth in the general education basic formula allowance or the statewide average growth over the last ten years in the number of contact hours.

The program also caps an individual ABE program's annual growth. For years prior to fiscal year 2008, the individual program growth was capped at 8 percent per year. For fiscal year 2008 only, an individual program's growth was entirely uncapped. For fiscal year 2009 and later, an annual cap of 11 percent is imposed on an individual program's growth. For each individual program, the total adult basic aid must not exceed \$30 per prior year contact hour.

For fiscal year 2025, state aid to ABE programs is equal to:

Initial State Total ABE Formula Aid	=	\$52,738,000
ABE Basic Population Aid	=	the greater of: (1) \$3,844; or (2) \$1.73 times the population of the district
Remaining ABE Revenue	=	State Total ABE Aid – ABE Basic Population Aid
ABE Program Revenue	=	(1) ABE Basic Population Aid; plus (2) 84% times Remaining ABE Revenue, times the ratio of contact hours for students participating in the program during the first prior program year to the state total contact hours during the first prior program year; plus (3) 8% times Remaining ABE Revenue, times the ratio of the enrollment of English learner students during the second prior program year to the state total enrollment of English learner students during the second prior program year; plus (4) 8% times Remaining ABE Revenue, times the ratio of the latest federal census count of the number of adults age 25 or older with no diploma residing in the district during the current program year to the state total number of adults age 25 or older with no diploma residing in all participating districts

Three percent of state total ABE aid must be set aside for ABE supplemental service grants.

Each recipient's ABE aid must be proportionately reduced if the appropriation is insufficient to meet the formula amounts.

Minnesota High School Equivalency Test Fees. Minnesota's ABE programs also serve as testing centers for high school equivalency exams. High school equivalency tests, like the general education development (GED), qualify students for a high school equivalency certificate and are available to Minnesota residents over age 19 whether or not the students have taken a refresher course. The state reimburses testing centers for a portion of the costs of administering the GED. For fiscal years 2023 to 2027, subject to the availability of funds, the state aid reimburses the testing center 100 percent of the testing fee for an individual taking the full battery of high school equivalency tests (the GED has four separate tests which are

referred to as the “battery” of tests). For fiscal year 2028 and later, the state reimbursement reverts to not more than the lesser of \$40 per person or 60 percent of the test costs.

(Minn. Stat. §§ 124D.52; 124D.53; 124D.531; 124D.55)

Table 44: Adult Basic Education Programs

Fiscal Year	ABE Appropriations	High School Equivalency Test Reimbursement Appropriation
2025	\$53,684,000	\$125,000
2024	52,566,000	615,000*
2023	51,760,000	125,000
2022	51,764,000	125,000
2021	51,613,000	125,000
2020	50,048,000	245,000
*Fiscal year 2024 appropriation carries forward for four years		

House Research Department

Cooperative Programs

Minnesota's school districts and students participate in a variety of cooperative programs. The programs are of two general types: programs that are provided by groups of school districts and programs that allow student movement.

School District Cooperative Programs

School districts belong to a variety of group organizations in order to both provide expanded educational opportunities for students and to provide support of administrative functions. Membership in most group structures (cooperatives) is voluntary.

Consolidation Transition Revenue. School districts that have reorganized after June 30, 1994, are eligible for consolidation transition revenue. (Consolidation transition revenue replaced cooperation and combination revenue.) Consolidation transition aid is equal to \$200 per pupil in the first year of consolidation and \$100 per pupil in the year after consolidation. Aid is based on a maximum of 1,500 pupils. The revenue must be used to offer early retirement incentives, reduce operating debt, enhance learning opportunities, and for other costs of reorganization. If the aid is insufficient to cover early retirement costs, the district may levy for the additional amount over a three-year period. For consolidations that include one or more districts that have received consolidation transition revenue or cooperation and combination revenue within the previous six years, the basis for calculating aid is the number of pupils in only those districts that have not previously reorganized. If all of the reorganizing districts have received aid within six years, consolidation transition revenue is based on one-fourth of the pupils in the newly created district.

From 1990 until July 1, 2001, more than 150 school districts consolidated using this program or its predecessor, the Cooperation and Combination Program. Since July 1, 2001, 21 school districts have consolidated, including just two groups of two school district consolidations since July 1, 2020.

(Minn. Stat. § 123A.485)

Table 45: Consolidation Transition Revenue

Fiscal Year	Appropriation
2025	\$180,000
2024	6,000
2023	372,000
2022	309,000
2021	270,000
2020	0

House Research Department

Student Movement Programs

Students in Minnesota schools can choose from a variety of programs that offer alternative or expanded educational opportunities. Often these programs are referred to as “choice” programs. These programs include Open Enrollment, the Postsecondary Enrollment Options (PSEO) and other dual enrollment Programs, Area Learning Center Programs, the Graduation Incentives Program, and Charter School programs. Funding for these programs is as follows (charter schools and PSEO are discussed in separate sections).

Open Enrollment Funding. Minnesota’s Open Enrollment program allows students to attend school in districts other than the student’s resident district. A resident district may not prevent a student from leaving the student’s home district, but the potential serving school district is not required to accept nonresident students once the serving district has accepted students equal to 1 percent of its total enrollment. General education revenue automatically follows the pupil from the resident district to the district providing instruction (the serving school district) because the general education program funding is based on students served, not resident students.

Transportation of an open enrollment pupil is the responsibility of the nonresident (serving) district from the nonresident district’s border to the school attended (the resident district has no transportation responsibilities for an open enrollment pupil).

(Minn. Stat. § 127A.47, subd. 7)

Graduation Incentives Program Funding. The Graduation Incentives Program (previously the High School Graduation Incentives Program and renamed the Education Options Program for one year only) allows certain eligible pupils to receive instruction in a variety of alternative settings. A pupil may attend:

- a program approved by the Commissioner of Education or an area learning center;
- a postsecondary institution under the PSEO program;
- any public elementary or secondary education program;
- a nonprofit, nonpublic, and nonsectarian school that has contracted with the district of residence to provide educational services; or
- an adult basic education program operated under the community education program (for pupils ages 17 to 21).

A district may contract with any nonprofit, nonpublic school to provide nonsectarian educational services for certain students who are eligible for the Graduation Incentives Program.

The method of funding students participating in the Graduation Incentive Program depends on the type of program providing educational services. Revenue distribution for students in an area learning center, a public school, an adult basic education course, or in a board-approved program is the same as the funding for open enrollment students. Funding for education option students in PSEO is the same as for other PSEO students. For Graduation Incentives

Program students who receive educational services from a private organization under a contract with a school district, the basic revenue is allocated to both the contracting district and the private organization. The Department of Education pays 90 percent of the revenue generated by an education options student to the private provider and 10 percent to the contracting district. The share of basic revenue is reduced proportionately for part-time students who receive services from a private organization under contract. During the term of the contract, state aid is placed into an account that is reserved for the site providing the alternative education.

(Minn. Stat. §§ 124D.68; 127A.47, subd. 7)

Area Learning Center Program Funding. An area learning center may be established by a school district by itself or in cooperation with a cooperative organization, or other public and private organizations. Area learning centers often operate alternative high schools, summer school programs, and other cooperative activities and serve both resident and nonresident pupils. All area learning centers outside first-class cities must serve at least two school districts. Revenue for nonresident students is transferred from the student's resident district to the district operating the area learning center in the same way revenue is transferred for open enrollment students.

(Minn. Stat. § 123A.08)

Early Graduation Incentives Programs. For fiscal years 2012 and 2013 only, the early graduation incentives program allowed an 11th or 12th grade student who graduated early to apply to the state for an early graduation achievement scholarship. The scholarship equaled \$2,500 if the student graduated one semester early, \$5,000 if the student graduated two semesters early, and \$7,500 if the student graduated three semesters early. The qualifying student could use the scholarship at any accredited postsecondary institution located anywhere in the United States. The same incentive was awarded as cash to a qualifying early-graduating student who enters the military. This program was repealed by the 2013 Legislature.

(Minn. Stat. §§ 120B.08; 120B.081)

Dual Enrollment Programs

Minnesota's extensive dual enrollment programs⁵ (programs that allow a student to receive high school and college course credit for the same class) have evolved over the last 35 years since the postsecondary enrollment options (PSEO) program was first passed by the legislature in 1985. While there is not universal agreement on the terminology, it may be easiest to classify dual enrollment programs as one of three different types: traditional PSEO; courses according to an agreement; and early middle college programs. The following is a brief description of each type of program, a list of student eligibility, and a summary of how the program is funded.

Traditional PSEO

Under the traditional PSEO program, an eligible student leaves the high school and takes a college course taught by a member of the college faculty on the campus of a qualifying postsecondary institution (PSI). In some cases, the student may take the college course online directly from the PSI.

Student Eligibility. All 11th and 12th grade Minnesota pupils (public, nonpublic, and homeschool students), and some Minnesota pupils in 10th grade who have achieved proficiency on the 8th grade Minnesota Comprehensive Assessments (MCAs) and first enroll in a career and technical course at the PSI, may apply to a PSI in order to participate in the traditional PSEO program. A student may participate part-time or full-time in the traditional PSEO program. A public high school may not prohibit a student from participating in the traditional PSEO program.

Qualifying PSI. A qualifying PSI means: a Minnesota public postsecondary institution (University of Minnesota or Minnesota State (formerly MnSCU) institution); a private, residential, two- or four-year, liberal arts, degree-granting college or university with a physical presence in Minnesota (e.g., Bethel University); a nonprofit two-year trade and technical school granting an associate degree (e.g., Dunwoody); or an accredited opportunities industrial center (e.g., Summit Academy OIC). A qualifying PSI sets its own admission requirements for high school students, may choose to limit the number of PSEO students who may enroll in its programs, and may limit the course offerings available to the high school students.

PSEO Funding. Under the traditional PSEO program, for a full-time PSEO student, 88 percent of the basic general education revenue is paid by the Minnesota Department of Education (MDE) directly from the state to the PSI. The public school district in turn counts the student as 0.12 pupils in average daily membership across all school funding formulas. The remaining money

⁵ For a more detailed description of dual enrollment programs, see the MDE document "Postsecondary Enrollment Options (PSEO) Reference Guide" updated August 2019, on MDE's website:

https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE058445&RevisionSelectionMethod=latestReleased&Rendition=primary.

that would otherwise follow the student (88 percent of all school funding formulas other than the basic general education revenue) is “saved” by the state. For nonpublic pupils, there is no residual payment to the school district of residence—the state simply pays 88 percent of the basic general education revenue directly to the PSI. For each part-time PSEO pupil, the district receives a proportionate share of the total school revenue attributable to that pupil, based on the amount of time that the PSEO pupil attends the high school. The state basic formula payment to the PSI is converted from the general education basic formula allowance to a standard rate per credit hour. For fiscal year 2025, this equals \$160.89 for each quarter credit hour ($[(88\% \times (\$7,281 - \$425) \times 1.2]/45)$) and \$241.33 for each semester hour ($[(88\% \times (\$7,281 - \$425) \times 1.2]/30)$). The payment to the PSI may not exceed the lesser of the actual tuition at the college or the standard rate per credit hour.

Program Participation. For fiscal year 2022, 7,955 public school pupils, 1,454 nonpublic pupils, and 1,780 homeschool pupils attended classes at a PSI taking a total of 181,863 credits, and the state aid payments directly to the PSIs through the traditional PSEO funding formula amounted to \$41.317 million.

Courses According to Agreement

An alternative form of PSEO occurs when the school district and the PSI enter into a contract for services for a dual enrollment course. In 1992, the legislature specifically authorized school districts and PSIs to provide PSEO courses taught in the high school. These programs are sometimes referred to as concurrent enrollment programs or by the program name of the institution offering the course (e.g., College in the Schools—University of Minnesota; Seniors to Sophomores (S2S)—St. Cloud State; Program for Advanced College Credit—St. Mary’s University, etc.). Instructors in these programs are most often high school teachers specially trained by the sponsoring postsecondary institution to teach the course using curriculum developed by faculty at the PSI. A contract for a course according to an agreement may be for a concurrent enrollment course offered at the high school or for a course the student attends on the college campus (this option has become more prevalent in the last few years because more funding is generated by the student as a concurrent enrollment student than under the traditional PSEO program).

Student Eligibility. In addition to 11th and 12th grade students and 10th grade students who have taken a career and technical course, public school 9th and 10th grade pupils may participate in a qualifying world language course or another concurrent enrollment course subject to space limitations and the agreement with the partnering PSI.

Funding. Under a concurrent enrollment course or other PSEO course offered through an agreement with a partnering institution, the funding for a participating student is the same as for any other high school student at the school and the aid amounts are paid by MDE directly from the state to the school district. Additionally, if the course qualifies as a concurrent enrollment course, the public school will receive additional aid under the concurrent enrollment aid formula. The contract with the PSI determines how much revenue the school district pays to the PSI for the teacher training, curriculum, and support, and the contract also specifies whether the course will be taught by a college instructor or a high school teacher.

Program Participation. For fiscal year 2022, 32,505 students participated in the concurrent enrollment program taking a total of 75,581 college credit-bearing courses.

Early Middle College Program

The 2014 Legislature established the early middle college program as an option under PSEO. Across the states, early middle college programs may have one of several different forms but they are most often targeted to students who are in the academic “middle” and may not otherwise view college as a viable option. Minnesota’s explicit addition of early middle college programs to the PSEO program is intended to increase participation in PSEO for underserved students. Unlike Minnesota’s traditional PSEO and concurrent enrollment programs, under some circumstances, an early middle college program may allow a student to take developmental coursework as part of the dual enrollment curriculum.

Student Eligibility. An 11th or 12th grade student who qualifies for the graduation incentives program and who is enrolled in a state-approved alternative program, including an alternative learning center (ALC), alternative learning program (ALP), or contract alternative program may participate in PSEO through an early middle college program.

Funding. Some early middle college programs are funded through the traditional PSEO model while other early middle college programs are provided under contract and are funded as courses according to an agreement.

(Minn. Stat. §§ 124D.09; 124D.091)

Table 46: Concurrent Enrollment Aid

Fiscal Year	Concurrent Enrollment Aid	Statutory Aid Per Pupil	Proration Factor	Participating Pupils	# of Participating School Districts and Charters
2025	\$4,000,000	\$150	NA	NA	NA
2024	4,000,000	150	NA	NA	NA
2023	4,000,000	150	33.68%	NA	331
2022	4,000,000	150	35.28	32,505	335
2021	4,000,000	150	33.65	33,156	335
2020	4,000,000	150	34.95	32,905	327

House Research Department

Charter Schools

As of July 15, 2024, there were 178 charter schools operating in Minnesota serving an estimated 71,321 pupils. Charter schools are eligible for general education revenue, special education revenue, building lease revenue, start-up grants, and certain other school district revenue.

General Education Revenue. A charter school earns general education revenue on a per pupil unit basis just as though it were a school district except for approximately \$339 per pupil unit (4.66 percent of the basic formula allowance) for transportation expenses, which the charter school receives only if it provides transportation services. The general education revenue paid to a charter school is paid entirely through state aid. Operating capital revenue received by the charter school may be used for any purpose.

Referendum Revenue. A charter school receives only the aid portion of each enrolling student's referendum revenue based on the student's resident district referendum aid amount.

Special Education Revenue. A charter school receives initial special education revenue as though it were a school district. In addition, for students with an IEP, a charter school bills back to the student's resident school district certain eligible unreimbursed special education costs and 90 percent of the unreimbursed costs are covered through these tuition billbacks.

For years prior to 2015, the charter school billed back to the resident school district 100 percent of eligible unreimbursed costs. For fiscal years 2015 through 2019, for most charter schools, the charter school billed back to the resident school district 90 percent of the eligible unreimbursed costs. For fiscal year 2020, the charter school billed back to the resident school district 85 percent of the eligible unreimbursed costs, and the state directly paid 5 percent of the eligible unreimbursed costs to the charter school. For fiscal year 2021 and later, the charter school bills back to the resident school district 80 percent of the eligible unreimbursed costs, and the state directly pays 10 percent of the eligible unreimbursed costs to the charter school.

However, if at least 70 percent of the charter school's student population qualifies for special education services, the full 100 percent of the eligible unreimbursed costs are billed back to the resident district.

Transportation Revenue. A charter school is eligible for an additional amount of general education revenue of approximately \$339 per pupil unit if it elects to provide transportation services. In the alternative, a charter school may choose to have the school district in which it is located provide transportation services. In this case, the charter school does not receive any transportation funding, and the school district must provide transportation services to the charter school attendees in the same manner as it provides transportation to its resident students and students entering the school district under the enrollment options (open enrollment) program.

Building Lease Aid. A charter school is eligible for building lease aid equal to the lesser of \$1,314 per pupil or 90 percent of the charter school's lease costs.

Integration Revenue. Prior to fiscal year 2004, a charter school was eligible for the aid portion of integration revenue for enrolled students who are residents of a district that is eligible for integration revenue if the enrollment of the pupil in the charter school contributes to integration or desegregation purposes. This aid was separately appropriated and was prorated if the appropriation was insufficient. This revenue was eliminated for fiscal year 2004 and later.

Long-Term Facilities Maintenance Revenue. A charter school is eligible for long-term facilities maintenance aid equal to \$132 per pupil.

Other Aid, Grants, Revenue. A charter school is eligible to receive other aids, grants, and revenue according to the school funding formulas as though it were a school district, unless the receipt of the revenue would require a local property tax levy. A charter school may receive money from any source for capital facilities needs. Any unexpended capital facilities revenue must be reserved and must be expended only for future capital facilities purposes.

Federal Aid. A charter school is eligible for any federal aid received by the state as if the charter school were a school district. A new charter school may apply for federal start-up grants.

Use of State Money. A charter school may not use state aid to purchase land or buildings.

Property Tax Status of Charter Schools. The 2010 Legislature clarified the property tax status of charter schools. Property that is leased to a charter school is exempt from taxation if: (1) the lease is for at least one year; (2) the property is owned by a school, political subdivision, church, or nonprofit; (3) the property is used for instructional and administrative purposes; and (4) the charter school has exclusive use of the facility or has a shared use agreement with a school, church, or political subdivision.

Table 47: Charter School General Education, Special Education, and Building Lease Aid

Fiscal Year	General Education Aid Entitlement*	Special Education Direct Aid*	Building Lease Aid Appropriation
2025	\$722,691,000	\$291,873,000	\$94,906,000
2024	719,108,000	255,337,000	91,328,000
2023	685,857,000	242,845,000	95,819,000
2022	641,198,000	215,173,000	89,868,000
2021	597,663,000	180,098,000	83,778,000
2020	557,776,000	178,951,000	85,332,000
*General education aid and special education aid paid to charter schools are subsumed within the regular appropriations for general education and special education aid.			

House Research Department

(Minn. Stat. §§ 124E.01-124E.26; 272.02, subd. 42)

School Desegregation and Integration

Minnesota funds a variety of programs designed to promote integration within and among its school districts.

Integration Revenue

The 2011 Legislature set in motion a process to repeal and replace Minnesota's integration funding program. A task force formed, convened meetings, and developed and submitted a report to the 2012 Legislature. The 2013 Legislature responded to the report by creating a new funding program called Achievement and Integration for Minnesota (AIM), first effective for the 2013-14 school year. The new program's language declares the purposes of the law to "pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools."

School districts that file integration plans with the Department of Education are eligible for AIM revenue. During the 2024-25 school year, 175 school districts are implementing integration plans and are receiving AIM revenue. AIM revenue is provided through a mix of aid and levy, with 70 percent of the revenue provided in state aid and the remaining 30 percent provided through the local levy or other local resources.

Each qualifying district's AIM revenue equals the sum of: (1) \$350 times the district's adjusted pupil units times the ratio of the district's number of students of color to its total enrollment, and (2) the greater of zero or 0.66 times the difference between the district's integration revenue for fiscal year 2013 and its AIM revenue under clause (1). Additionally, a district may qualify for incentive revenue equal to an additional \$10 per pupil unit.

Table 48: Achievement and Integration Maximum Revenue for Fiscal Year 2025
Selected District Characteristics

District #	District Name	FY 25 Adjusted Pupil Units	Percent Students of Color	Estimated FY 25 AIM Revenue	AIM Revenue Per Pupil	AIM Aid Per Pupil	AIM Levy Per Pupil
13	Columbia Heights	3,754	84.0%	\$1,121,000	\$299	\$209	\$90
625	St. Paul	33,660	77.4	14,268,000	424	297	127
518	Worthington	4,588	81.7	1,334,000	291	204	87
1	Minneapolis	30,392	61.7	13,088,000	431	301	130
535	Rochester	18,398	46.4	3,247,000	176	124	53
284	Wayzata	14,427	41.5	2,485,000	174	122	52
11	Anoka	42,318	41.5	7,882,000	186	130	56
709	Duluth	8,793	22.5	1,666,000	189	133	57

District #	District Name	FY 25 Adjusted Pupil Units	Percent Students of Color	Estimated FY 25 AIM Revenue	AIM Revenue Per Pupil	AIM Aid Per Pupil	AIM Levy Per Pupil
276	Minnetonka	12,404	22.3	0	0	0	0
885	St. Michael-Albertville	7,157	19.1	0	0	0	0
State Total (Districts Only)		856,382	41.0%	\$121,500,000	\$142	\$99	\$43

House Research Department

For fiscal years 2001 to 2013, formula amounts for different types of districts were specified in statute by type of district.

Table 49: Integration Revenue Allowances Per Pupil Fiscal Years 2001 to 2013

Fiscal Year	Minneapolis	St. Paul	Duluth	Eligible District with More than 15% Students of Color	Other Eligible Districts	% of Revenue Paid in State Aid
2004 – 2013	\$445 + \$35 levy	\$445	\$206	\$129	\$92	77%
2003	446 + 35 levy	446	207	130	93	63
2002	446	446	207	130	93	78
2001	536	446	207	130	93	78

House Research Department

(Minn. Stat. §§ 124D.861 and 124D.862)

**Table 50: Estimated Appropriations and Levies for Integration Activities
Based on 100% Aid Entitlement; Amounts for Aid Fiscal Year**

Fiscal Year/ Payable Year	Minneapolis		St. Paul		Duluth		Other Districts		Total	
	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy
2025/2024	\$9,161,000	\$3,926,000	\$9,988,000	\$4,281,000	\$1,166,000	\$500,000	\$64,735,000	\$27,743,000	\$85,050,000	\$36,450,000
2024/2023	8,922,000	3,942,000	10,047,000	4,306,000	1,151,000	493,000	63,106,000	26,927,000	83,226,000	35,668,000
2023/2022	9,391,000	4,025,000	10,420,000	4,466,000	1,201,000	515,000	62,519,000	26,793,000	83,531,000	35,799,000
2022/2021	9,034,000	3,872,000	10,745,000	4,605,000	1,218,000	522,000	61,120,000	26,194,000	82,117,000	35,193,000
2021/2020	10,152,000	4,351,000	11,188,000	4,795,000	1,236,000	530,000	63,795,000	27,310,000	86,301,000	36,986,000
2020/2019	10,441,000	4,475,000	11,321,000	4,852,000	1,214,000	520,000	58,197,000	24,941,000	81,173,000	34,788,000

House Research Department

Interdistrict Desegregation Transportation

School districts are reimbursed in the form of grants for the costs incurred providing pupil transportation services to students who participate in interdistrict desegregation and integrations efforts, such as The Choice is Yours Program or other interdistrict integration programs.

(Minn. Stat. § 124D.87)

Table 51: Appropriations for Interdistrict Desegregation Grants

Fiscal Year	Interdistrict Integration Transportation
2025	\$16,413,000
2024	14,828,000
2023	10,974,000
2022	9,900,000
2021	15,367,000
2020	14,231,000

House Research Department

Teacher Supply Programs Funded through the K-12 Budget

The Minnesota Legislature provides ongoing K-12 funding to expand the ranks of teachers currently underrepresented in Minnesota's K-12 teacher workforce. These programs include the Collaborative Urban and Greater Minnesota Educators of Color grant program, Grow Your Own programs, mentoring and retention bonuses, the teacher recruitment and marketing program, special education and support staff pipeline programs, and residency programs.

Collaborative Urban and Greater Minnesota Educators of Color grant program. The Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) grant program was first funded in 1998 and called Collaborative Urban Educator (CUE) program. The CUE program provided grant funding to higher education institutions to expand the pool of underrepresented teachers. Specific teacher preparation programs, each with a different focus, located at Concordia, Hamline, St. Thomas, and Augsburg, were specifically named in the annual appropriations as grant recipients until 2017 when the program was modified. Under the program's current design, the Professional Educator Licensing and Standards Board (PELSB) awards competitive grants each year to applicant teacher preparation programs. For fiscal year 2022, ten Minnesota postsecondary institutions received grants to help support underrepresented students in their teacher preparation programs.

(Minn. Stat. § 122A.635)

Grow Your Own programs. The Grow Your Own program was first systematically funded by the 2017 Legislature. Grow Your Own programs are typically designed to help nonlicensed school staff, parents, and other interested community members become licensed teachers in the

sponsoring school districts. Some of Minnesota's Grow Your Own programs predated the state's formal statutory program. Minnesota's Grow Your Own program awards two types of grants: grants for programs for adults wishing to become teachers, and grants for programs intended to heighten high school students' interest in the teaching profession. In fiscal year 2022, six districts received grants for their Grow Your Own programs for adults, and five districts received grants for high school student programs. The grants may be up to \$750,000 and the proceeds of the grant may be used over a five-year period. MDE, following the statutory criteria, ranks applicants and awards grants accordingly.

(Minn. Stat. § 122A.73)

Mentoring, Induction, and Retention grants. The teacher mentoring program was first enacted by the 1987 Legislature and initially funded at \$250,000 per year for fiscal years 1988 and 1989. Funds continued to be appropriated through 1995 when the program went dormant. In 2019, the legislature reworked the program and began providing ongoing funding beginning in fiscal year 2020. In its current configuration, school districts are required to develop mentoring programs for teachers new to the district, teachers with special needs, and teachers in need of peer coaching. PELSB awards grants to applicants interested in developing or expanding mentoring programs to: school districts; groups of school districts; coalitions of school districts, teachers, and teacher education institutions; and coalitions of schools, teachers, and nonlicensed educators. For fiscal year 2022, PELSB awarded \$1.925 million in grants to 37 applicants. Common uses of the funds include professional development, affinity group activities, substitute teacher costs for mentors, and stipends to mentors.

(Minn. Stat. § 122A.70)

Teacher Recruitment Marketing grants. Beginning in fiscal year 2022, ongoing funding of \$250,000 per year is appropriated to PELSB for grants for outreach and marketing to elevate the teaching profession and to recruit teachers. The law requires the marketing to be directed at two groups: (1) American Indian students and students of color who attend high school or college and who have not yet chosen a career path; and (2) adults from racial or ethnic groups underrepresented in the teaching workforce who may be seeking to change careers.

(Laws 2021, 1st spec. sess. ch. 13, art. 3, § 8, subd. 4)

Special Education Teacher Pipeline. A school district, charter school, or cooperative unit may apply for a grant to support qualifying individuals wishing to become a Tier 3 or Tier 4 special education teacher. The grant applicant must partner with an approved teacher preparation program to operate its special education teacher pipeline program. An individual participating in the program may be a Tier 1 or Tier 2 licensed special education teacher, or a paraprofessional or other unlicensed staff person interested in becoming a special education teacher. The grant recipient may use funds to pay tuition and stipends for program participants, to provide mentoring, technology support, and licensure test preparation, and to recruit program participants.

(Minn. Stat. § 122A.731)

Student Support Personnel Pipeline. The 2023 Legislature established funding of \$5 million per year for grants to increase the numbers of student support personnel in Minnesota. Student support personnel include school psychologists, school nurses, school counselors, and school social workers.

(Laws 2023, ch. 55, art. 5 § 64, subd. 15)

Teacher Residency Program. The 2023 Legislature established funding of \$3 million per year for teacher residency programs conforming to the programs authorized in Minnesota Rules, part 8500.2100. A residency program is one offered in partnership with a designated school partner that provides a year-long clinical experience integrating learning opportunities and student teaching. A residency program pairs candidates (residents) with cooperating teachers. The resident must co-teach and participate in professional development for at least 80 percent of the contracted school week. The resident may receive a stipend, salary, or other form of financial support during the residency program.

(Laws 2023, ch. 55, art. 5 § 64, subd. 16)

Table 52: Appropriations for Teacher Supply Programs

Fiscal Year	Collaborative Educator Grants	Grow Your Own Programs	Special Education Teacher Pipeline	Student Support Personnel Pipeline	Teacher Residency Program	Mentoring and Retention Grants	Come Teach In Minnesota Bonuses	Teacher Recruitment Marketing
2025	\$5,440,000	\$25,000,000	\$20,000,000	\$5,000,000	\$3,000,000	\$3,500,000	\$400,000	\$500,000
2024	5,440,000	25,000,000	10,000,000	5,000,000	3,000,000	3,500,000	200,000	500,000
2023	1,000,000	6,500,000	--	--	--	2,996,000	200,000	250,000
2022	1,000,000	6,500,000	--	--	--	3,004,000	200,000	250,000
2021	1,000,000	1,500,000	--	--	--	750,000	--	--
2020	1,099,000	1,500,000	--	--	--	750,000	--	--

House Research Department

Inactive and Repealed Integration Funding Programs

Magnet School Grants. Metropolitan magnet schools were eligible for grants to help operate the magnet programs. Grants could be used for teachers, aides, instructional services, equipment, field trips, and other programs designed to enhance metropolitan integration. Beginning in fiscal year 2001, start-up grants were also available to a metropolitan magnet school program for its first two years of operation. Start-up cost aid equaled \$500 times the magnet school's pupil units served for that year. Capital funding has also been provided to help construct metropolitan magnet school facilities. This program was repealed for the 2011-12 school year and later years.

(Minn. Stat. § 124D.88)

Other Former Integration Programs. Other former integration programs included minority fellowship grants, the minority teacher incentives program, teachers of color program grants, and cultural exchange grants. These programs have not been funded since fiscal year 2003.

(Minn. Stat. §§ 122A.64; 122A.65; 124D.89; Laws 1994, ch. 647, art. 8, § 29)

Career and Technical Education

Career and Technical Revenue

Career and technical education services include courses that were formerly called vocational programs and include agricultural, business, technology, and health occupations courses. A district that offers career and technical programming is eligible for revenue under this program.

Career and technical revenue is an equalized aid and levy. Each school district's career and technical revenue equals 35 percent of the district's approved expenditures on career and technical programming. The revenue cannot be less than the revenue authority for the previous year, provided that the revenue does not exceed 100 percent of the district's career and technical expenditures for that year. The career and technical levy is 100 percent forward-shifted, meaning that the levy for taxes payable in 2024 is recognized as revenue in fiscal year 2024.

$$\text{Career and Technical Revenue} = .35 \times \text{Approved Program Expenditures}$$

$$\text{Career and Technical Levy} = \text{Career and Technical Revenue} \times \frac{\text{District's ANTC per pupil unit}}{\$7,612}$$

$$\text{Career and Technical Aid} = \text{Career and Technical Revenue} - \text{Career and Technical Levy}$$

Table 53: Funding Formulas for Career and Technical Revenue

Fiscal Year	Revenue Formula	Aid	Levy
2015 and later	35% of approved expenditures but not less than previous years' revenue	Equalized	Levy equalized and uncapped
2014	35% of approved expenditures but not less than previous years' revenue	Equalized	Levy equalized but capped at \$20.65 million
2012 through 2013	Previous year's revenue adjusted to match statewide levy cap	No aid	All levy; capped at \$17.85 million for FY 12 and \$15.52 million for FY 13
2008 through 2011	Lesser of (1) \$80 per pupil in grades 10 to 12, (2) 25% of approved career and tech expenditures, (3) \$10,000, or (4) previous years' levy	No aid	All levy
2001 through 2007	NA	No aid	All levy
Prior to 2001	Formula driven-based on previous years' program spending	All aid	No levy

House Research Department

Table 54: Career and Technical Revenue

Fiscal Year	Payable Year	Aid	Levy
2025*	2025	\$874,000	\$47,233,000
2024	2024	1,671,000	42,080,000
2023	2023	1,980,000	36,301,000
2022	2022	2,560,000	35,912,000
2021	2021	3,233,000	32,657,000
2020	2020	3,867,000	30,347,000
*Estimated. Levy 100% forward shifted.			

House Research Department

(Minn. Stat. § 124D.4531)

ServeMinnesota Aid

ServeMinnesota is the name of a state grant program designed to work in concert with federal youth service programs. Prior to 2011, this program was called “Youth Works.” In Minnesota, ServeMinnesota is the statutorily designated recipient of federal Americorps funds. Youth service programs are generally designed to provide the participant with skills and training while creating an opportunity for the participant to perform tasks that benefit the community. The ServeMinnesota program awards grants to program providers on a competitive-grant basis. The program provider combines the state grant money with federal money and provides the participants with living expenses or a stipend, health insurance, child care if needed, and a postservice educational award of up to \$7,395 for the 2024-25 school year, which may be used for higher education costs or to repay student loans. The maximum postservice award is the same as the maximum for the Pell Grant program.

ServeMinnesota programs are encouraged to channel participants into tutoring and other children’s literacy and numeracy programs. Other program activities include working on affordable housing projects, family stability programs, environmental restoration projects, and disaster relief programs.

Early Childhood Literacy and Numeracy Programs

State aid is appropriated for grants for early childhood literacy and numeracy programs. These grants may be awarded to the Minnesota Reading Corps and Minnesota Math Corps, which are programs operated by ServeMinnesota.

**Table 55: Appropriations for ServeMinnesota
and the Minnesota Reading and Math Corps**

Fiscal Year	ServeMinnesota Aid	Early Childhood Literacy Program Grants	Minnesota Math Corps	Federal Operating Funds for Reading Corps*	Federal Funds Scholarship*
2025	\$900,000	\$7,950,000	\$1,000,000	\$22,337,000	\$7,644,000
2024	900,000	7,950,000	1,000,000	25,564,000**	8,244,000
2023	900,000	7,950,000	1,000,000	23,867,000***	7,703,000
2022	900,000	7,950,000	1,000,000	21,355,000****	7,287,000
2021	900,000	7,950,000	500,000	14,343,000	6,677,000
2020	900,000	7,950,000	500,000	14,684,000	6,500,000
*Amounts leveraged by state appropriation for ServeMinnesota Americorps programs. **Includes \$4.819 million from the American Relief Plan (ARP) Act. ***Includes \$7.419 million from the ARP Act. ****Includes \$4.392 million from the ARP Act.					

House Research Department

(Minn. Stat. §§ 124D.37-124D.45)

State Academies

Minnesota State Academies for the Deaf and Blind

Minnesota operates two residential academies for deaf and blind students in Faribault. The academies are both public schools and state institutions and annually serve students through residential programs, summer school, preschool programs, and outreach efforts. In the fall of 2023, the Minnesota State Academy for the Blind enrolled 40 pupils, and the Minnesota State Academy for the Deaf enrolled 82 pupils.

The budget for the Minnesota State Academy for the Deaf and Blind (MSA) is primarily funded through direct state appropriations, but also includes funding from some other school finance formulas as well. The MSA counts its students for purposes of compensatory revenue and this amount is paid directly from MDE to the MSA. The MSA also receives funding for the costs of one-to-one instructional staff (aides or licensed staff) from the state special education formula and uses the tuition bill-back formula to charge any unreimbursed costs for the one-to-one staff back to the resident district. If the MSA's student enrollment exceeds 175 students, the MSA receives the general education basic formula allowance for each student in excess of 175 students. For fiscal year 2024, the MSA is expected to receive about \$17.8 million in direct appropriations of state aid, \$2.2 million in special education revenue, \$238,000 in compensatory revenue, and \$727,000 in transfers from school districts. The federal funds for fiscal year 2024 are estimated at \$258,000.

The resident school district of a student attending the MSA counts the student in its pupil count and receives revenue for that student as if the student were attending the resident district, except for the general education basic revenue attributable to that student, which is subtracted from the amount paid to the resident district and the compensatory revenue for that student, which is calculated at the site the student actually attends (MSA). The resident school district is responsible for the cost of transporting academy students to and from the academies on weekends during the school year and includes these costs in the resident district's special education funding requests. The resident district's special education funding is reduced by the amount of any unreimbursed special education costs for the one-to-one staff processed through the tuition bill-back formula.

Table 56: Direct Appropriations for the Minnesota State Academies for the Deaf and Blind

Fiscal Year	Direct Line Item Appropriation
2025	\$17,189,000
2024	17,766,000
2023	14,317,000
2022	14,056,000
2021	13,787,000

Fiscal Year	Direct Line Item Appropriation
2020	13,746,000

House Research Department

(Minn. Stat. §§ 125A.61-125A.72)

Perpich Center for Arts Education

The 1985 Legislature established the Minnesota School of the Arts and Resource Center. In 1987, the legislature explicitly expanded the center's mission to include operating an 11th and 12th grade arts high school. In the mid-1990s, the center was renamed the Lola and Rudy Perpich Center for Arts Education, and in 1999, the name was shortened to the Perpich Center for Arts Education. The center's mission includes arts outreach activities, professional development opportunities, and operating the arts high school. The center is located in Golden Valley on the former campus of Golden Valley Lutheran College and is funded through direct state appropriations. Students enrolled in the center's arts high school do not generate general education aid for either the arts high school or for their home school districts.

Governance and management. The center is governed by an independent board appointed by the governor. The 16-member board includes the Commissioner of Education as an ex officio member. The board manages and controls the center. The board appoints the center's director who must hold a superintendent's license.

Students served. The arts high school is limited by statute to serving not more than 310 students in grades 11 and 12. The arts high school enrolled 144 11th and 12th grade students during the 2023-24 school year. Students from across the state attend the arts high school. The arts high school provides room and board to students and may charge a reasonable fee for the room and board. Approximately 56 percent of the arts high school students live in the dorms on campus.

Funding. The center, including the arts high school, is funded through a direct state appropriation. Students enrolled in the center's arts high school do not generate general education aid for either the arts high school or for their home school districts.

(Minn. Stat. § 129C.10)

Table 57: Minnesota Center for Arts Education

Fiscal Year	Total Direct Appropriation
2025	\$8,435,000
2024	9,243,000
2023	7,527,000
2022	7,406,000

Fiscal Year	Total Direct Appropriation
2021	7,283,000
2020	7,292,000

House Research Department

Residential Academies

In fiscal year 1999, \$12 million was appropriated to fund capital and start-up costs for residential academies. Two grants for residential academies were awarded. One grant was to Catholic Charities in an amount of \$5,840,810. The Catholic Charities facility was located in Faribault, Minnesota. The second grant was to Synergy (which was located in Minneapolis) in an amount of \$6,159,190.

Enrollment at a residential academy was voluntary and was available to students in grades four through 12 who were either performing below suitable performance levels or who experienced homelessness or an unstable family environment. A parent, county worker, health care provider, school employee, or judicial employee recommended a student for admission to a residential academy. Educational and social service funding for a student attending the academy was deemed to follow the student from the student's school district or county of residence to the residential academy, as provided by law.

Each residential academy determined that the most effective way to provide educational services to the children placed at the residential facility would be to affiliate the residential academy with a specific charter school. Harvest Preparatory Academy provided educational services for residents of Synergy Academy. Synergy Residential Academy closed in 2003 due to a lack of funding for noneducational costs. Since that time, the facility has been used for early childhood educational services by Seed Academy, a preschool affiliated with Harvest Preparatory Academy.

Covenant Academy Charter School provided educational services to residents of the Catholic Charities facility, which was named Covenant Residential Academy. On June 30, 2005, the Covenant Residential Academy suspended residential services. Covenant Academy Charter School renamed itself Discovery Public School of Faribault and is currently providing services to about 65 students from the Faribault area. The facility that initially housed Covenant Academy was sold in 2009 to Shattuck-St. Mary's School, and the net proceeds of the sale (\$775,000) were returned to the state treasury.

(Laws 1998, ch. 398, art. 5, § 46)

Miscellaneous Funds for Education

Alternative Compensation (Q-Comp) Revenue

Alternative compensation revenue was added to the general education program by the 2005 Legislature as a funding mechanism for the alternative teacher professional pay system. Beginning in fiscal year 2015, Q-Comp was removed from general education revenue and became a separate categorical revenue program. The alternative teacher professional pay system, referred to as Q-comp (short for quality compensation), often requires participating school districts and their teachers to develop an educational improvement plan and an alternative teacher pay system. A school district's alternative teacher compensation plan must be approved by the Commissioner of Education before a school district can access alternative compensation revenue. As of July 15, 2024, the Commissioner of Education had approved Q-comp plans for 109 school districts, 73 charter schools, and two cooperative units. Q-comp revenue is capped; 13 school districts, 12 charter schools, and two cooperative units are on the waiting list and approved for funding if the legislature increases the program's total revenue.

Revenue Calculation. A school district that has an approved alternative compensation plan is eligible for alternative compensation revenue. The statewide amount of aid for the program is capped at \$88.118 million. The revenue program consists of a basic revenue amount provided entirely in state aid plus an equalized aid and levy. The basic revenue amount is \$169 per enrollee and the equalized aid and levy makes up the remaining \$91 per enrollee unit. An intermediate school district or other cooperative unit qualifies for aid equal to \$3,000 times the number of licensed teachers employed by the cooperative.

Table 58: Q-Comp Revenue

Fiscal Year	Aid Entitlement	Levy	No. of Participating Districts	No. of Participating Charters
2025*	\$89,612,000	\$40,287,000	109	73
2024	88,727,000	39,506,000	109	73
2023	88,453,000	39,969,000	109	73
2022	88,559,000	41,440,000	109	72
2021	88,851,000	40,826,000	109	72
2020	89,166,000	39,948,000	109	72
*Estimated				

House Research Department

$$\begin{aligned} \text{Alternative Compensation Revenue} &= \$260 \times \frac{\text{the number of enrollees at the participating site}}{\text{the number of enrollees at the participating site}} \\ \text{Alternative Compensation Levy} &= (\$91 \times \text{number of enrollees}) \times \frac{\text{the lesser of:}}{\text{(1) one; or (2) (ANTC/adjusted pupil units)/\$6,100}} \\ \text{Alternative Compensation Aid} &= \text{Alternative Compensation Revenue} - \text{Alternative Compensation Levy} \end{aligned}$$

(Minn. Stat. §§ 122A.413-122A.415)

Literacy Incentive Aid

Beginning in fiscal year 2013, school districts and charter schools qualify for literacy incentive aid. The aid consists of two parts, Proficiency Aid and Growth Aid, which are both based on 3rd and 4th grade students' performance on the state reading test called the Minnesota Comprehensive Assessment (MCA).

Proficiency Aid rewards schools based on the percentage of their 3rd grade students that meet or exceed proficiency levels on the reading MCA. Aid equals \$530 times the average number of 3rd grade students meeting or exceeding proficiency levels on the MCA during the past three years.

$$\text{Proficiency Aid} = \$530 \times \text{average number of 3rd grade students at the school meeting or exceeding proficiency}$$

Growth Aid rewards districts based on the three-year average number of 4th grade students who make medium or high growth on the 4th grade reading MCA. Aid equals \$530 times the average number of 4th graders making medium or high growth on the reading MCA.

$$\text{Growth Aid} = \$530 \times \text{average number of 4th grade students at the school making growth standards}$$

$$\text{Literacy Incentive Aid} = \text{Proficiency Aid} + \text{Growth Aid}$$

Note: For fiscal years 2020 and 2021, the literacy aid amounts are adjusted to match the program's February 2020 Forecast appropriations level because of MCA testing canceled due to COVID-19.

Table 59: Literacy Incentive Aid

Fiscal Year	Appropriation
2025	\$41,588,000
2024	41,071,000
2023	45,968,000

Fiscal Year	Appropriation
2022	45,075,000
2021	44,658,000
2020	44,976,000

House Research Department

(Minn. Stat. § 124D.98)

Abatement Aid

Abatement adjustments occur when the tax capacity of any school district is lowered after the property taxes for the year have been spread by the county auditor. An abatement adjustment is different from the authority a school district has to levy for economic development abatement activities. If a school district is subject to an abatement adjustment, the district receives an aid payment from the state for the major equalized programs. The aid entitlement is computed as follows:

$$\text{Abatement Aid Entitlement} = \frac{\text{net revenue loss as certified by the county auditor}}{\text{district's total certified equalized levies}} \times \text{district's total certified levy for that year}$$

In essence, the purpose of the formula is to compensate school districts for the loss of tax base with additional state aid payments for the portion of the district's levy share attributable to equalized school levies.

The district is allowed to make a levy for the remainder of the revenue loss and any interest owed on abatements. A school district may levy for each year's abatement loss over a three-year period.

(Minn. Stat. §§ 126C.46; 127A.49, subd. 2)

Table 60: Abatement Aid and Levy

Fiscal Year	Appropriation	Levy
2025	\$2,516,000	\$11,261,000
2024	2,318,000	12,209,000
2023	2,003,000	7,760,000
2022	2,042,000	9,083,000
2021	2,595,000	10,400,000
2020	1,770,000	12,116,000

House Research Department

A district may levy for the portion of abatement aid owed but not paid by the state because of aid proration.

Excess Tax Increment Payments

Tax increment districts capture the growth in tax capacity values for property within the tax increment district. If the tax increment project generates excess tax increment, and if that excess is returned to a school district, the district's aid is reduced by the following subtraction:

$$\begin{array}{l} \text{Excess Tax} \\ \text{Increment} \\ \text{Subtraction} \end{array} = \begin{array}{l} \text{the amount of the excess} \\ \text{tax increment payment} \end{array} \times \frac{\text{district's total certified equalized levies}}{\text{district's total certified levy for that year}}$$

The purpose of this calculation is to allocate excess tax increment payments between state aid and the local property tax levies that would otherwise have been larger had that portion of the property tax increment value been included in the district's property tax base.

(Minn. Stat. § 127A.49, subd. 3)

Aid for Nonpublic School Students

For the 2023-24 school year, 73,142 students attended traditional nonpublic schools (e.g., Cretin-Derham Hall) and 29,062 students were homeschooled.

Books, Materials, Tests, Health Services, Guidance, and Counseling. School districts are required to provide nonpublic school pupils with textbooks, individualized instructional materials, and standardized tests, all of which must be secular in nature and cannot be used for religious instruction or worship. In addition, a district must provide the same health services to pupils of nonpublic schools as it provides to public school pupils. Nonpublic secondary pupils must also be offered guidance and counseling services by the public secondary schools. The state reimburses districts for their costs up to the amount of the statewide average expenditure per pupil (determined as of February 1 of the preceding school year) times the number of nonpublic school pupils served, with an inflation adjustment equal to the percent of increase in the general education revenue program formula allowance from the second preceding school year. For fiscal year 2025, the reimbursement rates are set at 100 percent of the statewide average expenditures per pupil unit, which are as follows: for textbooks, \$120.97; for pupil health services, \$81.07; and for secondary guidance and counseling, \$339.53.

(Minn. Stat. §§ 123B.40-123B.43)

Table 61: Nonpublic School Student Aid

Fiscal Year	Appropriation
2025	\$24,478,000
2024	20,864,000
2023	19,029,000
2022	16,919,000
2021	18,918,000
2020	17,925,000

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If the state appropriation for nonpublic pupil aid is insufficient to cover school districts' expenditures, the districts may correspondingly reduce their expenditures to the amount of aid actually provided by the state.

Shared Time Programs. Nonpublic school pupils may be admitted by school districts to public school programs for part of the school day. A district that admits nonpublic pupils receives general education basic revenue for these pupils in an amount proportional to the time the pupils spend in the public schools. The appropriation for shared time programs is included in the regular appropriation for general education aid.

(Minn. Stat. §§ 126C.01, subds. 6-8; 126C.19)

Table 62: Shared Time Programs

Fiscal Year	Estimated Shared Time Weighted Pupil Count	Aid Entitlement*
2025	594	\$4,321,000
2024	578	4,127,000
2023	543	3,724,000
2022	531	3,572,000
2021	550	3,417,000
2020	544	3,508,000
*Appropriation included in general education appropriation.		

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Shared Time Special Education. School districts are required to provide special education programs for children with disabilities. (See page 59 for description of program requirements.) These programs must be made available to disabled nonpublic school pupils, and the district receives shared time general education aid for these pupils (as well as special education aid). For the 2023-24 school year, about one-third of the total shared time average daily membership was for students with an IEP.

(Minn. Stat. § 125A.18)

Transportation. School districts are also required to provide equal transportation for nonpublic school pupils. This means that the district within which a nondisabled pupil resides must provide transportation for the pupil to a nonpublic school within the district if he or she lives at least the same distance from the nonpublic school as public school students in the district who are transported to school. Public schools are also permitted to transport nonpublic school pupils to regular shared time programs and must transport disabled nonpublic school pupils to and from the facility where special education is provided. Public schools must also provide nonpublic school pupils with transportation within the district boundaries between the nonpublic school and public school or neutral site⁶ for the purpose of receiving health and guidance and counseling services. State transportation aid is available for all of these transportation services to nonpublic school pupils.

Prior to fiscal year 1998, the appropriation for the transportation of nonpublic school pupils was contained in the transportation aid appropriation. For fiscal year 1998 and later, there is a line-item appropriation for nonpublic pupil transportation.

Nonpublic pupil transportation aid equals the sum of:

- 1) the product of the district's actual expenditures in the second preceding year for all pupils transported in the regular and excess categories, the number of nonpublic pupils receiving those services in the current year, and the ratio of the formula allowance in the current year to the allowance for the second previous year; and
- 2) the district's actual expenditure for nonpublic, nonregular transportation in the second preceding year times the ratio of the formula allowance in the current year to the allowance for the second preceding year.

(Minn. Stat. §§ 123B.84-123B.87; 123B.92, subd. 9)

Table 63: Nonpublic Pupil Transportation

Fiscal Year	Appropriations
2025	\$27,177,000
2024	22,979,000
2023	19,796,000
2022	19,050,000
2021	20,100,000
2020	19,079,000

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⁶ Neutral site is defined by Minnesota Statutes, section 123B.41, subdivision 13, and means a public center, a nonsectarian, nonpublic school, a mobile unit located off the nonpublic school premises, or any other location off the nonpublic school premises that is neither physically nor educationally identified with the functions of the nonpublic school.

Education for English Language Learners. The English Language Learners Act requires districts providing state-funded English learning programs to offer nonpublic school pupils access to the same programs on the same terms as public school pupils. (See page 29 for additional information on English learners programs.) In addition to counting nonpublic school pupils for purposes of English learners funding, those pupils may also be counted by the district serving them for purposes of shared time general education aid.

(Minn. Stat. §§ 124D.65, subd. 6; 124D.58-124D.64)

Nutrition Programs

The National School Lunch Program, first established in 1946, provides federal meal assistance to students in public and private schools. The program provides nutritional standards and funding for school lunch and breakfast programs. The federally assisted meal programs are administered by the Minnesota Department of Education under the rules established by the United States Department of Agriculture (USDA). The federal government sets reimbursement levels for each meal served based on a student's family income. Minnesota has supplemented federal school meals funds with state aid payments for many years.

Federal Reimbursement. The federal government sets its meal reimbursement rates each year. The meal reimbursement rates vary based upon whether the school site is serving a high need or "severe" need population and by the student's family income. Qualifying family income is based on the federal poverty guidelines and falls into one of three categories:

- **Free Meal Eligibility**—a student is considered a free meal eligible student if the student's family income is less than or equal to 130 percent of the federal poverty guideline (FPG), which is adjusted by family size. For the 2023-24 school year, for a family of four, 130 percent of the FPG is \$39,000.
- **Reduced Meal Eligibility**—a student is considered eligible for a reduced-price meal if the student's family income is between 130 percent and 185 percent of the FPG. For the 2023-24 school year, for a family of four, 185 percent of the FPG is \$55,500.
- **Fully Paid**—a student is considered a fully paid student if the student's family income is in excess of 185 percent of the FPG.

A family may qualify for eligibility through a direct match, where participation in other income support programs like Medicaid or Supplemental Nutrition Assistance Program (SNAP), automatically qualifies income-eligible families, or through an application process (often associated with the paper forms sent home by schools at the beginning of each school year).

**Table 64: Federal and State Reimbursement Rates
Per Meal for Lunch and Breakfast
2024-25 School Year**

Program and Funding Source	Fully Paid	Reduced-Price Meals	Free Meals
Lunch - Federal	\$.42*	\$4.03*	\$4.43*
Lunch - Federal; Performance Incentive	\$.09	\$.09	\$.09
Lunch - State Aid	\$4.135	\$.525	\$.125
Lunch - Total Funding per meal served	\$4.645*	\$4.645*	\$4.645*
Breakfast - Federal	\$.39	\$2.07**	\$2.37*
Breakfast - State Aid	\$1.98***	\$.30	\$0
Breakfast Total Funding per meal served	\$2.37***	\$2.37**	\$2.37**
<p>*A school district where more than 60 percent of the students qualify for free lunch receives an extra 2 cents per lunch from the federal government.</p> <p>**A “severe need” school (where more than 40 percent of the students qualify for free meals) receives an extra 47 cents per free or reduced-price breakfast from the federal government.</p> <p>***A severe need school serving a fully paid breakfast receives an extra 47 cents of state aid for that breakfast.</p>			

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Community Eligibility Provision. The federal government also has a program called the Community Eligibility Provision (CEP). CEP provides additional federal funding to schools that participate in the program. A school that participates in CEP agrees to provide all meals served at that site at no cost, regardless of the student’s family income. The reimbursement is such that any school with more than 62.5 percent free lunch eligible students has the full cost of its meals covered by the federal government. For the 2022-23 school year, a school could participate in CEP if the school had at least 40 percent of its students qualify for free meals and would receive 60 percent more funding if free meals were offered to all students. For the 2023-24 school year and later, the USDA has lowered the minimum CEP eligibility percentage from 40 percent to 25 percent.

COVID-19 School Meals Policy. During the COVID-19 pandemic, the federal government funded free school meals for all students, regardless of the student’s family income status.

Free School Meals for Kids. Beginning with the 2023-24 school year, Minnesota is providing additional state funding so that every student, regardless of income, attending a school participating in the federal school meals program is eligible for one free breakfast and one free lunch every school day. The state aid equals the difference between the applicable federal reimbursement rate at that school site for a free meal, as determined annually by the USDA, and the actual federal reimbursement received by the participating school for the breakfast or lunch served to the student, including any CEP reimbursements. A school site with more than 62.5 percent of its students eligible for a free meal must participate in the federal Community Eligibility Provision (CEP) program. Other school sites eligible for the CEP program are

encouraged to participate in the program to leverage federal funding and reduce the cost to the state of the free school meals for kids program.

Supplemental School Lunch aid. The state pays an additional state aid of 12.5 cents per student lunch served to help support school lunch programs.

Kindergarten Milk. The state pays 20 cents for each half-pint of milk that is served to kindergarten students outside of the breakfast or lunch programs.

(Minn. Stat. §§ 124D.111-124D.119)

Table 65: State and Federal Funds for School Nutrition Programs

Fiscal Year	State Appropriations for School Lunch Aid	State Appropriations for School Breakfast Aid	State Appropriations Kindergarten Milk (not included in school breakfast amount)	Federal Funds for School Nutrition Programs
2025	\$238,987,000	\$48,334,000	\$428,000	NA
2024	218,801,000	44,178,000	428,000	NA
2023*	14,090,000	10,054,000	428,000	327,475,000
2022*	14,187,000	20,000	566,000	364,396,000**
2021*	4,796,000	3,242,000	494,000	365,000,000**
2020	16,245,000	8,047,000	457,000	335,490,000**
*Estimated				
**Reflects significant increases in federal funding due to COVID				

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Library Funding

The state K-12 budget provides funding for a categorical pupil-based aid designed to support school libraries as well as funding for the regional public library system.

School libraries. Minnesota statutes define the characteristics of a school library and media center. Beginning in fiscal year 2024, each school district's library aid equals \$16.11 times the district's adjusted pupil units for that year, with a minimum amount of no less than \$40,000 per school district and \$20,000 per charter school. School library aid must be reserved and used for directly funding the costs of a school library including the salaries and benefits of a school library media specialist, equipment and IT costs, electronic materials, furniture, and supplies.

Table 66: School Library Funding

Fiscal Year	School Library Aid Allowance per pupil	School District Minimum per District	Charter School Minimum per Charter School	School Library Appropriation
2025	\$16.11	\$40,000	\$20,000	\$23,903,000
2024	16.11	40,000	20,000	21,586,000
2023	–	–	–	–
2022	–	–	–	–
2021	–	–	–	–
2020	–	–	–	–

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(Minn. Stat. §§ 124D.991, 134.356)

Regional Library Funding. Minnesota’s public libraries are generally operated by cities or counties and are primarily funded through local property taxes. The 12 regional public library systems are joint powers agreements among cities and counties that cooperate to provide shared and reciprocal library services broadening access to public library services and resources within each region and statewide. The seven multicounty, multitype library systems expand library services by facilitating cooperation among academic libraries, public libraries, school libraries/media centers, and special libraries.

The K-12 education finance budget provides state aid for: the regional public library systems; regional libraries telecommunications aid; multicounty, multitype library systems; and certain electronic library materials. Public libraries may also receive money from arts and cultural heritage grants which are provided through the legacy budget.

Table 67: Regional Library Funding

Regional Library Appropriations by Program by Fiscal Year	Regional Library Basic Support Grants	Multicounty Multitype Library Grants	Electronic Library for Minnesota	Regional Library Telecommunications
2025	\$17,570,000	\$2,000,000	\$900,000	\$2,300,000
2024	17,570,000	2,000,000	900,000	2,300,000
2023	13,570,000	1,300,000	900,000	2,300,000
2022	13,570,000	1,300,000	900,000	2,300,000
2021	13,570,000	1,300,000	900,000	–
2020	13,570,000	1,300,000	900,000	–

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(Minn. Stat. §§ 124D.991, 124D.992)

Safe Schools Levy

The safe schools levy, formerly known as the crime levy, allows school districts to levy for costs associated with student and staff safety issues. Eligible expenses include:

- police liaison services;
- drug abuse prevention programs (DARE);
- gang resistance education training;
- school security;
- the other crime prevention and student and staff safety measures; and
- counseling, social working, and chemical dependency services provided by licensed professionals.

The safe schools levy equals \$36 per pupil for each school district. A school district that is a member of an intermediate school district may levy up to \$15 per pupil unit for safe schools activities at the intermediate school district and must transfer that portion of the levy proceeds to the intermediate school district.

Table 68: Safe Schools Levy

Fiscal Year	School District Safe Schools Per Pupil Allowance	Allowance for Member of Intermediate School Districts Per Pupil	Total Levy Amount	Included Intermediate School District Levy Amounts
2025	\$36	\$15	\$34,396,000	\$4,000,000
2024	36	15	34,277,000	3,971,000
2023	36	15	34,772,000	4,009,000
2022	36	15	35,324,000	4,060,000
2021	36	15	34,604,000	3,845,000
2020	36	15	35,500,000	3,845,000

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(Minn. Stat. § 126C.44)

Miscellaneous Levies

The following is a list of miscellaneous levies that have been statutorily authorized.

Liabilities of dissolved districts. A district that has had attached to it a portion of a dissolved district may levy for any liabilities of the dissolved district. This levy has not been used in the last decade.

(Minn. Stat. §§ 123A.67; 126C.43)

Transition expenses of a district created by consolidation. A consolidated district may levy for certain reorganization operating debt levies, severance pay, and early retirement expenses.

(Minn. Stat. §§ 123A.73; 126C.43)

Judgments. A district may levy the amount necessary to pay judgments from lawsuits.

(Minn. Stat. § 126C.43)

Unemployment (reemployment) insurance. A district may levy an amount to pay the unemployment insurance costs of its licensed teachers and full-year employees.

Unemployment insurance for paraprofessionals and other school workers not employed during the summer term are excluded from the unemployment insurance levy and are instead eligible for reimbursement under a special funding program.

(Minn. Stat. §§ 126C.43, subd. 2; 268.052, subd. 1; 268.085)

Swimming pool levy. School districts have the authority to levy for swimming pool operating costs, as long as the school district is located in a county that: borders Canada; has a population density of less than ten persons per square mile; and includes portions of more than one school district. These current eligibility restrictions limit the levy's availability to just four school districts: International Falls, Warroad, Lake of the Woods, and Roseau.

(Minn. Stat. § 126C.455)

Ice arena levy. A school district that operates and maintains an ice arena may levy for the net operational costs of the ice arena.

(Minn. Stat. § 126C.45)

Tree Growth replacement revenue. Prior to 2001, certain forested properties were exempt from the ad valorem property tax and instead made an annual payment to local governments based on the yield and stumpage of the property. In 2002, this form of taxation was eliminated and the property was included in the tax base used for calculating property taxes. Because the payments were revenue to school districts, a special levy was created to replace the loss in tree growth revenue. Since that time, a school district may levy for an amount equal to its miscellaneous revenue for tree growth revenue for taxes payable in 2001.

(Minn. Stat. § 126C.445)

Economic development abatements. A school district may participate with a county or city in abating taxes for an economic development-related project. To replace the revenue that would

otherwise be lost to the economic development abatement, a school district may separately levy for this amount.⁷

Table 69: Miscellaneous Levy Amounts

Payable Year	Reorganization/ Consolidation Expenses	Judgment	Unemployment Insurance	Swimming Pool Levy	Ice Arena Levy	Tree Growth Levy	Economic Development Abatements*
2024	\$0	\$674,000	\$8,801,000	\$626,000	\$3,464,000	\$695,000	\$663,000
2023	0	447,000	6,834,000	890,000	3,397,000	679,000	743,000
2022	413,000	363,000	6,775,000	652,000	3,264,000	680,000	347,000
2021	268,000	490,000	14,823,000	642,000	2,968,000	694,000	893,000
2020	0	75,000	5,217,000	682,000	2,184,000	694,000	1,249,000
2019	0	1,068,000	4,867,000	633,000	2,117,000	667,000	1,510,000

*Note that the economic development abatement levy does not include amounts in a district's debt service fund attributable to parking lot repairs.

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⁷ For more information, see *Economic Development Property Tax Abatement*, House Research Department, January 2023.

Income Tax Subtraction and Credit

Minnesota offers both an income tax subtraction (deduction) and an income tax credit to help families offset K-12 education expenses. A Minnesota income taxpayer may subtract certain K-12 education expenses from the taxpayer's state income tax. A subtraction from income reduces the taxpayer's taxable income while a tax credit directly offsets tax liability (taxes owed). All taxpayers with qualifying education expenses may claim the subtraction. The K-12 credit is available only to filers with limited family income. Taxpayers may not claim the deduction and credit for the same expenses. Parents who qualify for both the deduction and credit receive the greatest benefit by first claiming up to the maximum allowable under the credit, and then claiming any remaining expenses under the deduction. A qualifying taxpayer may assign all or a part of an anticipated income tax refund to a financial institution or a tax-exempt organization.

Education Income Tax Credit

Minnesota enacted an education tax credit in the first special session of 1997, with the credit first available in tax year 1998. Parents may claim the credit for all education-related expenses that qualify for the dependent education expense deduction, except nonpublic school tuition. Thus, the credit is allowed for transportation, tuition for academic summer school and summer camps, tutoring, and textbooks, defined to include instructional materials and equipment, including up to \$200 per family of computer hardware and educational software. The credit equals 75 percent of the amount of qualified education-related expenses.

The 2023 Legislature expanded the credit by increasing the maximum credit, increasing the income limitations on the credit, and simplifying the income measure used to determine eligibility. Beginning in taxable year 2023, the maximum credit is \$1,500 per child. The credit is refundable. Any amount that exceeds tax liability is paid to the claimant as a refund. Claimants with adjusted gross incomes under \$70,000 may claim the full credit. The maximum credit is phased out for claimants with household income above \$70,000 by \$1 for each \$4 of income for a family with one child and by \$2 for each \$4 of income for a family with two or more children for whom the credit is claimed.

In tax year 2023, based on returns filed through late October 2024, about 44,600 returns claimed \$15.1 million in credits.

(Minn. Stat. § 290.0674)

Education Income Tax Subtraction

For state income tax purposes, taxpayers may subtract from adjusted gross income the amounts they spend for tuition, secular textbooks, tutoring, academic summer school and camps, up to \$200 of the costs of a computer or education-related software, and transportation of dependents attending public or nonpublic elementary or secondary schools in Minnesota, North Dakota, South Dakota, Iowa, or Wisconsin. The maximum subtraction is \$1,625 per

dependent in grades kindergarten through six, and \$2,500 per dependent in grades seven through 12. In tax year 2023, based on returns filed through late October 2024, about 124,900 income tax returns claimed some amount as part of the K-12 education income tax subtraction.

A subtraction reduces the amount of income subject to tax; the benefit a taxpayer receives equals the taxpayer's marginal tax rate times the amount of the subtraction. For many Minnesota taxpayers, the subtraction against income falls to the second tier income tax bracket which has a rate of 6.8 percent, where a \$2,500 deduction decreases state income taxes by \$170 ($.068 \times \$2,500$).

The constitutionality of this tax deduction was upheld in 1983 by the U.S. Supreme Court in the case of *Mueller v. Allen*. In a 5-4 decision affirming the lower courts' decisions, the Supreme Court held that the tuition tax deduction statute did not violate the establishment clause of the First Amendment.

(Minn. Stat. § 290.01, subd. 19b)

Table 70: Estimated Cost to State in Foregone Tax Revenue

Fiscal Year (Tax Year)	Tax Expenditure Amount for Credit	Tax Expenditure Amount for Deduction
2025 (2024)	\$18,600,000	\$16,100,000
2024 (2023)	18,000,000	15,800,000
2023 (2022)	6,700,000	16,500,000
2022 (2021)	7,200,000	16,700,000
2021 (2020)	8,600,000	16,700,000
2020 (2019)	9,000,000	16,500,000
Source: Minnesota Department of Revenue tax expenditure estimates		

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Taconite Revenue for School Districts

There are 14 school districts in northern Minnesota located in the taconite relief area—the part of the state where taconite ore is mined and concentrated. The finances of these school districts, along with the finances of the area’s other municipalities, are affected by the state treatment of taconite because the taconite industry is generally exempt from local property taxes. As a result, Minnesota’s municipal funding formulas have special aid adjustments to compensate for the loss of this potential tax base through formulas that provide both additional property tax relief and additional revenue.

What follows is a brief summary of taconite taxes and the distribution of taconite revenue to school districts. For more complete information on taconite revenues and the interrelationship between school districts and taconite revenue see the *Minnesota Mining Tax Guide*, published annually by the Department of Revenue (online at www.revenue.state.mn.us/minnesota-mining-tax-guides).

Taconite Taxes Affecting School Districts

The taconite industry is generally exempt from local property taxes and, instead, is subject to a series of taxes including production taxes, occupation taxes, excise taxes, and royalty taxes. The majority of mining industry revenues are received through the taconite production tax and nearly all the school district taconite revenue is provided through the production tax.

The overall taconite production tax rate is set in statute. For concentrate produced in 2022, the rate is \$3.063 per ton. The production tax rate is inflated each year by multiplying the production tax rate for 2013 times the change in the implicit price deflator since that time.

Taconite Revenue Programs for Schools

The proceeds of the taconite production tax are required by statute to be deposited into a variety of funds, and state statutes also contain formulas to provide for the distribution of revenues, primarily to local units of government, including school districts. School districts located in the taconite relief area received about \$19.2 million out of a total of \$110.2 million raised by the production tax for production year 2022 (distributed in 2023). Minnesota Statutes require school districts to use some of the taconite revenue for property tax relief, and the remainder of the taconite revenue is set aside as additional revenue for the school districts.

Taconite Revenue—Regular School Fund 24.72 Cents per Ton—\$9.187 Million

Regular School Fund Added Aid. Taconite area school districts receive some taconite aid that may be used for any spending purpose. For fiscal year 2014 and later, of the 24.72 cents per ton of taconite production tax revenue in the regular school fund, 11 cents per ton is distributed to all school districts located in the taconite relief area as additional revenue and may be used for any purpose.

Regular School Fund Property Tax Relief. The remainder of the regular school fund taconite revenue is used for direct school district property tax relief. This portion is determined by calculating an index for each district equal to its pupil units, times the ratio of the average adjusted net tax capacity per pupil unit for all districts in the taconite relief area to the district's adjusted net tax capacity per pupil unit. This amount then reduces the districts' school levies.

Table 71: Estimated Taconite Revenue Used to Reduce School District Levies

Payable Year	Levy Reduction
2024	\$8,274,000
2023	8,395,000
2022	8,353,000
2021	10,219,000
2020	8,995,000
2019	7,851,000

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Taconite Referendum Fund—\$6.179 Million

In 1981, the legislature acted to allow taconite revenue to be used to equalize referendum levies in taconite districts. A taconite district receives an additional \$175 per pupil unit if the district has passed a referendum levy or had a referendum in place prior to the 2001 legislative session. Taconite referendum revenue essentially “equalizes” a qualifying school district's referendum levy. The lower the district's tax base, the higher the amount of taconite referendum revenue. The district receives additional taconite revenue according to the following formula:

$$\begin{array}{l} \text{Taconite} \\ \text{Referendum} = [(\$175 \times \text{Pupil Units}) - (1.8\% \times \text{ANTC})] \times \text{the lesser of:} \\ \text{Revenue} \qquad \qquad \qquad (1) \text{ one; or} \\ \qquad \qquad \qquad \qquad \qquad (2) \text{ referendum levy certified in the previous year} \\ \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad 1.8\% \times \text{ANTC} \end{array}$$

For purposes of the above calculation, the number of pupil units in the district in 1983-84 is used if that number is higher than the number of pupil units in the current year, and beginning in fiscal year 2015, the adjusted net tax capacity is fixed at the amount for 2011.

Beginning in fiscal year 2015, a second set of calculations is added to this formula to distribute additional taconite aid to school districts. This formula is as follows, relying on the districts' referendum allowances from fiscal year 2015, the districts' pupil units from fiscal year 2012, and the districts' tax base from assessment year 2011:

$$\begin{array}{l} \text{Added} \\ \text{Taconite} \\ \text{Referendum} \\ \text{Revenue} \end{array} = 22.5\% \times [(\$415 + \text{Referendum Allowance for FY15}) \times \text{FY12 Pupil Units}] - (1.8\% \times 2011 \text{ ANTC})$$

Table 72: Estimated Taconite Revenue Used to Equalize Referendum Levies

Fiscal Year	Equalization Revenue
2025	\$6,179,000
2024	6,179,000
2023	6,179,000
2022	6,179,000
2021	6,179,000
2020	6,179,000

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(Minn. Stat. §§ 126C.48, subd. 8; 298.28, subds.3, 4; 477A.15)

Taconite Money for Facilities Purposes

A portion of the taconite production tax is used for school facilities purposes through a couple of different programs.

Building Maintenance Fund—\$1.343 Million. Annually, 4 cents per ton of the production tax is reserved for building maintenance and repairs and is distributed to the school districts where the taconite facilities are located. For taconite facilities with more than one district listed, the 4 cents per ton is distributed among the school districts based on each district's share of enrollment.

Table 73: Taconite Revenue for Building Maintenance: 4.0 Cents per Ton

School District	Amount Distributed 2022 Production Year	Producer
ISD #316, Greenway	\$115,919	U.S. Steel-Keewatin Taconite
ISD #319, Nashwauk-Keewatin	48,651	U.S. Steel-Keewatin Taconite
ISD #381, Lake Superior	55,705	Northshore Mining

School District	Amount Distributed 2022 Production Year	Producer
ISD #695, Chisholm	63,259	Hibbing Taconite
ISD #701, Hibbing	183,733	Hibbing Taconite
ISD #712, Mountain Iron-Buhl	98,052	Minorca/U.S. Steel-Minntac
ISD #2142, St. Louis County	164,788	Northshore/United Taconite
ISD #2711, Mesabi East	144,383	Minorca/U.S. Steel-Minntac
ISD #2909, Rock Ridge	468,719	Minorca/U.S. Steel-Minntac/United Taconite
Source: Mining Tax Guide 2022		

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Iron Range schools and community development account. The 2014 Legislature charged the Department of Iron Range Resources and Rehabilitation (IRRR), formerly called the Iron Range Resources and Rehabilitation Board (IRRRB) with the task of administering the newly created Iron Range school consolidation and cooperatively operated school account. The 2024 Legislature changed the name of this program to the Iron Range schools and community development account. Taconite tax proceeds are transferred into the account, and the IRRR is responsible for determining the application process, approving qualifying projects, and allocating the funds to qualifying school district projects. The revenue and expenditures were first available for production year 2014.

Revenue

The Iron Range schools and community development account is funded through taconite production and occupation taxes. The proceeds into the account include:

- 1) 10 cents per ton of the production tax under Minnesota Statutes, section 298.24;
- 2) an amount equal to 6 cents per ton of the proceeds that would otherwise have been distributed according to the occupation tax;
- 3) beginning with production year 2022, \$3,500,000 per year from the Douglas J. Johnson Economic Protection Trust Fund; and
- 4) any other amounts authorized by law (including the transfer of taconite funds that were previously used to repay other school district bonds that have been repaid).

Table 74: Iron Range School Account

	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24
Balance Forward In	\$17,272,000	\$24,110,000	\$29,338,000	\$17,160,000	\$16,597,000	\$16,597,000
Taconite Revenue In	\$11,235,000	\$9,583,000	\$8,314,000	\$8,403,000	\$8,353,000	\$8,353,000

	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24
School Account Aid to Districts	\$4,397,000	\$4,355,000	\$20,492,000	\$8,966,000	\$15,666,000	\$15,666,000

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Expenditures

Expenditures may be made from the Iron Range schools and community development account for the reduction in school district bond payments that are being made for a qualifying school project or for other school projects as determined by the IRRR. A qualifying school project is a school facility project that was approved by the voters after April 3, 2006, received a positive review and comment from the Commissioner of Education, and is located in the taconite assistance area. At least seven members of the IRRR must approve any expenditure from the account.

Table 75: Iron Range Schools and Community Development Account Distributions Awarded to School Districts

Date of Award	Recipient Name	Estimated FY 25 Annual Amount	Duration in Years	Total Amount Approved	Purpose
Feb. 2016	St Louis County School District	\$2,000,000	12	\$28,000,000	Reduce tax impact of existing building bonds
Feb. 2016	Mesabi East School District	\$500,000	10	\$5,000,000	Reduce tax impact of existing building bonds
Feb. 2016	Mountain Iron-Buhl School District	\$1,577,800	20	\$31,184,000	Reduce tax impact of newly issued building bonds
Feb. 2016	STEM initiative; Itasca Community College and Nashwauk-Keewatin, Greenway, and Grand Rapids school districts	\$0	3 Fully distributed	\$2,505,000	Three-phased Science, Technology, Engineering, and Math (STEM) initiative
Feb. 2016	Applied Learning Institute (ALI); Aitkin, Crosby-Ironton, and Cook County school districts	\$0	Onetime FY 17 Fully distributed	\$500,000	Upgrading shop facilities in each district and accessing additional instructional and curriculum development assistance necessary to bring the classes online through ALI

Date of Award	Recipient Name	Estimated FY 25 Annual Amount	Duration in Years	Total Amount Approved	Purpose
Oct. 2017	Education Innovation Partners (EIP)	\$0	Onetime FY 18 Fully distributed	\$2,000,000	Initiating and supporting regional multidistrict high-quality education and training initiatives for students, teachers and communities and to assist EIP members with technology equipment infrastructure upgrades
Jan. 2018	Grand Rapids School District	\$0	Onetime FY 19 Fully distributed	\$4,700,000	Demolition and infrastructure needs of the Grand Rapids school district on a onetime basis
Aug. 2018	Mt. Iron-Buhl School District	\$0	1 Fully distributed	\$25,000	Expanding Chinese language instruction to include students from other Range districts
Aug. 2018	Chisholm School District and Deer River School District	\$0	4 Fully distributed	\$700,000	4-year project to provide one-to-one devices and to connect homeschool students and poor attendance students to school
Aug. 2018	Virginia and Eveleth-Gilbert School Districts	\$0	1 Fully distributed	\$100,000	Feasibility study for cooperative academy-style high school
Feb. 2019	Virginia and Eveleth-Gilbert School Districts	\$4,900,000	20	\$98,000,000	Reduce tax impact of newly issued building bonds
June 2019	Hibbing, Chisholm, St. Louis County, Mt. Iron-Buhl, Mesabi East, and Ely Districts	\$0	1 Fully distributed	\$350,000	6-District Innovative Summer STEAM programming
Dec. 2019	Education Innovation Partners	\$0	1 Fully distributed	\$350,000	Distance Learning Project
March 2020	Ely School District	\$0	1 Fully distributed	\$7,000,000	School renovations
Dec. 2021	Nashwauk-Keewatin School District	\$720,000	25	\$23,400,000	Reduce tax impact of newly issued building bonds
Dec. 2022	Rock Ridge School District	\$4,700,000	1 Fully distributed	\$4,700,000	Short-term cash infusion for higher construction costs
Dec. 2022	Ely	\$2,000,000	1 Fully distributed	\$2,000,000	Short-term cash infusion for higher construction costs
	Totals	\$16,397,800		\$210,514,000	

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(Minn. Stat. § 298.28, subd. 7a)

Taconite School Bond Payments. Over the 40 years prior to the creation of the Iron Range schools and community development account, the legislature occasionally authorized in session law the use of taconite production tax revenue for the full or partial repayment of locally issued school building bonds. In most of these cases, the legislation named the school districts, specified the approved bonding authority, and set the share of the bond repayment coming from the taconite production tax.

These school bond payments have been satisfied for all the recipient school districts. The Lake Superior School District received a final payment from taconite proceeds of \$177,339 in 2023 for its last bond payment under this program.

On four occasions (including in 2024), the legislature authorized the IRRR to issue revenue bonds backed by a portion of the production tax for school projects. The legislature has also authorized repayment of existing bonded indebtedness to certain taconite-area school districts.

Table 76: School District Taconite Assistance through Bonding Provided by Enacted Laws

Year of Legislation	Amount Authorized	Type of Assistance Supported by Production Tax	Citation
2024	\$39,000,000	IRRR revenue bonds for 2025, \$7.38 million for 4 school district projects	Chapter 107, article 69, section 16
2024	\$42,000,000	IRRR revenue bonds for 2024 \$2 million for 4 school district projects	Chapter 107, article 69, section 15
2023	\$42,000,000	IRRR revenue bonds	Chapter 64, article 6, section 13
2013	38,000,000	IRRRB revenue bonds	Chapter 143, article 11, section 11
2008	15,250,000	Reduction to existing bonds	Chapter 154, article 8, section 18
2005	15,000,000	IRRRB revenue bonds	Chapter 152, article 1, section 39
2000	12,750,000	Locally issued bonds	Chapter 490, article 5, sections 24 to 26
1998	5,300,000	Locally issued bonds	Chapter 398, article 4, sections 17 and 18
1996	31,940,000	Locally issued bonds	Chapter 412, article 5, sections 20 to 24
1992	11,379,500	Locally issued bonds	Chapter 499, article 5, section 29
1990	12,500,000	Locally issued bonds	Chapter 604, article 8, section 13
1989	1,000,000	Locally issued bonds	Chapter 329, article 5, section 20
1988	9,000,000	Locally issued bonds	Chapter 718, article 2, sections 62 and 63
1982	6,000,000	Reduction to existing bonds	Chapter 523, article 30, section 4
1982	6,330,000	Locally issued bonds	Chapter 523, article 30, section 3

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Tax Relief Aids and Aids in Lieu of Taxes

Property taxes have traditionally provided the revenue necessary to operate local governments and provide services at the local (city, town, county, or school district) level. Prior to taxes payable in 2002, nearly all tax proceeds remained at the local level. The reforms instituted by the 2001 Legislature created a statewide property tax paid by commercial/industrial and cabin property owners. In addition to direct state aids for specific programs, the state also provides general property tax relief for certain classes of property through property tax aids, credits, refunds (like the property tax refund), and reimbursements.⁸ State aid payments are primarily from revenue raised by income and sales and use taxes and are used to reduce the property taxes that would otherwise be necessary to fund the specified levels of local services.

For school districts, a number of state aids are paid either to provide tax relief or to compensate for the presence in the district of particular types of property—property that is not taxable or that is taxed in some way by the state. The amounts of these tax relief aids and aids in lieu of taxes are deducted from local levies so that districts receiving these aids do not have excessive funds available beyond the amount provided by the general education aid formula.

The property tax aids and credits to school districts were significantly altered for fiscal year 2003 due to the state taking over the general education revenue program. Two large credits that were applied to school district levies, the education homestead credit and the education agricultural credit, have been eliminated and replaced with two smaller credits called the homestead market value credit and the agricultural market value credit, and beginning for taxes payable in 2012, the homestead market value exemption replaces the homestead market value credit.

School Building Bond Agricultural Credit

For information about the school building bond agricultural credit, see page 50.

Agricultural Market Value Credit

The agricultural market value credit is a property tax credit first effective for taxes payable in 2002. Each property classified as an agricultural homestead will receive the credit. The credit is computed as a percentage of the property's market value; it excludes the market value of the house, garage, and surrounding one acre of land. The formula is a sliding scale that reduces credit as a property's market value is higher. The formula for determining each property's credit is 0.3 percent of the property's market value, to a maximum of \$345. The maximum credit of \$345 is reached at a market value of \$115,000. As the market value increases above

⁸ A property tax aid is a state payment to a local unit of government to help pay for services. A property tax credit is defined as a reduction in a taxpayer's property tax payment, and the taxing jurisdiction receives payment from the state to make up for the tax reduction. A property tax reimbursement is a payment in lieu of taxes from the state to the local unit of government for a piece of property that would not normally generate property tax revenue.

\$115,000, the credit is reduced by .05 percent of the amount between \$115,000 and \$345,000 of value; until for properties in excess of \$345,000, the credit's maximum is \$230.

The credit is subtracted from each property's net tax capacity tax (which is determined by multiplying the property's net tax capacity by the local tax rate of each jurisdiction with taxing authority over the property). The credit subtraction is distributed across taxing jurisdictions in proportion to each jurisdiction's share of the net tax capacity tax. The state makes a payment to each taxing jurisdiction in the state to compensate for the reduction in each taxpayer's tax resulting from the credit in the calendar year in which the taxes are paid.

(Minn. Stat. § 273.1384, subd. 2)

Disparity Reduction Aid

Disparity reduction aid was designed to provide property tax relief to taxing areas that have relatively high tax rates. Disparity aid is calculated on the basis of unique taxing areas (UTAs) based on taxes payable in 1988 property tax characteristics. Disparity reduction aid serves to reduce the total tax rate of UTAs that have relatively high tax rates.

Disparity reduction aid is equal to the previous year's disparity reduction aid multiplied by the ratio of:

- 1) the area's tax capacity using class rates for taxes payable in the year for which aid is being computed, to
- 2) its tax capacity using the class rates for taxes payable in the prior year, both based upon market values for taxes payable in the prior year.

Disparity reduction aid is calculated on the basis of unique taxing areas. The amount of disparity reduction aid allocated to each local unit of government is in proportion to that unit of government's gross taxes payable to total gross taxes payable.

(Minn. Stat. § 273.1398, subd. 3)

Taconite Homestead Credit

Homeowners in a taconite property tax relief area have their property taxes reduced by the taconite homestead credit. The taconite homestead credit is subtracted from each homestead taxpayer's gross property tax. For taxes payable in 2002 and later, the definition of "taconite tax relief area" was amended to exclude a school district whose boundaries are more than 20 miles from a taconite mine or plant. This definition excludes the Aitkin, Crosby-Ironton, and Grand Rapids school districts from receiving taconite property tax relief under this program. However, taxpayers in these districts continue to receive the same amount of relief through a state-funded program called the "supplemental homestead credit."

For homestead property located in a city or town that has a taconite facility, taconite power plant, or on which more than 40 percent of its valuation in 1941 was iron ore, the taconite homestead credit is 66 percent of the tax on the property, up to a maximum credit of \$315.10.

For homestead property located outside such a city or town, but located within a school district that contains a taconite city or town, the taconite homestead credit is 57 percent of the tax on the property, up to a maximum credit of \$289.80.

For taxes payable in 2023, the taconite homestead and supplemental credit reduced school district property taxes by \$2,287,000.

(Minn. Stat. §§ 273.134; 273.135)

Other Property Tax Aids, Credits, and Reimbursements

There are a variety of other property tax credits and reimbursements that are authorized by statute. These property tax aids and credits include county conservation credit, disaster reduction credit, disparity reduction credit, powerline credit, and agricultural preserves.

**Table 77: Property Tax Credits Reducing School District Levies
for Taxes Payable in 2023 (Fiscal Year 2024)**

Tax Credits Affecting School Levies	State Aid and Credit Amount
School Building Bonding Ag Credit	\$87,596,000
Disparity Reduction Aid	7,875,000
Agricultural Homestead Market Value Credit	7,305,000
Disparity Reduction Credit	2,730,000
Taconite Homestead Credit	2,287,000
Local Option Disaster Credit	32,000
Agricultural Preserves/County Conservation Credit	109,000
Homestead Disaster Credit	33,000
Local Option Disaster Abatement	0
Disaster Credit	0
Prior Year Adjustments	108,000
School Share; Total All State Credits	\$108,075,000

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(Minn. Stat. §§ 473H.10, 273.119 – Ag Preserves; 273.123 – Homestead Disaster; 273.124 – Local Option Disaster Credit; 273.1398 – Disparity Reduction Credit; 273.1384 – Agricultural Market Value Homestead Credit; 273.1398 – Disparity Reduction Aid; 273.1387 – School Building Bonding Agricultural Credit; 273.1233 – Local Optional Disaster Abatement)

Teacher Retirement

Teachers, administrators, nurses, librarians, social workers, counselors, and other professional personnel employed in Minnesota's public schools, including charter schools, are provided retirement benefits through two teacher retirement fund associations. The larger of the funds is the statewide Teachers Retirement Association (TRA). The smaller fund is a separate retirement fund association for teachers employed by the St. Paul school district.

Prior to fiscal year 1987, the state paid all employer obligations to the teacher retirement funds and Social Security. For fiscal years 1987 and 1988, a new state aid formula for teacher retirement was instituted that required school districts to make employer contributions for amounts in excess of the state aid payments. Since fiscal year 1989, school districts have been required to make all employer contributions for teacher retirement and Social Security directly from their undesignated general fund revenue. Additionally, special state aid is paid from the state to the statewide retirement fund for teachers employed by Minneapolis and Duluth and to the St. Paul retirement fund, to reduce the unfunded liability accrued by those funds.⁹

Minneapolis Teacher Retirement Fund

The 2006 Legislature abolished the Minneapolis teacher retirement fund and transferred its employees, retirees, assets, and liabilities to the statewide teacher retirement fund effective July 1, 2006. The Minneapolis school district continues to pay a higher employer contribution rate into the fund, but its teacher employees are now covered and will receive their retiree benefits from the statewide teacher retirement fund.

Duluth Teacher Retirement Fund

The 2014 Legislature consolidated the Duluth teacher retirement fund into the statewide teacher retirement fund effective July 1, 2015.

Employer Contributions

Prior to the 1987 changes, the employer's share of retirement contributions on behalf of all TRA members had been paid by the state since the establishment of the fund in 1915. Employer contributions for teachers employed in first-class cities had been solely the state's responsibility since 1975, although state aid for first-class city teacher retirement costs began in 1968. The state had also paid employer contributions to Social Security for all members of coordinated retirement plans (a coordinated plan is a plan that also provides Social Security benefits upon retirement). Coordinated plans include Social Security coverage; employer contributions to Social Security are required. Basic plans do not include Social Security coverage and, therefore, require higher employer contribution rates to the retirement fund. Since 1959, all new

⁹ Additional information on Minnesota's teacher retirement plans can be found on the websites of the Minnesota Teacher Retirement Association (TRA) at <https://MinnesotaTRA.org> and the St. Paul Teacher Retirement Fund Association (SPTRFA) at <https://sptrfa.org/>.

members of the statewide TRA have been required to be covered under the coordinated plan. Minneapolis and St. Paul offered coordinated plans beginning July 1, 1978, and teachers first hired after that date are in the coordinated plans. The St. Paul School District no longer has any active employees in its basic plan. Minneapolis has one part-time basic active employee.

Employer contributions to the retirement funds are calculated as a percentage of each employee's total qualifying payroll. These rates are recommended by the Legislative Commission on Pensions and Retirement and are set in statute. The following tables show the number of active members for whom employer contributions are made, the fund assets and liabilities, and the employer and employee contribution rates.

(Minn. Stat. §§ 354.42; 354.43; 354.435; 354.436; 355.01-355.08 (Statewide TRA); 354A.12 (St. Paul; Cities of the First Class))

Table 78: Membership Counts, Fund Assets, and Liabilities by Retirement Plan

Fund	July 1, 2023 Active Membership	July 1, 2023 Actuarial Assets	July 1, 2023 Liabilities	Ongoing Annual Special State Aid Payments
Statewide TRA active members*	84,893	\$26,904,000,000	\$35,008,000,000	\$15,454,000*** 14,377,000****
St. Paul TRFA active members**	3,456	\$1,234,000,000	\$1,892,000,000	\$14,827,000
<p>Note: As of June 30, 2006, the Minneapolis teacher retirement fund was combined into the statewide TRA fund. As of July 1, 2015, the Duluth teacher retirement fund was consolidated into the statewide TRA fund.</p> <p>*The "basic" active members in the statewide TRA plan are Minneapolis teachers formerly covered by the Minneapolis TRFA plan. As of July 1, 2023, one part-time basic active member remained employed by the Minneapolis schools.</p> <p>**As of July 1, 2019, there are no active basic members in St. Paul TRFA.</p> <p>***This amount includes \$2,500,000 in matching aid for contributions by the city and school district and \$12,954,000 on behalf of the former Minneapolis Teacher Retirement Fund Association.</p> <p>****This annual aid payment is on behalf of the former Duluth Teacher Retirement Fund Association.</p> <p>Source: Legislative Commission on Pensions and Retirement, valuation reports</p>				

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**Table 79: Employee and Employer Coordinated Plan Contribution Rates
(Fiscal Years)**

TRA Fund or District	Fiscal Year Contribution Rates																
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027 & later
Statewide TRA																	
School District (Employers other than Mpls or Duluth)	5.5	6.0	6.5	7.0	7.5	7.5	7.5	7.5	7.71	7.92	8.13	8.34	8.55	8.75	8.75	9.5	9.5
Minneapolis School District Employer*	9.14	9.64	10.14	10.64	11.14	11.14	11.14	11.14	11.35	11.56	11.77	11.98	12.19	12.39	12.39	13.14	13.14
Duluth School District Employer**	5.79	6.29	6.79	7.29	7.5	7.5	7.5	7.5	7.71	7.92	8.13	8.34	8.55	8.75	8.75	9.5	9.5
Employees	5.5	6.0	6.5	7.0	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.75	7.75	8.0	8.0
St. Paul TRFA																	
Employer	8.34	8.59	8.84	9.09	9.34	9.84	10.09	10.34	11.175	12.01	12.22	12.43	12.64	12.84	12.84	13.59	13.59
Employee	5.5	5.75	6.0	6.25	6.5	7.0	7.5	7.5	7.5	7.5	7.5	7.5	7.5	7.75	7.50	8.75	9.0
*Beginning June 30, 2006, Minneapolis teachers are members of the statewide Teacher Retirement Association (TRA) and pay the same employee contribution rates as all other teachers in TRA. **Beginning July 1, 2015, Duluth teachers are members of the statewide TRA and pay the same employee contribution rates as all other teachers in TRA.																	

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Social Security and Medicare

The employer's (school district's) Social Security contribution is determined by Congress. The maximum salary base subject to the Medicare rate is greater than the maximum salary base subject to the Social Security contribution rate. Congress both establishes the rates of taxation and specifies the maximum amount of an employee's salary that is subject to the taxes. The following contribution rates apply to all employers. The school districts' Social Security contributions are made on behalf of employees in coordinated plans.

Employees pay a matching amount for Social Security and Medicare, and employees with higher incomes (over \$200,000 for single filers and over \$250,000 for married filers) pay an additional Medicare tax of 0.9 percent (as a part of the Affordable Care Act) on the amount of income in excess of the limit.

Table 80: Social Security and Medicare Employer Contribution Rates

Calendar Year	Social Security Contribution Rate	Medicare Contribution Rate	Social Security Maximum Salary	Medicare Maximum Salary
2025	6.2%	1.45%	\$176,100	Unlimited
2024	6.2	1.45	167,700	Unlimited
2023	6.2	1.45	160,200	Unlimited
2022	6.2	1.45	147,000	Unlimited
2021	6.2	1.45	142,800	Unlimited
2020	6.2	1.45	137,700	Unlimited

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Postemployment Benefits

Many Minnesota school districts have offered a number of postemployment benefits to their employees. These benefits are in addition to the employee pension benefits provided by the teacher retirement systems for licensed staff (teachers and other licensed staff) and the Public Employee Retirement Association (PERA) for nonlicensed staff. The largest share of these benefits consists of promises to pay certain health costs of retired employees. OPEB is an acronym that stands for Other Postemployment Benefits, which are benefits that give rise to a liability under the Governmental Accounting Standards Board (GASB), and in Minnesota, generally refers to retiree health benefits.

Other Postemployment Benefits (OPEB)

The 2008 Legislature passed a law that authorized municipalities, including school districts, to determine their outstanding OPEB liability and then issue bonds, without voter approval, to fund a trust up to the amount of the OPEB liability. School districts may then levy to repay these bonds as a part of the annual levy needed to make bond payments (nearly all other school district bonds are for capital purposes). Since school districts are limited in their levy authority, without this law, school districts could neither sell the bonds without voter approval nor make an annual levy to pay for the OPEB costs. Specifically, the 2008 law:

- created the authority for municipalities to determine their OPEB liability and establish either an irrevocable or a revocable trust to pay the postemployment benefits (see Minn. Stat. § 471.6175);
- authorized municipalities to bond for actuarial liabilities to pay postemployment benefits to employees after their termination of service (Minn. Stat. § 475.52, subd. 6); and
- exempted the OPEB bond sales from voter approval (Minn. Stat. § 475.58, subd. 1).

The 2009 Legislature narrowed municipalities' OPEB authority. The 2009 changes kept the ability for municipalities to create trusts, but eliminated the ability to sell bonds for this purpose for municipalities other than school districts. For school districts, beginning October 1, 2009, bonding for OPEB liabilities may occur only after the school district has received voter approval.

(Minn. Stat. §§ 471.6175; 475.51, subd. 4; 475.52, subds. 1 and 6; 475.58, subd. 1)

Retired Employee Health Benefits Levy

Another part of the 2009 legislative changes was to expand the retired employee health benefits levy. Prior to the 2008 legislative session, a school district could levy for up to \$600,000 per year for the retired employee health insurance costs required by a collective bargaining agreement in place prior to March 30, 1992. This was for those employees who had retired prior to July 1, 1992.

The 2008 Legislature kept the \$600,000 district cap, but allowed a district to include in its levy the costs for those employees who had retired between July 1, 1992, and July 1, 1998, so long as the provisions in their collective bargaining agreements that had given rise to the employee obligation had been sunset.

The 2009 Legislature expanded the retired employee health benefits levy as a part of the package of changes to the OPEB statutes. The 2009 changes allow a school district, upon school board approval, to levy for OPEB costs that are actually incurred in the previous year as long as the district's contract has sunset certain provisions that gave rise to OPEB obligations.

(Minn. Stat. § 126C.41, subd. 2)

Added retirement. The Minneapolis and St. Paul school districts must levy for a portion of certain costs associated with higher required employer contribution rates to their respective teacher retirement funds and for additional required contributions to the funds for nonteaching employees.

(Minn. Stat. § 126C.41, subd. 3)

Severance pay obligations, St. Paul. The St. Paul school district may levy up to 0.34 percent of ANTC for payment of certain severance pay obligations.

(Minn. Stat. § 126C.41, subd. 5)

Table 81: Postemployment Benefit Levies

Payable Year	OPEB Bonded Debt Levy	OPEB Annual Levy	Retired Employee Health Benefits Levy	Added Retirement Levy	St. Paul Severance Levy
2024	\$35,460,000	\$41,254,000	\$1,231,000	\$28,094,000	\$1,603,000
2023	46,531,000	39,354,000	1,388,000	28,644,000	1,445,000
2022	41,612,000	45,553,000	1,251,000	26,812,000	1,110,000
2021	43,522,000	44,041,000	1,235,000	26,046,000	1,110,000
2020	57,377,000	43,207,000	1,411,000	24,222,000	1,110,000
2019	68,795,000	40,147,000	1,515,000	25,761,000	1,110,000

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School District Accounting

Two aspects of school district accounting are of major significance to the legislature: the accounting system that school districts are required to use, because it provides an important view of school districts' financial status; and the accounting methods that the legislature uses to pay or meter revenue to school districts, because it provides a way to carefully manage the state's payment of funds to the local school districts.

School District Accounting System

Uniform Financial Accounting and Reporting Standards. The legislature requires school districts to adopt and use a uniform system of records and accounting for public schools. The adopted system, a modified accrual accounting system, is known as Uniform Financial Accounting and Reporting Standards (UFARS). UFARS is important because it provides a uniform basis for comparing and evaluating school district revenue and expenditures. Under UFARS, every district must maintain at least the following funds.

Table 82: School Funds

Fund Number	Operating Funds	Common Purposes
01	General	Money used to pay general operating costs, such as teacher salaries, administrative costs, and to purchase textbooks and equipment
02	Food Service	Money for nutrition programs—primarily school lunch and breakfast
04	Community Service	Money for community education programs
Fund Number	Nonoperating Funds	Common Purposes
06	Building Construction	Proceeds of bond sales used to pay contractors for building projects
07	Debt Redemption	Money necessary to repay bond holders
47	Postemployment Benefits Debt Service Fund	Money from levy proceeds to repay OPEB bonds
Fund Number	Fiduciary Funds	Common Purposes
08	Trust	Money held in trust for others
18	Custodial	Fiduciary activities not reported elsewhere for the benefit of others
45	Postemployment Benefits Irrevocable Trust Fund	Money held in an irrevocable trust for postemployment benefits

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(Minn. Stat. §§ 123B.75-123B.83)

The UFARS statute (Minn. Stat. § 123B.79) generally prohibits a district from permanently transferring money from an operating fund to a nonoperating fund, although a procedure is set forth in statute for the Commissioner of Education to approve transfers in exceptional circumstances. Also, the creation by the 1995 Legislature of operating capital revenue accounts in the general fund means that districts can spend any undesignated or unreserved general fund money for capital equipment and facilities purposes. Additionally, almost every year the legislature approves specific fund transfers for individual school districts.

In contrast to the usual limitations on fund transfers, the 1991 Legislature authorized two types of fund transfers:

- **Reorganization Fund Transfers:** A school district that has reorganized may make permanent transfers between any of the funds in the newly created or enlarged district, with the exception of the debt redemption fund. These fund transfers may be made only during the fiscal year following the effective date of the district's reorganization.
- **Nonoperating Fund Transfer:** On June 30, 1992, a school district could transfer money from its capital expenditure fund and from its debt redemption fund (to the extent the funds are not needed to make debt service payments) to the transportation fund, capital fund, or debt redemption fund.

The UFARS statute also prescribes the fiscal years when revenues and expenditures are to be recognized on district books. The legislature uses these recognition provisions to distribute state aid payments to school districts and to balance the state budget. The revenue recognition procedures established by the legislature determine a district's operating debt and expenditure limitations.

Statutory Operating Debt. Operating debt is defined as the net negative unappropriated fund balance on June 30 of any year in all of the school district's operating funds. Districts for which the operating debt is greater than 2.5 percent of the expenditures in operating funds in the most recent fiscal year are considered to be in statutory operating debt. At the close of fiscal year 2023, eight school districts and five operating charter schools were in statutory operating debt. Three other charter schools in statutory operating debt as of June 30, 2023, closed during that fiscal year.

Statutory Operating Debt Levies. A series of levies were approved in 1977, 1983, 1985, and 1992 that allowed districts to pay off past statutory operating debt amounts. The authority under each of these levies has now expired.

Expenditure Limitations. A school district in statutory operating debt must limit its expenditures in each subsequent fiscal year such that its statutory operating debt is not increasing. A district in statutory operating debt must submit a special operating plan to reduce its deficit expenditures to the Commissioner of Education for approval. If the plan is disapproved, the district receives no state aid until a plan is approved.

(Minn. Stat. § 123B.83)

Temporary Waiver of Fund Transfer Limits. For fiscal years 2012 through 2017, a school district could transfer money from any account or fund (except the community service and food service fund) to any other account or fund as long as that transfer did not affect the school district's state aid or local levy.

For fiscal years 2020 and 2021, a school district could transfer moneys from any operating account or fund to another to adjust the district's budget in response to COVID-19.

State Accounting Measures

Aid Payment Percentage. The state aid share of school district revenue that is promised to the school district through Minnesota's school finance formulas is called the "aid entitlement." The amount paid to school districts by the state during each fiscal year is called the "appropriation." Since school districts use the accrual method of accounting, the full amount of the aid entitlement owed to the district for a fiscal year is booked as revenue for that year, regardless of when the state aid is actually received. On the other hand, for budgetary purposes, the state uses a cash-based system of accounting, not an accrual system of accounting. As a result, the "cost" to the state is only the actual appropriation for a particular school year, not the aid entitlement.

Minnesota statutorily sets the portion of state aid that is paid to a school district for a specific fiscal year. This percentage is sometimes called the "aid payment percentage." In a year in which the aid payment percentage is lowered, the state "saves" money through an accounting shift because the appropriation is smaller than the aid entitlement. For this reason, the shift tends to be used in years when desired state revenues are below desired program funding levels. For fiscal year 2014 and later, the current year aid payment percentage is set equal to 90 percent. The remaining portion, often referred to as the "cleanup payment," is paid during the subsequent fiscal year. This means that the state paid school districts 90 percent of their current year aid entitlement and 10 percent of the previous year's aid entitlement in that year.

Table 83: Aid Payment Percentage

Fiscal Year of Entitlement	Current Year Aid Payment Percentage	Previous Year Aid Payment Percentage	Appropriation Cost to State
2015 – 2025	90.0%	10.0%	100.0%
2014	90.0	13.6	103.6
2013	86.4	35.7	122.1
2012*	64.3	30.0	94.3
2011	70.0	27.0	97.0
2010	73.0	10.0	83.0
2009 – 2007	90.0	10.0	100.0

Fiscal Year of Entitlement	Current Year Aid Payment Percentage	Previous Year Aid Payment Percentage	Appropriation Cost to State
2006	90.0	15.7	105.7
2005	84.3	20.0	104.3
2004	80.0	17.0	97.0
2003	83.0	10.0	93.0
2002 – 1999	90.0	10.0	100.0
1998	90.0	15.0	105.0
1983 – 1997	85.0	15.0	100.0
*Note: During the 2011 special session, the legislature and the governor agreed to set the aid payment percentage at 60, but the allocation of the February 2012 budget surplus restored \$314 million to increase the aid payment percentage to 64.3.			

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The following example shows how the aid payment percentage shift defers a portion of any state aid entitlement increase into the next fiscal year.

Table 84: Example of Appropriation Payments

(Figures are hypothetical for illustrative purposes only and expressed as \$ in millions)

Appropriation	State Fiscal Year									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
(a) Aid entitlement	\$4,000	\$4,200	\$4,500	\$4,800	\$5,000	\$5,200	\$5,500	\$6,000	\$6,500	\$7,000
(b) Percent share owed for previous fiscal year	30%	35.7%	13.6%	10%	10%	10%	10%	10%	10%	10%
(c) Share still owed for previous fiscal year	\$1,140	\$1,499	\$571	\$480	\$480	\$500	\$520	\$550	\$600	\$650
(d) Percent share owed for current fiscal year	64.3%	86.4%	90%	90%	90%	90%	90%	90%	90%	90%
(e) Share of entitlement paid during the current fiscal year	\$2,572	\$3,629	\$4,050	\$4,320	\$4,500	\$4,680	\$4,950	\$5,400	\$5,850	\$6,300

Appropriation	State Fiscal Year									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Appropriation for the current fiscal year (c) + (e)	\$3,712	\$5,128	\$4,621	\$4,800	\$4,980	\$5,180	\$5,470	\$5,950	\$6,450	\$6,950

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Property Tax Shift and Levy Recognition. The property tax early recognition shift alters the way school property taxes are recognized for state accounting purposes. Because the state uses a cash system of accounting when paying school districts, and school districts use an accrual system of accounting when receiving state aids, a change in the recognition of the property taxes that are paid to school districts by the county treasurer in June of each year allows the state to delay a certain portion of state aid payments to school districts until after July 1. This procedure allows the state to balance its books in a current fiscal year by postponing an aid payment to a school district until the following fiscal year (through fiscal year 2009).

The property tax shift was first enacted in 1982. The property tax recognition shift percentage was increased and decreased a number of times until 1998, when it was eliminated. The 2003 Legislature reinstated the property tax recognition shift for fiscal years 2004 and 2005 and beginning in fiscal year 2006, the property tax recognition shift was again eliminated through fiscal year 2009. The 2010 Legislature statutorily implemented the property tax recognition shift beginning in fiscal year 2010.

Prior to the creation of the property tax recognition shift, the full amount of the first-half property tax payment, received by school districts in late May and early June, was revenue attributable to the following fiscal year (which begins July 1). As a result of the shift, the state delays paying a portion of the aid payments to school districts, and instead, requires the school districts to “borrow” or recognize early, the statutorily specified portion of the June property tax payment instead of receiving the state aid payments. The shift is a onetime savings to the state, unless the shift percentage is increased or the total amount of net school levy increases. The net effect for most school districts is that the state aid payments promised for the late spring (primarily April, May, and June) are delayed until the following fiscal year, and the district instead relies on the May and June property tax payments from the county to meet its financial obligations during the late spring. Because of the property tax recognition shift, many school districts engage in short-term borrowing in order to meet their cash flow needs during the late spring. Since the shift was instituted in fiscal year 1983, the shift percentage has fluctuated greatly.

The property tax recognition shift percentage was set at 48.6 percent for fiscal years 2004 and 2005 and was eliminated for fiscal years 2006 through 2010. For fiscal year 2011 and later, the governor proposed an unallotment of state aid designed to mimic the property tax recognition shift at 49.1 percent. This action never took effect because the 2010 Legislature statutorily

implemented the property tax recognition shift at 48.6 percent. Sufficient state funds existed in the fund balance following the 2013 legislative session such that the property tax recognition shift was eliminated for fiscal year 2014 and later.

Table 85 shows the amount of the shift percentage for each of the years since its inception and the relationship among the years for the assessment valuation and the certification, collection, and use of levies.

Table 85: Relationship Among the Years

Assessment Year	December When Levy is Certified	Calendar Year When Levy is Collected	Fiscal Year		School Year When Levy is Used (Percent Shifted is in bold)
1980	1981	1982	FY 1983	=	1982-83 school year
1981	1982	1983	FY 1983 FY 1984	= =	1982-83 school year: 32% of levy 1983-84 school year: 68% of levy
1982	1983	1984	FY 1984 FY 1985	= =	1983-84 school year: 32% of levy 1984-85 school year: 68% of levy
1983	1984	1985	FY 1985 FY 1986	= =	1984-85 school year: 24% of levy 1985-86 school year: 76% of levy
1984	1985	1986	FY 1986 FY 1987	= =	1985-86 school year: 24% of levy 1986-87 school year: 76% of levy
1985	1986	1987	FY 1987 FY 1988	= =	1986-87 school year: 24% of levy 1987-88 school year: 76% of levy
1986	1987	1988	FY 1988 FY 1989	= =	1987-88 school year: 27% of levy 1988-89 school year: 73% of levy
1987	1988	1989	FY 1989 FY 1990	= =	1988-89 school year: 27% of levy 1989-90 school year: 73% of levy
1988	1989	1990	FY 1990 FY 1991	= =	1989-90 school year: 31% of levy 1990-91 school year: 69% of levy
1989	1990	1991	FY 1991 FY 1992	= =	1990-91 school year: 31% of levy 1991-92 school year: 69% of levy
1990	1991	1992	FY 1992 FY 1993	= =	1991-92 school year: 37% of levy 1992-93 school year: 63% of levy
1991	1992	1993	FY 1993 FY 1994	= =	1992-93 school year: 50% of levy 1993-94 school year: 50% of levy
1992	1993	1994	FY 1994 FY 1995	= =	1993-94 school year: 37.4% of levy 1994-95 school year: 63.6% of levy
1993	1994	1995	FY 1995 FY 1996	= =	1994-95 school year: 37.4% of levy 1995-96 school year: 81% of levy
1994	1995	1996	FY 1996 FY 1997	= =	1995-96 school year: 19% of levy 1996-97 school year: 93% of levy

Assessment Year	December When Levy is Certified	Calendar Year When Levy is Collected	Fiscal Year		School Year When Levy is Used (Percent Shifted is in bold)
1995	1996	1997	FY 1997 FY 1998	= =	1996-97 school year: 7% of levy 1997-98 school year: 93% of levy
1996	1997	1998	FY 1998 FY 1999	= =	1997-98 school year: 7% of levy 1998-99 school year: 100% of levy
1997	1998	1999	FY 1999 FY 2000	= =	1998-99 school year: 0% of levy 1999-00 school year: 100% of levy
1998	1999	2000	FY 2000 FY 2001	= =	1999-00 school year: 0% of levy 2000-01 school year: 100% of levy
1999	2000	2001	FY 2001 FY 2002	= =	2000-01 school year: 0% of levy 2001-02 school year: 100% of levy
2000	2001	2002	FY 2002 FY 2003	= =	2001-02 school year: 0% of levy 2002-03 school year: 100% of levy
2001	2002	2003	FY 2003 FY 2004	= =	2002-03 school year: 0% of levy 2003-04 school year: 100% of levy
2002	2003	2004	FY 2004 FY 2005	= =	2003-04 school year: 47% of levy 2004-05 school year: 53% of levy
2003	2004	2005	FY 2005 FY 2006	= =	2004-05 school year: 48.6% of levy 2005-06 school year: 51.4% of levy
2004	2005	2006	FY 2006 FY 2007	= =	2005-06 school year: 0% of levy 2006-07 school year: 100% of levy
2005	2006	2007	FY 2007 FY 2008	= =	2006-07 school year: 0% of levy 2007-08 school year: 100% of levy
2006	2007	2008	FY 2008 FY 2009	= =	2007-08 school year: 0% of levy 2008-09 school year: 100% of levy
2007	2008	2009	FY 2009 FY 2010	= =	2008-09 school year: 0% of levy 2009-10 school year: 100% of levy
2008	2009	2010	FY2010 FY2011	= =	2009-10 school year: 48.6% of levy 2010-11 school year: 51.4% of levy
2009	2010	2011	FY2011 FY2012	= =	2010-11 school year: 48.6% of levy 2011-12 school year: 51.4% of levy
2010	2011	2012	FY2012 FY2013	= =	2011-12 school year: 48.6% of levy 2012-13 school year: 51.4% of levy
2011	2012	2013	FY2013 FY2014	= =	2012-13 school year: 48.6% of levy 2013-14 school year: 51.4% of levy
2012	2013	2014	FY2014 FY2015	= =	2013-14 school year: 0% of levy 2014-15 school year: 100% of levy
2013 and later	2014 and later	2015 and later	First year Second year	= =	First year: 0% of levy Second year: 100% of levy

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Metered Payments. State aid payments are metered to school districts on the basis of a statutory schedule. School districts receive bimonthly state aid payments from the Department of Education. The metering schedule is an accounting tool designed to help the state avoid short-term borrowing by providing school districts' state aid payments on a schedule that is supposed to reflect the average school district's cash flow needs. The same cumulative percentage is used for each district regardless of that district's particular cash flow needs. Each school district is guaranteed the cumulative percentage of its revenue.

(Minn. Stat. § 127A.45)

School districts receive state aid payments and property tax payments as shown in the following table (school district fiscal years are the same as state fiscal years and run from July 1 to June 30).

Table 86: Metered Payments

Payment Date	Cumulative Aid Percentage	Comments
July 15	5.5%	—
July 30	8.0	—
August 15	17.5	—
August 30	20.0	—
September 15	22.5	—
September 30	25.0	—
October 15	27.0	—
October 30	30.0	District receives second half of property tax receipts from county treasurer in October and early November with a small cleanup payment in December
November 15	32.5	—
November 30	36.5	—
December 15	42.0	—
December 30	45.0	—
January 15	50.0	—
January 30	54.0	—
February 15	58.0	—
February 28	63.0	—
March 15	68.0	—
March 30	74.0	—
April 15	78.0	—
April 30	85.0	—

Payment Date	Cumulative Aid Percentage	Comments
May 15	90.0	—
May 30	95.0	Districts receive first half of property tax receipts in late May and early June with a small cleanup payment in July
June 20	100.0%	—

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Metered payments distribute 90 percent of the aid entitlement to the school districts during the current fiscal year. In the following fiscal year, the remaining 10 percent is paid to school districts. These payments are often referred to as the “cleanup” payments.

There are four cleanup payments for a school district:

- August 15: for the final adjustment for state paid property tax credits
- August 30: 30 percent of the remaining aid payments for the previous fiscal year
- September 30: 40 percent of the remaining aid payments for the previous fiscal year
- October 30: 30 percent of the remaining aid payments for the previous fiscal year

Charter School Metered Payments. In an effort to speed up cash flow to charter schools, the legislature has modified the aid payment and metering schedule for charter schools in three ways:

- 1) In any year where the aid payment percentage is less than 90, the full amount of the current year payment to charter schools must be paid in the July through February payments (this gives charter schools the current year payments earlier, but means charter schools won’t receive any state aid payments during March, April, May, and June).
- 2) In any year where the aid payment percentage is less than 90, the cleanup payment for charter schools is also accelerated. Seventy-five percent of the cleanup payment is made on July 15, and the remainder (25 percent) is paid on October 30.
- 3) A charter school where at least 90 percent of the students are eligible for special education services has its special education payments made on a 90/10 basis regardless of the general statutory aid payment percentage.

Appendix

The appendix includes historical funding information about certain school finance programs where funding levels may not be easily found elsewhere. It includes information on the general education program, capital projects, integration programs, and school safety funding.

General Education Program

The uniform general education levy was a major part of the funding for general education revenue from 1989 to 2000. Table 87 shows the general education levy, tax rate, equalizing factor, and dollars raised statewide by the levy.

Table 87: General Education Levy

Year Certified	Year Levy Paid	Fiscal year	Adjusted Net Tax Capacity Rate	Dollars Raised Statewide	Equalizing Factor
2017 and later	2018	2019	0.00%	\$0	—
2016	2017	2018	0.16	10,000,000	—
2015	2016	2017	0.30	20,000,000	—
2014	2015	2016	0.33	20,000,000	—
2013*	2014	2015	0.35	20,000,000	—
2000**	2001	2002	32.38	1,330,000,000	\$12,242
1999	2000	2001	35.78	1,330,000,000	10,970
1998	1999	2000	36.58	1,285,500,000	9,650
1997	1998	1999	36.9	1,292,000,000	9,704
1996	1997	1998	37.4	1,359,000,000	9,372
1995	1996	1997	40.8	1,359,000,000	8,591
1994	1995	1996	34.2	1,055,000,000	9,211
1993	1994	1995	34.9	1,044,000,000	9,025
1992	1993	1994	30.7	969,800,000	9,935
1991	1992	1993	27.9	916,000,000	11,051
1990	1991	1992	26.4	840,000,000	11,553
1989	1990	1991	26.3	792,000,000	11,228
1988	1989	1990	29.3***	1,100,580,000	—

*There was no general education levy for taxes payable in 2002 through taxes payable in 2013.

**The general education equalizing factor was based on the general education levy for taxes payable from 1990 to 2001. It was eliminated for subsequent years.

***Adjusted gross tax capacity

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Capital Projects

The following six tables show historical data affecting capital projects including the debt service aid and levy over time (Table 88), health and safety revenue (now subsumed into the long-term facilities maintenance revenue – LTFMR; Table 89), alternative facilities revenue (subsumed into LTFMR; Table 90), maximum effort bond sales (Table 91), cooperative facilities grants (Table 92), and building lease restrictions (Table 93).

**Table 88: Total Statewide Debt Service Amounts;
Regular and Enhanced Equalization Aid**

School Year	Debt Service Aid Entitlement	Net Debt Service Fund Levy Certified
2022-23	\$21,297,000	\$1,043,149,000
2021-22	21,939,000	1,110,113,000
2020-21	25,398,000	1,107,409,000
2019-20	20,684,000	998,302,000
2018-19	22,920,000	916,368,000
2017-18	25,092,000	840,765,000
2016-17	23,244,000	847,542,000
2015-16	20,060,000	797,305,000
2014-15	22,950,000	801,610,000
2013-14	19,778,000	810,155,000
2012-13	17,627,000	810,779,000
2011-12	14,029,000	804,305,000
2010-11	8,679,000	773,012,000
2009-10	7,884,000	763,638,000
2008-09	9,109,000	737,982,000
2007-08	14,393,000	711,525,000
2006-07	18,410,000	665,485,000
2005-06	27,206,000	627,052,000
2004-05	37,575,000	631,000,000
2003-04	34,500,000	572,000,000
2002-03	29,960,000	510,000,000
2001-02	25,987,000	489,000,000
2000-01	29,286,000	423,000,000
1999-00	32,629,000	380,000,000
1998-99	38,193,000	335,000,000

School Year	Debt Service Aid Entitlement	Net Debt Service Fund Levy Certified
1997-98	35,480,000	345,000,000
1996-97	37,320,000	339,000,000
1995-96	30,054,000	296,000,000
1994-95	27,521,000	267,000,000
1993-94	14,000,000	241,000,000
1992-93	6,000,000	217,000,000
1991-92	0	167,000,000

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Table 89: Health and Safety Revenue

Fiscal Year	State Aid Appropriation	Levy
2017	\$57,000*	—
2016	588,000	\$61,603,000
2015	651,000	57,720,000
2014	471,000	51,445,000
2013	157,000	53,731,000
2012	98,000	53,332,000
2011	135,000	58,003,000
2010	132,000	62,763,000
2009	103,000	67,759,000
2008	254,000	72,497,000
2007	352,000	73,199,000
2006	823,000	87,974,000
2005	2,099,000	89,326,000
2004	5,322,000	127,277,000
2003	5,494,000	122,776,000
2002	11,437,000	76,623,000
2001	14,920,000	75,569,000
2000	14,202,000	67,508,000
1999	14,179,000	62,242,000
1998	14,081,000	51,643,000
*Ten percent cleanup payment; future amounts in long-term facilities maintenance revenue.		

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Table 90: Alternative Facilities Revenue

Fiscal Year	State Aid	Pay-as-you-go Alternative Facilities Levy	Alternative Facilities Bonded Debt Levy	Alternate Facilities Health & Safety Levy
2017	\$0	\$0	\$0	\$0
2016	19,287,000	81,086,000	80,185,000	48,119,000
2015	19,287,000	80,816,000	77,473,000	43,214,000
2014	19,982,000	52,227,000	91,208,000	40,242,000
2013	19,287,000	50,901,000	62,117,000	36,779,000
2012	18,187,000	60,320,000	44,469,000	32,722,000
2011	18,708,000	60,957,000	45,469,000	27,016,000
2010	16,008,000	54,671,000	45,469,000	15,137,000
2009	19,287,000	51,169,000	48,187,000	15,137,000
2008	19,287,000	58,928,000	45,469,000	15,137,000
2007	19,287,000	53,636,000	42,274,000	14,976,000
2006	20,387,000	56,399,000	40,643,000	8,223,000
2005	19,287,000	44,868,000	37,080,000	4,356,000
2004	18,708,000	37,105,000	42,151,000	—
2003	17,937,000	36,853,000	35,309,000	—
2002	19,279,000	24,439,000	18,871,000	—
2001	16,303,000	22,341,000	10,874,000	—
2000	19,624,000	18,627,000	8,151,000	—
1999	17,426,000	16,978,000	0	—
1998	—	8,420,000	16,456,000	—

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Table 91: Maximum Effort Bond Sales

Year Authorized	Amount of Bonds Authorized
2018	\$14,000,000
2014	5,491,000
2006	10,700,000
2005	18,000,000
2002	12,400,000
2001	19,000,000
2000	44,030,000
1995	23,670,000

Year Authorized	Amount of Bonds Authorized
1994	2,967,000
1993	5,000,000
1991	45,065,000
1990	23,300,000
1988	22,000,000
1980	20,000,000
1969	20,000,000
1967	2,800,000
1965	10,400,000
1963	16,000,000
1961	2,500,000
1959	2,500,000
Total	\$319,823,000

House Research Department

Table 92: Cooperative Facilities Grants

High School Name	Member School Districts*	State CSF Grant Amount	Year of Grant Approval	School Year Facility Opened
ACGC High School	Atwater; Cosmos; Grove City	\$6,000,000	1994	1995-96
Grant County High School	Elbow Lake; Barrett; Hoffman; Kensington	6,000,000	1993	1995-96
Blue Earth High School	Blue Earth-Winnebago; Delavan; Elmore	5,800,000	1992	1994-95
Minnewaska High School	Glenwood; Starbuck; Villard	6,000,000	1989	1990-91
Lac Qui Parle Valley High School	Madison-Marietta-Nassau; Appleton; Milan	8,000,000	1988	1989-90
*Since receiving the CSF grant, each of these groups of districts have consolidated into a single district.				

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Table 93: Building Lease Levy Restrictions

Applicable School Years	Payable Year First Effective	Permitted Uses/Limitations
2015-16 and later	Pay 15 and later	Sets the maximum lease amount at the lesser of the lease's actual costs or \$212 per pupil unit. Allows a district that is a member of an intermediate school district to

Applicable School Years	Payable Year First Effective	Permitted Uses/Limitations
		levy an additional \$65 per pupil unit for lease costs faced by the intermediate school district.
2014-2015	Pay 14	Sets the maximum lease amount at the lesser of the lease's actual costs or \$162 per pupil unit. Allows a district that is a member of an intermediate school district to levy an additional \$46 per pupil unit for lease costs faced by the intermediate school district.
2009-10 to 2013-14	Pay 09 to Pay 13	Sets the maximum lease amount at the lesser of the lease's actual costs or \$150 per pupil unit. Allows a district that is a member of an intermediate school district to levy an additional \$43 per pupil unit for lease costs faced by the intermediate school district.
2006-07	Pay 06 to 08	Sets the maximum lease amount at the lesser of the lease's actual costs or \$100 per pupil unit. Allows a district that is a member of an intermediate school district to levy an additional \$25 per pupil unit for lease costs faced by the intermediate school district.
2004-05 to 2005-06	Pay 04 and 05	Limits the maximum per pupil lease for a school district to the lesser of 90 percent of the actual lease costs or \$90 per pupil unit. Allows a district that is a member of an intermediate school district to levy an additional \$22.50 per pupil for lease expenses.
2002-03 to 2003-04	Pay 02 and 03	Sets the maximum per pupil levy for a school district that is a member of an intermediate school district at \$125 per pupil unit.
1999-2000	Pay 99	Excludes expenditures for sports stadiums from the definition of "instructional space."
1998-99	Pay 98	For agreements finalized after July 1, 1997, no district may have a lease levy in excess of \$100 per pupil unit and no district may use the lease levy for a "newly constructed building for regular kindergarten, elementary, or secondary space."
1992-93	Pay 92	Upon approval of commissioner when economically advantageous for instructional purposes. Broadens scope to land as well as facilities.
1991-92	Pay 91	Upon approval of commissioner when economically advantageous for instructional purposes. Future lease purchase agreements are no longer eligible.
1990-91	Pay 90	Upon approval of commissioner when economically advantageous for instructional purposes.
1989-90	Pay 89	Upon approval of commissioner when economically advantageous for secondary vocational programs only.
1988-89	Pay 88	The leased facilities levy was repealed. However, a special levy allowed a district to levy the amount that would have been authorized in 1987 if the levy had not been repealed.
1987-88	Pay 87	Upon approval of commissioner when economically advantageous for instructional purposes.

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Charter Schools

Table 94: Charter School General Education, Special Education, and Building Lease Aid

Fiscal Year	General Education Aid Entitlement*	Special Education Direct Aid*	Building Lease Aid Appropriation	Start-up Aid Appropriation
2025	\$722,691,000	\$291,873,000	\$94,906,000	\$0
2024	719,108,000	255,337,000	91,328,000	0
2023	685,857,000	242,845,000	95,819,000	0
2022	641,198,000	215,173,000	89,868,000	0
2021	597,663,000	180,098,000	83,778,000	0
2020	557,776,000	178,951,000	85,332,000	0
2019	539,034,000	166,743,000	78,223,000	0
2018	494,356,000	140,396,000	74,038,000	0
2017	461,475,000	122,273,000	68,969,000	0
2016	438,130,000	100,080,000	63,718,000	0
2015	410,026,000	84,486,000	60,327,000	0
2014	346,109,000	79,310,000	52,704,000	0
2013	323,015,000	63,395,000	49,124,000	22,000
2012	297,639,000	56,703,000	46,869,000	161,000
2011	279,960,000	47,963,000	43,176,000	743,000
2010	264,342,000	39,377,000	41,015,000	1,218,000
2009	247,483,000	34,070,000	37,376,000	1,987,000
2008	213,448,000	26,225,000	32,602,000	1,801,000
2007	172,401,000	21,520,000	27,803,000	2,347,000
2006	142,488,000	8,735,000	24,253,000	1,291,000
2005	116,385,000	7,459,000	20,634,000	156,000
2004	93,689,000	6,416,000	17,542,000	829,000
2003	79,661,000	5,287,000	15,625,000	1,215,000
2002	61,850,000	3,739,000	12,272,000	2,026,000
2001	52,741,000	4,278,000	10,667,000	2,664,000
*General education aid and special education aid paid to charter schools are subsumed within the regular appropriations for general education and special education aid.				

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Integration Programs

Tables 94 and 95 show funding for integration activities over time.

**Table 95: Estimated Appropriations and Levies for Integration Activities
Based on 100% Aid Entitlement; Amounts for Aid Fiscal Year**

Fiscal Year/ Payable Year	Minneapolis		St. Paul		Duluth		Other Districts		Total	
	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy
2023/2022	\$9,842,000	\$4,218,000	\$11,101,000	\$4,757,000	\$1,222,000	\$524,000	\$63,631,000	\$27,271,000	\$85,796,000	\$36,770,000
2022/2021	10,032,000	4,299,000	11,087,000	4,752,000	1,226,000	525,000	61,000,000	26,143,000	83,345,000	35,719,000
2021/2020	10,152,000	4,351,000	11,188,000	4,795,000	1,236,000	530,000	63,795,000	27,310,000	86,301,000	36,986,000
2020/2019	10,441,000	4,475,000	11,321,000	4,852,000	1,214,000	520,000	58,197,000	24,941,000	81,173,000	34,788,000
2019/2018	10,732,000	4,600,000	11,417,000	4,893,000	1,178,000	505,000	50,494,000	21,640,000	73,822,000	31,638,000
2018/2017	10,964,000	4,699,000	11,462,000	4,912,000	1,171,000	502,000	48,589,000	20,824,000	72,185,000	30,936,000
2017/2016	10,680,000	4,577,000	11,351,000	4,759,000	1,159,000	494,000	43,573,000	18,900,000	66,763,000	28,730,000
2016/2015	10,877,000	4,662,000	11,751,000	5,036,000	1,140,000	488,000	44,189,000	18,936,000	67,952,000	29,122,000
2015/2014	11,013,000	4,720,000	11,677,000	5,005,000	1,139,000	488,000	42,713,000	18,301,000	66,532,000	28,514,000
2014/2013	8,895,000	6,300,000	10,718,000	5,763,000	931,000	614,000	38,651,000	15,836,000	59,195,000	28,513,000
2013/2012	11,218,000	7,313,000	13,890,000	5,739,000	1,414,000	606,000	37,716,000	16,164,000	63,739,000	29,822,000
2012/2011	11,385,000	6,563,000	13,526,000	5,795,000	1,461,000	627,000	39,383,000	15,196,000	65,755,000	28,181,000
2011/2010	11,422,000	6,587,000	13,154,000	5,637,000	1,450,000	621,000	38,495,000	14,807,000	64,521,000	27,652,000
2010/2009	11,524,000	6,648,000	13,616,000	5,835,000	1,516,000	649,000	34,862,000	13,233,000	61,518,000	26,365,000
2009/2008	11,686,000	6,743,000	13,708,000	5,875,000	1,555,000	666,000	33,884,000	12,787,000	60,833,000	26,071,000
2008/2007	11,875,000	6,866,000	14,081,000	6,035,000	1,629,000	698,000	31,458,000	11,705,000	59,043,000	25,304,000
2007/2006	12,405,000	7,171,000	14,393,000	6,168,000	1,662,000	712,000	30,011,000	11,008,000	58,471,000	25,059,000
2006/2005	12,956,000	7,492,000	14,652,000	6,279,000	1,692,000	725,000	29,716,000	9,511,000	56,016,000	24,007,000
2005/2004	13,599,000	7,866,000	14,688,000	6,295,000	1,748,000	749,000	24,274,000	8,365,000	54,309,000	23,275,000
2004/2003	15,780,000	6,866,000	16,580,352	4,953,000	1,997,000	596,000	25,830,000	5,563,000	60,187,000	17,978,000
2003/2002	13,522,000	10,383,000	14,576,000	8,560,000	1,715,000	1,007,000	19,045,000	8,036,000	48,858,000	28,694,000
2002/2001	23,602,000	6,428,000	18,160,000	5,183,000	2,216,000	622,000	19,127,000	4,441,000	63,105,000	16,765,000
2001/2000	23,704,000	6,520,000	18,343,000	5,223,000	2,276,000	634,000	8,842,000	196,000	53,165,000	12,583,000
2000/1999	20,015,000	9,735,000	15,587,000	7,508,000	1,993,000	966,000	—	—	37,755,000	18,527,000
1999/1998	15,751,000	13,122,000	12,325,000	10,113,000	1,605,000	1,826,000	—	—	30,161,000	24,830,000
1998/1997	9,368,300	10,176,000	8,090,700	9,627,000	1,385,000	1,537,000	—	—	18,844,000	21,340,000
1997/1996	9,368,300	10,168,000	8,090,700	9,588,000	1,385,000	1,406,000	—	—	18,844,000	21,162,000
1996/1995	9,368,300	10,041,000	8,090,700	9,461,000	1,385,000	1,344,000	—	—	18,844,000	20,967,000
1995/1994	9,638,000	9,560,000	8,090,500	8,540,000	1,385,000	1,091,000	—	—	18,844,000	19,191,000
1994/1993	9,638,300	7,308,000	8,090,500	6,620,000	1,385,000	696,000	—	—	18,844,000	14,625,000
1993/1992	7,782,300	8,439,000	6,676,500	6,899,000	1,385,200	625,000	—	—	15,844,000	15,963,000

Fiscal Year/ Payable Year	Minneapolis		St. Paul		Duluth		Other Districts		Total	
	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy	Aid	Levy
1992/1991	7,782,300	8,071,000	6,676,500	6,599,000	1,385,200	598,000	—	—	15,844,000	15,268,000
1991/1990	7,382,300	7,772,000	6,276,000	6,312,000	1,285,200	572,000	—	—	14,944,000	14,603,000
1990/1989	7,382,300	7,012,000	6,276,000	3,943,000	1,285,200	664,000	—	—	14,944,000	11,618,000
1989/1988	5,950,300	3,177,000	5,081,400	3,837,000	981,800	—	—	—	12,013,600	7,313,000
1988/1987	5,677,700	—	4,766,500	1,958,000	1,123,100	—	—	—	11,557,300	1,958,000

House Research Department

Table 96: Appropriations for Other Integration Funding Programs

Fiscal Year	Magnet School Operating Grants	Magnet School Capital Grants*	Magnet School Start-up Aid	Interdistrict Integration Transportation	Other Integration Programs
2021	\$0	\$0	\$0	\$14,962,000	\$0
2020	0	0	0	14,231,000	0
2019	0	0	0	13,193,000	0
2018	0	0	0	14,328,000	0
2017	0	0	0	15,193,000	0
2016	0	0	0	14,423,000	0
2015	0	0	0	14,248,000	0
2014	0	0	0	13,521,000	0
2013	0	0	0	13,966,000	0
2012	0	0	0	13,362,000	0
2011	750,000	0	0	13,743,000	0
2010	750,000	0	0	12,342,000	0
2009	750,000	0	0	11,881,000	0
2008	750,000	0	0	9,901,000	0
2007	750,000	0	0	10,134,000	0
2006	750,000	1,083,000	0	6,032,000	0
2005	750,000	0	454,000	8,401,000	0
2004	750,000	0	37,000	5,796,000	0
2003	1,052,000	0	230,000	3,101,000	1,076,000
2002	448,000	1,700,000	431,000	0	924,000
2001	1,750,000	16,500,000	225,000	970,000	1,000,000
2000	1,750,000	0	0	970,000	1,000,000
1999	1,750,000	0	0	970,000	1,000,000

Fiscal Year	Magnet School Operating Grants	Magnet School Capital Grants*	Magnet School Start-up Aid	Interdistrict Integration Transportation	Other Integration Programs
1998	5,750,000	22,200,000**	0	800,000	1,000,000
1997	1,500,000	0	0	630,000	1,000,000
1996	1,500,000	0	0	300,000	1,000,000
1995	1,500,000	0	0	0	752,000
1994	0	20,000,000	0	0	1,035,000

*Appropriations are from state bond proceeds.

**\$1,893,000 of this appropriation was cancelled back to the general fund.

House Research Department

School Safety

Table 96 shows the safe schools revenue and the accompanying revenue restrictions over time.

Table 97: Safe Schools Levy

Fiscal Year	School District Safe Schools Per Pupil Allowance	Allowance for Member of Intermediate School Districts Per Pupil	Revenue Restrictions	Total Levy Amount	Included Intermediate School District Levy Amounts
2023	\$36	\$15	None	\$34,772,000*	\$4,009,000*
2022	36	15	None	35,324,000	4,060,000
2021	36	15	None	34,604,000	3,845,000
2020	36	15	None	35,500,000	3,845,000
2019	36	15	None	35,410,000	3,845,000
2018	36	15	None	34,680,000	3,689,000
2017	36	15	None	34,592,000	3,128,000
2016	36	15	None	33,963,000	3,149,000
2015	36	10	None	33,180,000	2,424,000
2014	30	10	None	28,730,000	2,778,000
2013	30	10	None	—	—
2012	30	10	None	28,560,000	2,641,000
2011	30	10	Minimum maintenance of effort required for school counselors, school nurses, school social workers, and	28,371,000	2,638,000

Fiscal Year	School District Safe Schools Per Pupil Allowance	Allowance for Member of Intermediate School Districts Per Pupil	Revenue Restrictions	Total Levy Amount	Included Intermediate School District Levy Amounts
			chemical dependency program staff		
2010	30	10	See above	28,262,000	2,651,000
2009	30	10	—	26,262,000	2,671,000
2008	27	10	—	24,148,000	2,651,000
2007	27	—	—	24,055,000	—
2006	27	—	—	24,196,000	—
2005	27	—	—	24,395,000	—
2004	30	—	—	27,615,000	—
2003	11	—	—	10,066,000	—
2002	11	—	—	9,985,000	—
2001	1.50 per capita	—	—	6,590,000	—
2000	1.50 per capita	—	5	6,256,000	—
*Estimated					

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