



Finance Advisory Committee

December 15, 2022 | 8:00 to 10:00 am

Community Members Roster: William Markert, Stephanie Williamson, Mackenzie Meyer, Sara Shower, Allan Ege, Gabriel Benson (not in attendance: Michael Hoban)

PLSAS Administration Roster: Tammy Fredrickson, Executive Director of Business Services; Jim Dellwo, Director of Operations; Transportation, and Health & Safety; Maureen Mullen, Asst. Director of Operations; Transportation, and Health & Safety; Andrea Bradford, Controller; Joe Kuboushek, Principal of Twin Oaks Middle School; Stacey Ruelle, School Board Treasurer; Mary Franz, School Board Director, Dr. Michael Thomas, Superintendent (not in attendance: Emily Herman, Executive Director of Human Resources)

MEETING MINUTES

Tammy Fredrickson welcomed all in attendance.

Tammy Fredrickson discussed:

- combining FAC and FFLRP groups and adding new members in 2023
- updates on district financial dashboard. The plan is to have this available for 2023-24 using vendor Qualtrics
- enrollment numbers and projection models
 - The committee's recommendation is to use a 3-year weighted enrollment projection model.
- the FY23 Budget
- future funding and a possible need for a referendum

Maureen Mullen presented an overview on Long term Facilities Maintenance Revenue

Next Meeting is March 23, 2023 @ 8:00 am at the District Services Center



Finance Advisory Committee

December 15, 2022 | 8:00 to 10:00 am

DSC - PDC (In-Person)

Community Members Roster: William Markert, Stephanie Williamson, Mackenzie Meyer, Sara Shower, Michael Hoban, Allan Ege, Gabriel Benson

PLSAS Administration Roster: Tammy Fredrickson, Executive Director of Business Services; Emily Herman, Executive Director of Human Resources; Maureen Mullen, Asst Director of Operations; Transportation, and Health & Safety; Andrea Bradford, Controller; Joe Kuboushek, Principal of Twin Oaks Middle School; Stacey Ruelle, School Board Treasurer; Dr. Michael Thomas, Superintendent

Purpose:

To assist the Prior Lake-Savage Area School District in financial analysis, long-range financial planning and to provide valuable input as a community member. The purposes of the committee are as follows:

- To understand school district finances in order to properly evaluate and make recommendations to district administration.
- To monitor Strategic Direction #2: Continue fiscal accountability through operational excellence and the alignment of human, financial and physical resources to district goals.
- To review, study, and make recommendations regarding specific financial issues as identified by the school board or district administration.

	AGENDA ITEMS	ACTION
8:00 am	Welcome	Tammy Fredrickson
	TOPICS	
	<ul style="list-style-type: none">● Combining FAC and FFLRP groups and adding new members● Update on dashboard● Enrollment Numbers<ul style="list-style-type: none">○ Models for projecting resident enrollment● Review FY23 Budget● Future Funding - Referendum Discussion	Tammy Fredrickson
	Long Term Facilities Maintenance Revenue Overview	Maureen Mullen
	Next Meeting is March 23, 2023	Tammy Fredrickson
10:00 am	Meeting Adjourn	Tammy Fredrickson



Enrollment Prior Lake-Savage Area Schools

Finance Advisory Committee

December 15, 2022

Why Enrollment Projections are Important

- Trends to consider in revenue projections include: birth rates, housing growth capacity, unemployment rates, economy, school program offerings, economic factors and interest rates
- Most of District's revenue is based on enrollment (75.7% = \$84.5M)
- Budget allocations need to reflect the revenue projection
- Risk of having to use fund balance if estimate is inaccurate



Trend in County Population Vs. School Enrollment

	2016	2017	2018	2019	2020	2021
County Population						
Scott County	143,680	145,827	147,381	148,458	150,928	153,199
Percent Change		1.5%	1.1%	0.7%	1.7%	1.5%
School District Enrollment						
Prior Lake-Savage Public School District	7,971	8,386	8,606	8,820	8,877	8,790
Percent Change	n/a	5.2%	2.6%	2.5%	0.7%	-1.0%
Percent of County Population	5.55%	5.75%	5.84%	5.94%	5.88%	5.74%

Scott County Single-Family Building Permits

Jurisdiction	2016	2017	2018	2019	2020	2021	6 Yr Avg
BELLE PLAINE, MN	33	27	21	15	11	7	19
CREDIT RIVER	0	0	0	0	0	12	2
ELKO, MN	0	0	0	0	0	0	-
JORDAN, MN	17	25	27	43	33	25	28
NEW MARKET, MN	24	10	17	6	16	53	21
NEW PRAGUE, MN	53	60	23	21	40	25	37
PRIOR LAKE, MN	114	103	182	197	157	132	148
SAVAGE, MN	151	204	230	172	86	69	152
SCOTT COUNTY UNINCORPORATED AREA, MN	78	81	79	82	79	59	76
SHAKOPEE, MN	50	52	117	140	165	154	113
ST. LAWRENCE TOWNSHIP, MN	0	0	0	0	0	0	-
Total Scott County	520	562	696	676	587	536	596

Scott County Statistics

from MN Department of Health – Vital Statistics

Total Population by County								
2013	2014	2015	2016	2017	2018	2019	2020	2021
137,232.0	139,672.0	141,660.0	143,680.0	145,827.0	147,381.0	148,458.0	150,928.0	153,199.0

Births by County									
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
1,884	1,922	1,960	1,801	1,833	1,859	1,886	1,914	1,717	1,691

Kindergarten Enrollment by District								
2015	2016	2017	2018	2019	2020	2021	2022	2023
489.0	532.4	564.3	560.7	576.9	596.5	530.0	491.2	

Ratio Kdgt as a Percent of Births									
2015	2016	2017	2018	2019	2020	2021	2022	5YR-MIN	5YR-MAX
24.8%	28.3%	29.4%	28.6%	32.0%	32.5%	28.5%	26.1%	26.1%	32.5%

Projected Kdgt Enrollment 5 YR Less MIN				
2022	2023	2024	2025	2026
491.2	560.4	568.7	510.3	502.6

Projected Kdgt Enrollment 5 YR Less MAX				
2022	2023	2024	2025	2026
491.2	545.2	553.3	496.4	488.9



Enrollment History

Year	EC	PKG	HCP-K	REG-K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Resident Count
2009-10	48.8	0.0	22.5	437.9	525.4	510.3	535.6	562.0	539.9	575.7	522.4	556.2	595.3	565.9	495.3	482.7	6,975.9	7,030.2
2010-11	48.6	0.0	18.6	418.4	501.1	530.4	503.5	541.9	565.6	552.9	583.2	521.8	633.1	586.5	525.7	490.8	7,022.2	7,101.4
2011-12	42.4	0.0	22.4	422.4	487.0	505.6	556.0	533.7	557.1	584.3	554.6	589.3	562.8	633.6	546.5	518.7	7,116.5	7,214.2
2012-13	50.3	0.0	21.5	467.7	479.6	492.9	531.9	575.2	547.8	574.1	585.4	565.1	651.0	557.8	583.1	527.5	7,210.9	7,284.8
2013-14	47.2	0.0	28.9	483.0	564.8	499.4	520.6	544.8	589.8	555.2	595.4	601.1	617.2	650.5	544.6	559.2	7,401.7	7,387.6
2014-15	48.6	0.0	51.6	489.0	557.3	575.7	519.6	535.5	556.9	617.7	568.3	602.0	680.9	624.9	630.3	532.2	7,590.5	7,476.0
2015-16	54.0	0.0	41.7	532.4	566.2	571.7	611.4	543.9	549.4	599.4	669.0	583.1	690.1	676.0	620.2	662.2	7,970.6	7,770.9
2016-17	67.9	0.0	51.7	564.3	611.7	611.1	612.1	645.5	584.4	631.8	648.5	696.5	650.7	693.6	672.4	643.9	8,386.0	8,076.1
2017-18	65.5	0.0	54.7	560.7	624.1	620.3	630.6	626.1	671.0	660.4	648.2	663.6	757.9	642.6	691.1	689.5	8,606.3	8,263.5
2018-19	67.8	0.0	59.1	576.9	634.8	652.9	637.0	634.2	649.5	723.2	688.3	671.7	721.0	749.3	649.6	704.3	8,819.6	8,392.4
2019-20	62.9	0.0	66.5	530.0	650.0	647.5	656.2	647.3	650.0	697.9	744.8	699.7	720.7	705.8	729.0	668.9	8,877.1	8,447.7
2020-21	64.2	0.0	63.9	491.2	573.4	612.3	630.0	633.6	625.9	698.6	710.1	757.4	734.2	718.4	708.7	767.9	8,789.8	8,320.7
2021-22	65.2	0.0	64.2	529.5	584.2	606.1	638.5	651.9	629.5	657.1	708.9	717.9	809.6	726.9	717.3	716.1	8,822.8	8,233.7



Projection - Three Year Straight Average

Year	EC	PKG	HCP-K	REG-K	1	2	3	4	5	EC to Gr 5	6	7	8	Gr 6-8	9	10	11	12	Gr 9-12	Total
2019-20	63	0	66	530	650	648	656	647	650	3,910	698	745	700	2,142	721	706	729	669	2,824	8,877
2020-21	64	0	64	491	573	612	630	634	626	3,695	699	710	757	2,166	734	718	709	768	2,929	8,790
2021-22	65	0	64	529	584	606	639	652	630	3,769	657	709	718	2,084	810	727	717	716	2,970	8,823
2022-23	65	0	66	545	601	588	610	642	649	3,767	671	671	719	2,061	764	800	721	740	3,025	8,852
2023-24	65	0	69	489	619	605	592	614	639	3,692	692	685	681	2,058	765	755	794	743	3,057	8,806
2024-25	65	0	70	521	565	623	609	595	611	3,659	681	706	695	2,083	724	757	749	819	3,048	8,789
2025-26	65	0	71	515	598	569	627	612	592	3,650	651	695	717	2,063	740	716	750	772	2,978	8,691
2026-27	65	0	72	505	593	602	573	631	609	3,651	632	665	706	2,002	762	731	710	774	2,977	8,630
2027-28	65	0	74	508	585	597	606	576	628	3,638	649	645	675	1,969	751	753	725	732	2,961	8,568
2028-29	65	0	75	512	588	588	601	610	573	3,612	669	663	654	1,986	718	742	747	748	2,955	8,553
2029-30	65	0	76	510	594	592	592	604	607	3,640	611	683	673	1,967	696	709	736	771	2,912	8,518

Projection - Five Year Straight Average

Year	EC	PKG	HCP-K	REG-K	1	2	3	4	5	EC to Gr 5	6	7	8	Gr 6-8	9	10	11	12	Gr 9-12	Total
2019-20	63	0	66	530	650	648	656	647	650	3,910	698	745	700	2,142	721	706	729	669	2,824	8,877
2020-21	64	0	64	491	573	612	630	634	626	3,695	699	710	757	2,166	734	718	709	768	2,929	8,790
2021-22	65	0	64	529	584	606	639	652	630	3,769	657	709	718	2,084	810	727	717	716	2,970	8,823
2022-23	65	0	66	545	603	593	616	644	660	3,794	681	674	724	2,079	770	800	724	737	3,032	8,904
2023-24	65	0	69	489	621	613	603	621	652	3,734	714	699	688	2,100	777	761	797	744	3,080	8,915
2024-25	65	0	70	521	567	631	622	608	629	3,715	705	732	713	2,151	739	768	759	819	3,084	8,950
2025-26	65	0	71	515	601	576	641	628	616	3,714	680	724	748	2,152	765	730	765	780	3,040	8,906
2026-27	65	0	72	505	596	610	585	647	636	3,718	666	698	739	2,103	802	756	727	786	3,072	8,893
2027-28	65	0	74	508	587	605	620	591	655	3,705	688	683	713	2,084	793	793	754	748	3,087	8,875
2028-29	65	0	75	512	590	596	615	626	598	3,677	709	706	698	2,112	765	784	790	775	3,113	8,902
2029-30	65	0	76	510	596	600	606	620	634	3,706	647	727	720	2,094	749	756	781	812	3,098	8,898



Projection - Three Year Weighted Average

Year	EC	PKG	HCP-K	REG-K	1	2	3	4	5	Pre-K to Gr 5	6	7	8	Gr 6-8	9	10	11	12	Gr 9-12	Total
2019-20	63	0	66	530	650	648	656	647	650	3,910	698	745	700	2,142	721	706	729	669	2,824	8,877
2020-21	64	0	64	491	573	612	630	634	626	3,695	699	710	757	2,166	734	718	709	768	2,929	8,790
2021-22	65	0	64	529	584	606	639	652	630	3,769	657	709	718	2,084	810	727	717	716	2,970	8,823
2022-23	65	0	66	496	604	592	614	644	645	3,727	669	669	719	2,056	763	802	724	737	3,026	8,810
2023-24	65	0	69	489	572	611	599	619	638	3,664	685	681	678	2,045	764	756	799	744	3,063	8,771
2024-25	65	0	70	507	568	580	619	604	613	3,628	677	698	690	2,065	721	757	753	821	3,052	8,745
2025-26	65	0	71	512	588	575	587	625	598	3,621	651	689	708	2,048	734	714	754	774	2,976	8,645
2026-27	65	0	72	501	593	595	583	592	618	3,620	636	663	699	1,998	752	727	711	775	2,965	8,583
2027-28	65	0	74	502	583	600	603	588	586	3,601	657	647	672	1,976	743	745	724	731	2,943	8,521
2028-29	65	0	75	506	586	591	608	608	582	3,619	623	669	656	1,948	715	736	742	744	2,937	8,504
2029-30	65	0	76	505	590	593	598	613	602	3,643	618	634	678	1,930	698	708	733	763	2,901	8,474



Projection - Five Year Weighted Average

Year	EC	PKG	HCP-K	REG-K	1	2	3	4	5	Pre-K to Gr 5	6	7	8	Gr 6-8	9	10	11	12	Gr 9-12	Total
2019-20	63	0	66	530	650	648	656	647	650	3,910	698	745	700	2,142	721	706	729	669	2,824	8,877
2020-21	64	0	64	491	573	612	630	634	626	3,695	699	710	757	2,166	734	718	709	768	2,929	8,790
2021-22	65	0	64	529	584	606	639	652	630	3,769	657	709	718	2,084	810	727	717	716	2,970	8,823
2022-23	65	0	66	496	603	593	615	644	653	3,735	674	672	722	2,068	767	801	724	737	3,029	8,832
2023-24	65	0	69	489	572	612	601	619	645	3,673	699	689	684	2,072	771	759	798	744	3,072	8,817
2024-25	65	0	70	507	568	581	621	606	620	3,638	690	715	702	2,107	731	762	756	820	3,069	8,814
2025-26	65	0	71	512	587	576	589	626	607	3,633	664	706	728	2,098	749	723	760	777	3,009	8,739
2026-27	65	0	72	501	593	596	584	593	627	3,631	649	679	718	2,047	777	741	720	781	3,020	8,698
2027-28	65	0	74	502	583	601	604	588	594	3,612	671	664	691	2,027	767	769	739	740	3,015	8,655
2028-29	65	0	75	506	585	592	610	609	589	3,630	636	686	676	1,999	739	759	766	759	3,023	8,652
2029-30	65	0	76	505	590	594	600	614	610	3,654	631	651	699	1,980	722	731	756	788	2,997	8,631

Considerations

- Weighted average places more emphasis on prior year
- Five year averages assumes pre-covid levels will occur
- County growth estimates may not reflect newly arrived immigrants
- Will the economy continue to trend downward (recession)?
- Opening or closing charter schools (currently in area: Aspen Academy, Aspire Academy, Gateway STEM Academy, FIT Academy, Great Oaks Academy)



Discussion

- What methodology makes the most sense for Prior Lake-Savage Area Schools when developing revenue projection models?
- What other information should be considered?
- Are there strategies we can use to attract more families to Prior Lake-Savage Area Schools?



PRIOR LAKE-SAVAGE AREA SCHOOLS

ESTIMATED FINAL BUDGET 2022-2023

FUND DESCRIPTION	6/30/22 AUDITED BALANCE	2022-23 ESTIMATED REVENUES	TRANSFERS INTO FUNDS	2022-23 ESTIMATED EXPENDITURES	TRANSFERS OUT OF FUNDS	6/30/23 ESTIMATED BALANCE
GENERAL FUND						
A. UNASSIGNED - OPERATING	\$11,330,652	\$95,282,770	\$0	\$95,247,584	\$469,808	\$10,896,030
NONSPENDABLE	\$337,873	\$0	\$0	\$0	\$0	\$337,873
ASSIGNED-CASH FLOW	\$1,722,500	\$0	\$0	\$0	\$0	\$1,722,500
ASSIGNED - CLASS SIZE REDUCTION	\$500,000	\$0	\$0	\$0	\$0	\$500,000
ASSIGNED - BUDGET DEFICIT	\$4,201,455	\$0	\$0	\$0	\$0	\$4,201,455
ASSIGNED-INNOVATIVE PROGRAMS	\$370,000	\$0	\$0	\$0	\$0	\$370,000
ASSIGNED - COVID RELIEF FUNDS	\$0	\$2,296,750	\$0	\$2,279,159	\$0	\$17,591
ASSIGNED-ALT TEACHER COMP	\$0	\$2,254,939	\$0	\$2,281,126	\$0	(\$26,187)
ASSIGNED-SITE CARRYOVER	\$538,887	\$0	\$0	\$0	\$0	\$538,887
TOTAL	\$19,001,367	\$99,834,459	\$0	\$99,807,869	\$469,808	\$18,558,149
B. RESTRICTED FUNDS:						
(1) STUDENT ACTIVITIES	\$178,165	\$120,000		\$100,000		\$198,165
(2) AREA LEARNING CENTER/TARGETED SVC	\$0	\$1,236,567	\$86,210	\$1,322,777		\$0
(3) STAFF DEVELOPMENT	\$595,065	\$1,318,574		\$1,765,663		\$147,976
(4) MEDICAL ASSISTANCE	\$240,564	\$300,000		\$220,000		\$320,564
(5) LEARNING AND DEVELOPMENT	\$0	\$1,873,244		\$1,873,244		\$0
(6) GIFTED & TALENTED	\$0	\$124,883	\$108,346	\$233,229		\$0
(7) BASIC SKILLS	\$9,082	\$617,779	\$275,252	\$902,113		\$0
(8) ACHIEVEMENT AND INTEGRATION	\$35,670	\$795,530		\$831,200		\$0
(9) SAFE SCHOOLS	\$20,614	\$380,001		\$400,615		\$0
(10) LONG TERM FACILITY MAINTENANCE	\$801,997	\$2,318,654		\$2,220,000		\$900,651
(11) OPERATING CAPITAL	\$1,132,522	\$2,662,056		\$2,293,777		\$1,500,801
TOTAL RESTRICTED	\$3,013,679	\$11,747,288	\$469,808	\$12,162,618	\$0	\$3,068,157
TOTAL GENERAL FUND (01)	\$22,015,046	\$111,581,747	\$469,808	\$111,970,487	\$469,808	\$21,626,307
TOTAL FOOD SERVICE (02)	\$2,595,425	\$5,669,600		\$6,204,351		\$2,060,674
COMMUNITY EDUCATION						
NONSPENDABLE	\$41,393	\$121,838		\$123,187		\$40,044
REGULAR COMMUNITY ED	\$534,668	\$5,179,316		\$4,411,354		\$1,302,630
EARLY CHILDHOOD FAMILY ED	\$297,781	\$1,010,750		\$1,036,044		\$272,487
ADULT BASIC ED	\$2,211	\$5,895		\$8,106		\$0
SCHOOL READINESS	\$499,693	\$1,074,848		\$881,275		\$693,266
TOTAL COMMUNITY EDUCATION (04)	\$1,375,746	\$7,392,647		\$6,459,966		\$2,308,427
BUILDING CONSTRUCTION FUND (06)	\$10,412	\$0		\$10,412		0
TOTAL DEBT SERVICE FUND (07)	\$2,250,792	\$17,215,475		\$16,971,625		\$2,494,642
TOTAL TRUST FUND (08)	\$3,452,837	\$600,000		\$11,000		\$4,041,837
TOTAL CUSTODIAL FUND (18)	\$0	\$10,000		\$10,000		\$0
TOTAL INTERNAL SERVICE FUND (20)	\$5,967,312	\$16,399,760		\$16,308,780		\$6,058,292
TOTAL REVOCABLE TRUST* (OPEB 25)	(\$5,542,261)	\$140,000		\$800,000		(\$6,202,261)

*Revocable Trust estimated assets as of 6/30/2022: \$8,450,142

VOTE YES+YES FOR THE C-I SCHOOLS REFERENDUM



Early voting is open now. Learn more at www.stepupc-i.com.

Referendums: Don't Go It Alone

How rural Cambridge-Isanti Public Schools passed two referendum questions with more than 60% voter support

By Nate Rudolph, Cambridge-Isanti Schools Superintendent; and Michelle Kopp, Step Up for C-I Education, Communications Chair; and Fred Nolan, Retired Superintendent and former MREA Executive Director



Nate Rudolph



Michelle Kopp



Fred Nolan

Operating referendums — to fund student learning — are an unfortunate reality for Minnesota school districts. Under the current education finance system, the basic education formula in 2021 accounted for only 53% of education General Fund revenue from state aid and levies, according to MDE's "Report of the School Finance Working Group." Superintendents and school board members know if you haven't just passed a referendum, you better be preparing for one.

State funding has failed to keep pace with inflation, and with no local operating referendum to fill the gap, Cambridge-Isanti Schools faced significant challenges (not unlike many of the 100 mostly rural Minnesota districts lacking the tax base to support levy referendums common in the Metro). After 10 years of falling behind, the 5,000-student district had depleted its fund balance, cut \$8.5 million from the operating budget, and eliminated 100 teachers and staff over three years. A district that had enjoyed decades of strong community support now faced spending questions from residents and a staff weary of budget cuts.

This is the story of how a rural Minnesota district and a small group of advocates

embarked on a multi-year effort to refill its reservoir of public trust and pass a two-question referendum with 63% voter support. Our key learnings:

- It's about students and community, not schools.
- It may take years to tell your story; focus on a compelling message.
- Community involvement and ownership matter; engage others.
- Experience with elections is helpful; find people who understand political elections.
- Don't ask for money by email; in-person and phone canvassing are important.
- It's hard to break through general election noise; consider an off-year election.
- Data and lists focus efforts; keep the advocacy committee laser-focused on likely YES voters.

Getting Started

As a new Cambridge-Isanti superintendent and finance director began in August 2019, the school board prioritized rebuilding trust and securing adequate funding to ensure

a balanced budget. Contentious public meetings had consumed the previous spring as \$4 million in budget cuts and difficult decisions had strained relationships in the community. The district had a revenue problem. The board and district leaders knew a referendum was needed — but when and how much? November 2019 was too soon, and a strong anti-tax climate made November 2020 a daunting prospect.

The FY19 Audit Report brought more bad news. The district's unassigned fund balance had dropped to 3.2%, and another \$3.5 million in cuts was on the horizon for spring. In a proud and fiscally conservative community, the district's finances were the talk of the town. Then the pandemic hit, amplifying pressure on a new leadership team.

Reframing the Message

While public perception of the district's finances focused on spending, revenue was the real problem, as superintendents and board members everywhere know. From the December 2019 Truth in Taxation Hearing through budget-cutting in April, three key messages framed the district's narrative across all communications channels (meetings, media, newsletters, etc.)

- State funding hasn't kept pace with inflation or increasing education costs (unfunded mandates, special education cross-subsidy, etc.).
- Minnesota's school funding formula relies on a **shared responsibility** of federal, state and local funding. Cambridge-Isanti Schools ranked 304th of 331 districts for state aid and local revenue. This meant \$1,200 less revenue per pupil — a \$6.1 million annual shortfall.
- The district is fiscally conservative and one of the lowest spending districts in the state.

By May 2020, district leaders had given dozens of budget reduction presentations. Gov. Tim Walz's Executive Order for distance learning was in effect and community education employees were being laid off (not classified as essential workers). Uncertainty around the pandemic was at its peak. And a November referendum was on the table. A July community survey indicated a chance of success, and a small group of parents organized to support the effort. District leaders were consumed with Return to Learn plans, safety protocols, changing bus routes, PPE, and much more.

In August, the board voted to proceed. It was a complex referendum, a two-tier increase of \$4 million in the first few years, increasing to \$6 million as other district debt was

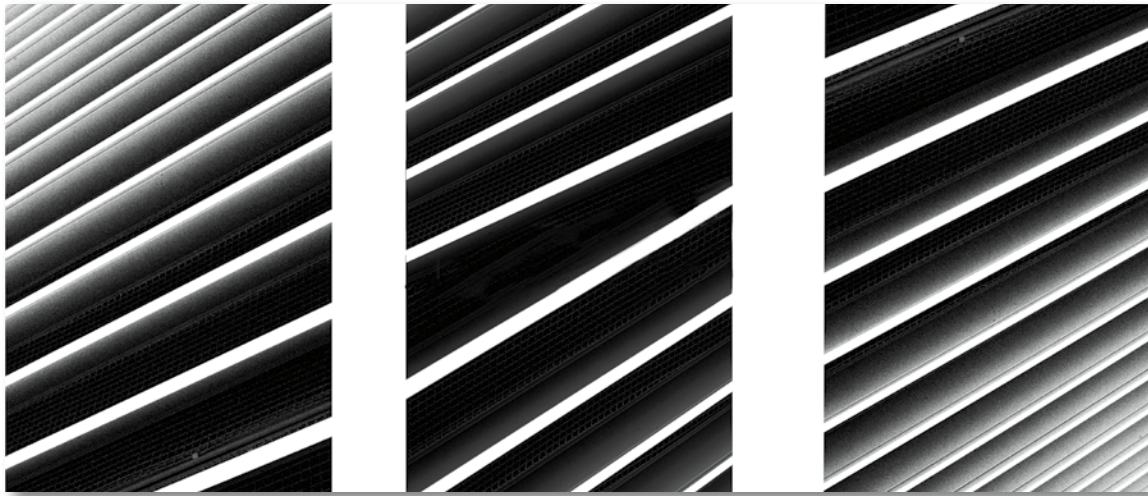
retired. Direct mail, videos, virtual meetings, and Facebook Live were used to educate voters during the presidential campaign season. COVID meant dozens of outdoor and backyard gatherings, voters isolated in their homes, schools closed to visitors, and rampant social media disinformation. Experiencing record voter turnout (91%), the November 2020 referendum failed with only 36% support. The message was clear: People who heard the story understood the need, but the economic uncertainty of the pandemic made the school funding question more than they could afford. The district faced another \$1.7 million in cuts the next spring.

A Call for Community Involvement

In December 2020, the district invited applications for a Community Task Force, and the superintendent made personal calls to key leaders from the hospital, county, chamber, churches, as well as teachers and retired educators. Using a spreadsheet to track areas and expertise, district leaders assembled a Community Task Force that represented every district school, township, and business area. Fred Nolan, a resident and retired superintendent who was serving on the Education Funding Workgroup for MDE brought independent school funding expertise. Over six months, the Task Force identified needs, addressed immediate operational issues, reviewed budget cuts, considered long-term facilities planning, communicated with legislators, and explored budget impacts on students, teaching, and learning. They received expert counsel from Ehlers, Baker Tilly, Kraus-Anderson, and Nexus Solutions. Their work stalled through May and June, waiting for the state's biennium K-12 education funding bill. They reconvened in July and August to finalize their recommendation for a \$3.5 million operating referendum.

The District's Obligation to Inform

In August, the Board approved a narrowly focused two-question operating referendum: Q1: Additional revenue to hire/retain high-quality staff, and Q2: Additional revenue to support vocation-technical education and college readiness. Upon the advice of MSBA, the school board would have no advocacy role in the election. Instead, they laid out their case — explaining why a referendum was needed and how the funds would be spent — using their Referendum Board resolution. Seventeen "Whereas" statements were part of the election resolution filing. These became the foundation for the district's informational campaign, including public presentations, direct mail, fact sheets, videos featuring Task Force members, a website, and use of all district communication channels.



Boston S.

Running an Election During a Pandemic

Because the pandemic made Election Day unpredictable, early absentee voting was a priority. In addition to the District Office, the Board designated the High School as an alternate absentee voting location, with extended hours Thursdays until 8 p.m. and on the Saturday preceding Election Day. The County Elections Commission helped the district comply with all legal notices and requirements. Early-absentee accounted for one-third of all ballots, so making it easy to vote was critical.

The Vote Yes Committee and Activities

Assembling a Vote-Yes committee took significant time and started long before the School Board voted to put the 2020 referendum on the ballot. Seven people with diverse skill sets – organization, outreach, sales, communications, event planning, volunteer recruitment, past referendum experience – led the committee. The leaders took a long view, prepared for more than one election cycle to get a referendum passed.

In spite of the disappointment of the 2020 defeat, by January committee leaders were ready for the next round as they waited for Community Task Force consensus on a recommendation.

Beginning in July, the “Step Up for C-I Education” steering committee met weekly throughout the campaign to rework strategic shifts from the 2020 strategy. Each member assumed a campaign function outlined by Don Lifo and Barb Nicol in “School Tax Election: Planning for Success in the New Normal,” 3rd edition, with the addition of social media.

Data drove the strategy. “How many votes will it take to pass?” and “Where are the potential Yes-Yes votes?” The

2013 district bond referendum election had a 24% voter turnout. If trends held, a 25% turnout would need 2,550 Yes-Yes votes and a 35% turnout would need 3,600.

Step-Up used a voter frequency list matched with the district’s directory data and focused on turning out Yes-Yes voting parents. Active parent voters were only 9.5% of registered voters, and a composite of two surveys predicted about 75% of parents would support an operating referendum. Clearly, the campaign needed to reach and persuade a significant portion of the 63% of parents who were inactive or unregistered voters.

Step-Up’s Strategies and Actions:

Communication:

- Targeted mailers and handouts to likely yes voters, including all district parents
- Clear, simple messages designed to be more emotional, including pictures of students
- Direct voters to the district website for facts or more information
- Emphasize early voting, sending reminder postcards only to parents & likely yes voters

Social Media:

- Quickly, unemotionally neutralize false statements
- Resist acknowledging “baiting” comments
- Post and “like” positive posts for algorithm benefit
- Build our own Facebook page and encourage supporters to follow
- Emphasize direct messaging over public sharing

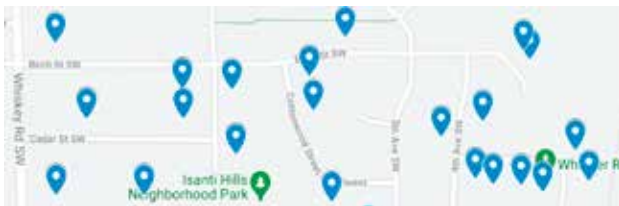
Outreach focused on parents by:

- Recruiting volunteers for Outreach, Canvassing, and GOTV with individual asks, in-person when possible, and matching interests/skills and availability with tasks
- Volunteers and handouts at Back-to-School events
- Visiting ECFE classes with factual information; early voting, and registering to vote; discussion
- Early voting awareness at athletic events and parent-teacher conferences
- Family Fun Day, near the High School during early voting hours with family-centered activities that attracted 300-plus attendees; 218 ballots cast that day.

Canvassing and Get-Out-the-Vote (GOTV):

Web-based, targeted calling list for voter identification calls

- Call Center: four evenings weekly for six weeks pre-election
 - 28 volunteers, 1,900 calls, 12% live answers.
 - 84% of answers reported YES or leaning Yes.
- Walking with a Purpose/Door Knocking: six Saturdays targeting low-frequency voters or unregistered elementary parents
 - 50% door open rate
 - 90% indicated YES or leaning Yes
- Hand-addressed postcards each week after door-knocking and phone canvassing with the handwritten message: “Your vote is crucial for our kids. Please do your part. It’s easy.”
- Final week’s GOTV:
 - Calling 480 of 1,000 most likely YES voters, prioritized by geography (fun event at a private home)
 - Door knocking on final Saturday; 15 volunteers, 400 homes; targeted families grade 3 and lower. Google Map on volunteer phones was interactive with the contact information.



- Final GOTV call Monday and Tuesday to canvassed parents

Conclusions—Lessons Learned

Cambridge-Isanti school and community leaders learned important lessons in this successful turnaround.

- Start early. Build community leadership consensus that revenue is the problem. Task Force school board recommendation was effective.
- Simple ballot language with ballot title naming use of funds.
- Use legal resolution “Whereas” statements to describe the need. (This can be part of the official mailer.)
- Ask for an amount the community can support. Ehlers helped restructure existing debt, which lowered the tax impact. It may be less than you need, but what the community can afford.
- Simplify messaging around state equalization, if applicable.
- Recruit an effective advocacy committee early. Keep them well informed of district activities and available handouts.
- Use data. Identify target voters and keep the vote yes committee laser-focused on them, as outlined in “School Tax Election: Planning for Success in the New Normal,” 3rd edition.
- Be prepared for any “Vote No” opposition; neutralize if needed.
- An off-year election cycle allows voters to focus only on the school question.
- It was easier to reach 25% of voters than the 91% who voted during the Presidential Election.
- Use the absentee-early voting provisions to turn out Yes voters and new voters: 33% of all votes were cast prior to election day with 88% support; 5% of all voters were new voters.
- Keep track of activities, voter lists, and materials — because you will be doing this again.

Nate Rudolph is the superintendent of Cambridge-Isanti Schools; Michelle Kopp is the communications chair for Step Up for C-I Education; and Fred Nolan is a retired superintendent and a former MREA Executive Director.

School Tax Elections: Winning Strategies in 250 Words #1 Laying the Foundation, Part 1 (published 10/06/22)

Understanding that large ships can't turn quickly is a common analogy used by planning consultants, warning of dire consequences of investing too little time – bad plans and worse outcomes. Tony Lucca sings this refrain in True Story: “Just hold on tight with all of your might, it takes the time it takes to get it right.” Both put exclamation marks on a precious resource within the control of school leaders – taking the time it takes to get it right!

So, how much time is enough? Best practice would recommend 15 – 18 months. The master plan should be research-based, strategic, and include specific tasks, timelines and responsibilities. And remember, it's not a plan unless either on paper or your hard drive. Fifteen to eighteen months provide time to develop and then execute the plan – time to turn the ship in a direction that moves taxpayers from where they are to where they need to be to vote “yes” to higher taxes on election day.

Planning and executing a successful school tax election is both hard and long. Your leadership team needs to determine who internally will have primary responsibility. When superintendents assume the role of general, other leadership responsibilities need to be delegated. Likewise, if the leadership role is assigned to a subordinate, superintendents still need to stay engaged since the outcome of the tax election will be on their watch. In laying this foundation for success, remember Benjamin Franklin's forewarning: “If you fail to plan, you are planning to fail!”

School Tax Elections: Winning Strategies in 250 Words #2 Laying the Foundation, Part 2 (published 11/02/22)

Last month's “Laying the Foundation” spotlighted a Tony Luca song, “Just hold on tight with all your might, it takes the time it takes to get it right.” Starting your school tax election planning 15 – 18 months early provides time for key strategies that will make a difference on election day.

Conducting a communication audit is a high-return strategy. The National School Public Relations Association recommends taking a “...snapshot of your current communication efforts, the climate for communication, the issues and image perceptions you are facing, and the communication needs of target audiences.” The scope of the audit includes everything from your logo and tagline to print and

electronic communications to social media and community engagement. A top-notch communication system is foundational in support of a successful tax election. For information go to: <https://www.nspra.org/nspra-communication-audits>.

A second audit focuses on dusting off (and tweaking as needed) key school board policies impacting school tax elections. Most important is your directory information policy. Some school districts identify parents' names, addresses, and phone numbers as public data, which anyone can access (e.g., vote "yes" committee). Others restrict one or more of these important contact fields. Other policies to review include use of buildings and grounds (Can a vote "yes" committee have a table at the football game?), access to staff mailboxes, and use of a district's auto dialing system.

A key takeaway for both audits is "earlier is better" – get them done before the spotlight is on your ballot proposal and election day.

School Tax Elections: Winning Strategies in 250 Words #3 Budget Advisory Committee (BAC) (published 12/01/22)

In the words of Charles Edwards: "The budget evolved from a management tool into an obstacle to management." How true within the context of public school funding – a menagerie of complex local, state, and federal revenue sources not to be out done by legalistic and restrictive budget accounting on the expenditure side. In the context of public opinion about school budgets and tax elections, the challenge is further encumbered by mostly negative press about public schools and finances.

Another chapter in the "start planning early" school tax election manual suggests forming a Budget Advisory Committee to educate community members when important fiscal decisions need to be made. Advocates who can engage with fellow citizens, explain financial realities in common language, and advocate for solutions including school tax elections. The mission of a typical BAC would "advise, support and make recommendations to management on policies and practices related to budgets, financial priorities and the operation of the school system."

If your BAC is going to be a resource and not an obstacle, I offer some tips and guardrails to guide the launch:

- Approach BAC as a long-range strategy
- 8 – 10 members is an effective working group

- Look for members who are well known and respected within the community
- Address diversity including gender, age, occupation, politics, geography, and race/ethnicity
- Establish staggered 3-year terms broadening participation over time and expanding the cadre of informed residents
- Remember...if it was a good idea before your school tax election, it better be a good idea after.

From School Tax Elections: Winning Strategies in 250 Words by Dr. Don E Lifto.

Dr. Don Lifto held positions in Minnesota's public schools for 33 years, the last 25 as a superintendent in rural, suburban, and intermediate districts. During his superintendency, he brought 12 operating or bond proposals forward to the public, 10 of which passed. Lifto completed his Ph.D. at the University of Minnesota with a dissertation focused on factors associated with successful and unsuccessful school referenda. Since 2006 he has consulted with school districts on referendum planning and feasibility surveys with Springsted, Baker Tilly, Morris Leatherman, and School Election Strategies.



Long-Term Facilities Maintenance (LTFM) Revenue Program Overview

December 15, 2022



Overview

The Long-Term Facilities Maintenance (LTFM) Revenue program 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 years.

LTFM is categorical funding in that it has restrictions on its uses and can only be used for those uses.

The restrictions on use are deferred maintenance, health and safety projects or increased accessibility to school facilities

History

The 2015 Legislature created this program to support facilities maintenance needs for school districts, charter schools, and cooperatives, including intermediate school districts.

LTFM Revenue

- LTFM revenue is primarily provided through a per pupil allowance.
- The per pupil allowance for school districts is \$380 for FY 2022.
- The allowance is multiplied by the district's pupil units and building age index.

LTFM is an equalized levy, meaning it is part property tax and part state aid.

For equalization, a district's adjusted net tax capacity is reduced by 50% of the value of agricultural land so districts with large amounts of agricultural land get more equalization aid and reduces the local property tax impact.

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.

Qualifying for LTFM Revenue

School districts must have a ten-year facilities plan adopted by the School Board and approved by the MDE Commissioner.

The plan must be updated annually.

The updated plan must be submitted to the MDE annually.

Allowable Expenditures



LTFM revenue may be used for



Deferred maintenance projects



Increasing facility accessibility



Health and safety compliance

LTFM revenue may *not* be used for

- Construction of new facilities
- Financing lease agreements

- Emergency communication devices
- Energy efficiency projects

- Violence prevention and facility security
- Ergonomics

General Obligation Bonds

A district may sell and issue general obligation bonds without voter approval to fund qualifying LFTM projects

The district may use the annual revenue received under the program to repay the bonds.

Financing Education in Minnesota

2022-23

A Publication of the Minnesota House of Representatives Fiscal Analysis Department

For additional information, contact:

Solveig Beckel
Fiscal Analyst, E-12 Education Finance
Department of Fiscal Analysis
Minnesota House of Representatives
155 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd.
St. Paul, Minnesota 55155

(651) 296-4162
solveig.beckel@house.mn

Additional copies of this publication are available upon request,
or online at the Fiscal Analysis Department website:

<http://www.house.mn/fiscal/home/issuebriefs>

(Please scroll down to the bottom of the page and find it under “Other Documents.”)

Table of Contents

Introduction.....	1
Minnesota Education Finance Terms.....	2
General Education Program Revenue.....	11
Basic Aid	12
Extended Time Revenue.....	13
Gifted and Talented Revenue	14
Declining Enrollment Revenue.....	15
Basic Skills Revenue	16
Secondary Sparsity Revenue	19
Elementary Sparsity Revenue.....	20
Operating Capital Revenue.....	21
Transportation Sparsity Revenue.....	22
Equity Revenue.....	24
Small Schools Revenue	28
Transition Revenue	29
Reserved Revenue and Reductions.....	31
Referendum Revenue.....	32
Referendum Equalization Examples.....	34
Local Optional Revenue	35
Pension Adjustment Revenue	36
K-12 Categorical Programs.....	37
Special Education	37
American Indian Education Aid	41
Alternative Teacher Compensation Revenue (Q-Comp).....	42
Permanent School Fund Revenue	44
Long-Term Facilities Maintenance Revenue.....	45
Debt Service Revenue.....	49
Telecommunications Access Revenue	51
Charter School Revenue	52
Achievement and Integration Revenue (AIM)	53
Literacy Incentive Aid	54
Nutrition Programs	55
Library Programs	55
Nonpublic Pupil Programs.....	55
Miscellaneous Revenue Programs.....	56
Family and Early Childhood Categorical Programs	57
Adult Basic Education	57
Adults with Disabilities	58
Early Learning Scholarships.....	60
Voluntary Pre-Kindergarten Program.....	60
Early Childhood and Family Education	64
School Readiness	65
School Readiness Plus	66
School-Age Care / Disabled	67
Other Categorical Family and Early Childhood Revenues.....	68
Property Taxes	69
Property Tax Relief Aids	69

Market Value Exclusion	69
Agricultural Credits	69
Referendum Tax Base Replacement Aid.....	69
Property Tax Calculation – Residential Property	70
Property Tax Calculation – Agricultural Homestead Property.....	71
Effect of Tax Relief Aids on School District Revenue.....	72
Finances	74
Education Finance Appropriations	74
School District Property Tax Levies.....	74
Property Tax Relief Aid Payments to School Districts	76
Education Revenue Sources	77
State and Local Revenue Sources.....	78
Additional Resources	78



Introduction



“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.”

- Minnesota Constitution, Article XIII, Section 1

The financing of elementary and secondary education in Minnesota comes through a combination of state-collected taxes (primarily income and sales) and locally collected property taxes. Revenue to school districts is received in three major categories, all of which are described in greater detail in this booklet. In summary, the three categories are:

1. State Education Finance Appropriations (funded with state-collected taxes)
 - A. General Education Aid - The largest share of the education finance appropriation, general education aid, is intended to provide the basic financial support for the education program.
 - B. Categorical Aids - Categorical revenue formulas are generally used to meet costs that vary significantly between districts (i.e., special education) or promote certain types of programs (i.e., literacy incentive aid, adult basic education aid).
2. State Paid Property Tax Credits (funded with state-collected taxes)

Property tax credits reduce the amount of property taxes paid. To make up for this reduction, the state pays the difference between what was levied in property taxes and what is actually received in property taxes to school districts and other taxing districts.



3. Property Tax Levies

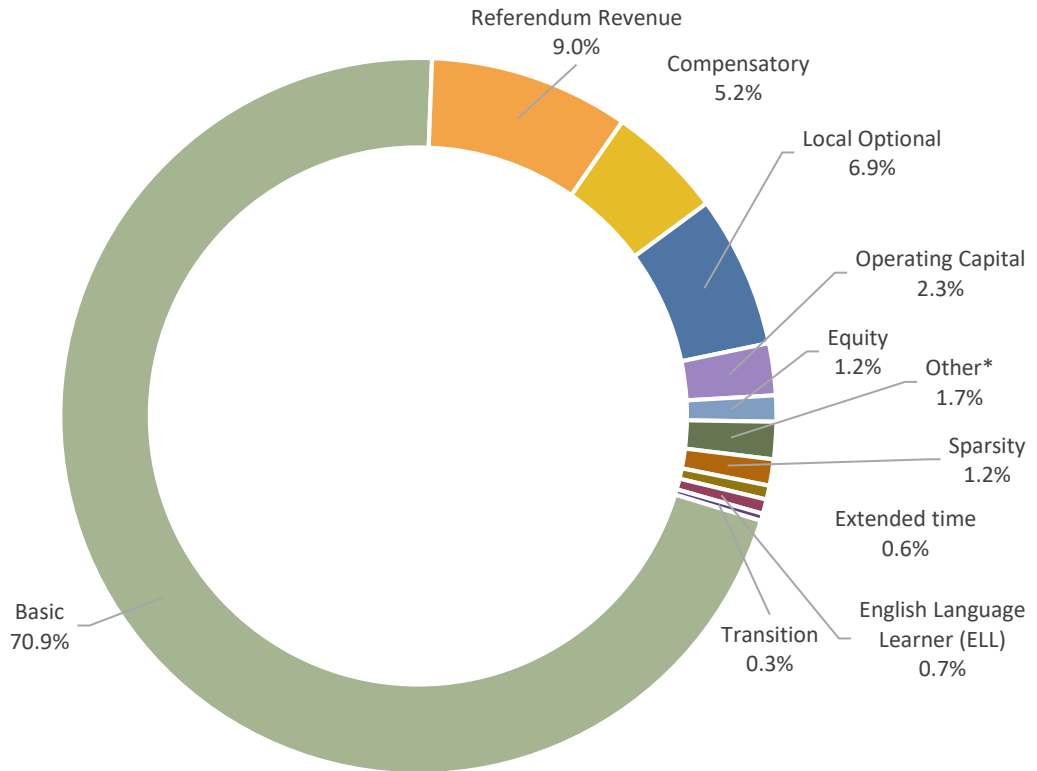
Property tax levies are made with voter approval, or at the discretion of individual school boards, usually up to limits or for expenditures in categories authorized in law by the Legislature. The largest share of the property tax levies made by school districts is from voter-approved levies: the excess operating referendum and debt service levies.

Minnesota Education Finance Terms

General Education Program - The general education program is the method by which school districts receive the majority of their financial support. There are several components to the general education program. The chart below illustrates the various categories of general education funding and the narrative that follows explains each category in detail.

Note: FY 2023 is the 2022-2023 school year.

General Education Program Components (FY 2023)



*Other includes Declining Enrollment, Small Schools, Gifted & Talented, PSEO and various other Adjustments.

1. Basic General Education Formula Revenue

The basic general education formula establishes the minimum level of funding for school districts. Basic general education aid is determined by multiplying the formula allowance by adjusted pupil units. The basic formula allowance is set for each year in legislation. For FY 2023, the basic formula allowance is \$6,863. School districts and charter schools will receive roughly \$6.5 billion in basic formula allowance revenue in FY 2023.

The following chart shows recent annual formula allowances and tax rates:

School Year	Basic Formula Allowance	Tax Rate
2009-10	\$5,124	0.00%
2010-11	\$5,124	0.00%
2011-12	\$5,174	0.00%
2012-13	\$5,224	0.00%
2013-14	\$5,302	0.00%
2014-15	\$5,831	0.35%
2015-16	\$5,948	0.33%
2016-17	\$6,067	0.30%
2017-18	\$6,188	0.14%
2018-19	\$6,312	0.00%
2019-20	\$6,438	0.00%
2020-21	\$6,567	0.00%
2021-22	\$6,728	0.00%
2022-23	\$6,863	0.00%

Of a district’s basic general education revenue, a fixed dollar amount per average daily membership (\$299 for kindergarten pupils and \$459 for first through sixth grade pupils) must be reserved for the purpose of reducing or maintaining the district’s average class size for kindergarten through third grade classrooms. The goal for these grade levels is to have an average class size of 17 students to 1 full-time classroom teacher.

2. Extended Time Revenue

Extended time allows students to generate up to an additional 0.2 (for a total of 1.2 maximum) ADM, which is then used to calculate the district’s weighted pupil count. The weighted pupil count is multiplied by the extended time formula amount of \$5,117 to calculate extended time revenue. The revenue can be used for extended day, week or year programs, as well as vacation break academies and summer term academies. Charter schools operating an extended day, extended week or summer program are eligible for extended time revenue equal to 25 percent of the statewide average extended time revenue per adjusted pupil. For FY 2023, charter schools that receive extended time revenue will receive \$14 per adjusted pupil unit. 147 districts and 39 charter schools qualify for a total of \$57.9 million in extended time revenue.



3. Gifted and Talented Revenue

Districts qualify for \$13 per pupil for gifted and talented revenue. Gifted and talented revenue must be used to identify gifted and talented students, to provide programming for those students, and to provide staff development for teachers of those students. All districts and charter schools qualify for a total of \$12.3 million in gifted and talented revenue.

4. Declining Enrollment Revenue

Districts that experience declining enrollment from year to year are eligible for declining enrollment revenue. Previously, declining enrollment revenue was captured as part of “marginal cost pupil unit” calculations in many funding formulas. Due to pupil weighting simplification effective for fiscal year 2015, a separate declining enrollment category was established. Declining enrollment revenue



acknowledges that lost per pupil funding due to fewer students does not always align neatly with the district’s ability to cut its personnel and other operating costs. The declining enrollment formula is 28 percent (\$1,922 for FY 2023) of the current year formula allowance times the difference between the current year and previous year weighted pupil count. 173 districts and 49 charter schools qualify for a total of \$17.5 million in declining enrollment revenue.

5. Basic Skills Revenue

Basic skills revenue includes compensatory, English learner (EL) and EL concentration revenues. The funding for basic skills revenue is based on separate formulas for the individual components. The components are:

- **Compensatory revenue.** School sites where pupils eligible for free and reduced priced lunches attend generate compensatory revenue based on the number of eligible pupils at the site. Compensatory revenue per pupil increases as the percent of free and reduced price pupils at a particular school site increases (however, the percent is capped in session law). School boards may allocate up to 50 percent of compensatory revenue on a district-wide basis, but at least 50 percent must remain at the site that generates the revenue.
- **English Learner (EL) revenue.** Districts receive EL revenue based on the number of English Learners enrolled in their district. Students are eligible for EL revenue for up to seven years. In addition, a per-pupil amount is provided to districts with concentrations of EL students. The per-pupil funding increases as the concentration increases (though the concentration percentage is capped in session law).

All school districts receive some portion of \$542.0 million in basic skills revenue for FY 2023, which includes \$482.0 million in compensatory revenue and \$60.0 million in the EL revenue.

6. Sparsity Revenue

Sparsity revenue provides additional revenue for small and isolated schools. This revenue acknowledges the higher cost of necessarily small education programs, where options to increase the number of students in a school would require students to travel an unacceptable amount of time. There are two parts to the sparsity formula, one for secondary schools and one for elementary schools. The secondary school sparsity formula takes into account a secondary school's enrollment, distance from the secondary school to the nearest secondary school and the geographic area of the secondary school attendance area. The elementary sparsity formula provides additional funding for elementary schools that average 20 or fewer pupils per grade and that are 19 miles or more from the nearest elementary school. Districts that are relatively small in enrollment and large in geographic area tend to have the largest sparsity allowances. Charter schools are eligible for sparsity revenue based on the state average sparsity revenue per pupil. 99 districts and all charter schools receive a total of \$29.9 million in sparsity revenue.



7. Transportation Sparsity Revenue

Transportation sparsity revenue provides districts with additional funding based on the number of pupils per square mile in a school district. \$79.0 million of transportation sparsity revenue is divided among 308 districts and 73 charter schools.

8. Operating Capital Revenue

The operating capital formula has a component representing the former equipment and technology formulas (\$79 per pupil unit), and a component representing the former facilities formula (\$109 times the district's maintenance cost index). Operating capital revenue is an equalized formula. The equalizing factor for fiscal year 2023 and beyond is \$22,912. Operating capital revenue ranges from \$188 to \$243 per adjusted pupil unit per district and totals \$215.3 million statewide.

9. Equity Revenue

Equity revenue is intended to reduce the per pupil disparity between the highest and lowest revenue districts on a regional basis. For the purposes of equity revenue, there are two regions in the state: the seven-county metropolitan area and the balance of the state. In each region, districts are ranked according to their basic and referendum revenue. There are three components to the equity formula: regular, low-referendum and a supplemental amount. The regular component is based on a district's ranking in their region (rural or metro), the low-referendum component provides additional revenue for districts with referendum amounts below 10 percent of the state average referendum amount, and the supplemental component is a fixed amount (\$50 per pupil) for all districts. Only districts below the 95th percentile of revenue in basic revenue, transition revenue, first tier local optional revenue, and referendum revenue are eligible for the regular and low-referendum equity revenue, except districts in cities of the first class as of 7/1/99



(Minneapolis, St. Paul and Duluth), which are automatically excluded. Equity revenue is an equalized formula, equalized at \$510,000 of referendum market value per pupil.

For the regular equity program, a district without an excess levy referendum is eligible for \$14 per pupil unit. A district with an excess levy referendum is eligible for \$14 per pupil unit, plus an additional amount based on its percentile ranking. To determine how much regular equity revenue a district receives, the district's equity index is calculated by dividing the difference between a district's basic revenue, transition revenue, first tier local optional revenue, and referendum revenue by the regional 95th percentile of basic and referendum revenue. The result is multiplied by \$80. The product of that calculation is added to the basic \$14 to generate the district's equity revenue.

Districts with referendum amounts below 10 percent of the state average referendum amount are also eligible for the supplemental low-referendum equity portion of equity revenue. Qualifying districts receive an amount per pupil equal to the difference between their referendum amount and 10 percent of the state average referendum amount, with a \$100,000 limit.

The revenue amount resulting from both the regular and low-referendum equity calculations is then multiplied by 1.25 for all districts. This 1.25 factor is the result of recent policy changes, as previously these calculations were multiplied by different factors depending upon region.

Finally, all districts are eligible for an additional \$50 per pupil.

Statewide, all districts qualify for equity revenue, sharing a total of \$108.5 million, with revenue amounts ranging from \$50 to \$301 per pupil per district.

10. Small Schools Revenue

School districts (excluding charter schools) with fewer than 960 pupil units qualify for small schools revenue, with the revenue amount per pupil increasing as the enrollment size of the district decreases. The maximum amount a district could theoretically qualify for under the formula is \$544 per pupil. 163 school districts qualify for \$16.6 million in aid. The small schools revenue program includes small high schools in districts with more than one high school in geographically isolated areas.



11. Transition Revenue

Transition revenue guarantees a district that changes to various funding formulas will not result in the district receiving less money in the current year than it received in fiscal year 2015. It is in essence a “hold harmless” provision. For example, the 2013 Legislature made changes to the special education revenue program. A district that received special education revenue under the pre-2013 funding formulas would be able to continue funding its program at the same level as fiscal year 2015, regardless of changes to the formula that would otherwise indicate that the district was eligible for less revenue. Transition revenue is undesignated revenue which may be used for any general fund purpose. Transition revenue is a mix of aid and levy, levied against referendum market value using \$510,000 per pupil as the equalizing factor. \$29.2 million of transition revenue is divided among 196 school districts and 35 charter schools.

12. Referendum Revenue

Referendum revenue allows districts to increase their general fund revenue with the approval of the voters in the district, and in limited cases, by board approval. A referendum to obtain voter approval for an increase in general fund revenue may be held on the first Tuesday following the first Monday in November (Election Day). Elections may be held at a different time if the election is held by mail ballot. If a district is in statutory operating debt and receives the commissioner's approval, the district may hold an additional election on a different day. A referendum election may be held in the calendar year before it is levied or one year earlier.

The referendum revenue formula is an equalized formula; that is, the state pays in aid the difference between what is raised by a local levy and a guaranteed revenue amount.

The referendum revenue program has a two-tier equalization aid formula as follows:

- First tier revenue (up to \$460 per pupil) equalized at \$567,000
- Second tier revenue (revenue from \$460 to 25 percent of the basic formula allowance, which is \$1,716 for FY 2023) equalized at \$290,000. Districts that qualify for sparsity revenue are not subject to the second tier revenue limit of \$1,716 for equalization. All revenue above \$460 is eligible for equalization at the \$290,000 level for sparsity districts.



Equalization is used to apply the same property tax burden to districts that have similar per pupil referendum revenues, but varying tax bases. The relationship of a district's referendum market value per pupil unit to the equalizing factor (\$567,000 in the case of the first \$460 of referendum revenue) indicates how much referendum revenue the district will receive from property taxes. If a district's property valuation per pupil unit were \$283,500 (50 percent of \$567,000), for example, the district would receive 50 percent of its revenue from its referendum levy and 50 percent from state equalization aid. If a district's referendum market value per pupil unit is greater than \$567,000, that district will receive all of its referendum revenue from the local levy. The closer a district's referendum market value per pupil is to \$0, the higher the percentage of state aid the district receives for referendum levies below \$460 per pupil. The same district with \$283,500 per pupil in market value would levy 98 percent ($\$283,500 / \$290,000 = 0.98$) of the revenue for a referendum amount between \$460 and \$1,716 per pupil.

Prior to fiscal year 2021, school boards could convert up to \$300 per pupil of existing referendum authority to "board approved" authority. Starting in FY 2021, the first \$300 per pupil was moved to local optional revenue. This was a revenue neutral change.

Referendum revenue is calculated based on an adjusted pupil unit (APU) basis, which factors in open enrollment. However, referendum equalization *aid* is computed on a *resident* pupil unit basis.

The maximum amount per pupil that districts can generate in referendum revenue is capped by statute. For fiscal year 2023, the standard cap is estimated to be \$2,051. The standard cap is adjusted annually based on changes in the Consumer Price Index. Districts eligible for sparsity revenue are *not* subject to the standard referendum cap.

For fiscal year 2023, 233 school districts have referendum authority totaling \$830.6 million in revenue, with amounts up to \$3,630 per pupil unit. Some districts with referendum revenue receive referendum equalization aid, which totals \$25.3 million statewide (and is included in the \$830.6 million).

Referendum levies must be certified on referendum market value (RMV) rather than adjusted net tax capacity (ANTC). ANTC provides tax advantages for residential and agricultural property compared to commercial and industrial property; RMV treats most residential and commercial property the same. Agricultural land and seasonal recreational cabin properties are excluded from referendum market value.

13. Local Optional Revenue

The 2013 Legislature added an additional component to the general education program called location equity, or local optional revenue. It allows school districts to access up to \$724 per adjusted pupil unit in board-approved revenue.



Like referendum revenue, local optional revenue is an equalized levy formula certified on referendum market value. It comprises two tiers. The first tier consists of \$300 per adjusted pupil unit equalized at \$880,000 of referendum market value per pupil, and the second tier, any amount between \$300 and \$724 per adjusted pupil unit, is equalized at \$510,000 of referendum market value per pupil. For fiscal year 2023 only, the 2021 Legislature set the second tier equalizing factor at \$548,842 of referendum market value per pupil. An estimated 328 districts chose to access local optional revenue. Total local optional revenue is projected to be \$630.5 million: \$525.6 million coming from local levy and \$104.8 million coming from state aid.

Equalizing Factor – The dollar amount used to calculate the state and local shares in formulas that are equalized. Most equalizing factors are fixed, such as that for operating capital revenue, which is set at \$22,912 for FY 2023. A fixed equalizing factor is a guarantee by the state that a certain tax rate will generate a certain amount of revenue for a school district, regardless of the district’s property value. In the case of operating capital revenue, the state guarantees that a 1 percent tax rate will generate \$229 (*calculation*: $0.01 \times \$22,912$) in revenue for the district, whether it is raised via the local property tax, or provided by the state. The percent of revenue in a given formula which will be raised through local levies is equal to the district’s property value (in ANTC or market value for referendum) divided by the equalizing factor. In the case of operating capital revenue, for example, a district with \$7,870 in ANTC per pupil unit will raise 34 percent of its revenue locally ($\$7,870 / \$22,912 = 0.34$), with the balance provided through state aid.

Pupil Weighting – A weighted count of pupils used to determine revenue in many funding formulas. The weights are as follows:

<u>Grade Level</u>	<u>Pupil Weight</u>
Voluntary Pre-Kindergarten Pupil	0.6 pupil units
One Kindergarten Pupil	1.0 pupil units (full) / 0.55 (half)
One Elementary Pupil (grade 1-3)	1.0 pupil units
One Elementary Pupil (grade 4-6)	1.0 pupil units
One Secondary Pupil (grade 7-12)	1.2 pupil units

A preschool pupil with disabilities is counted as 1.0 pupil unit for the ratio of hours of service to 825, with a minimum of 0.28 ADM and a maximum of 1.0 pupil unit.

Adjusted Pupil Units (APU) – Each student is weighted by grade level according to the weights listed above. For example, if a district has 1,000 students in grades seven through twelve, its adjusted pupil count for these secondary students is 1,200 (*calculation:* $1,000 \times 1.2$ pupil units).

Weighted Average Daily Membership (WADM) is another term for Adjusted Pupil Units (APU). It is the total of the above weighted pupil unit categories for a school district.

Pupils in **Average Daily Membership (ADM)** is the total headcount of students in a school district. Each student may not count for more than 1.0 ADM.

Note: In the examples presented in this booklet, “pupil units” means adjusted pupil units, unless otherwise noted.

Categorical Revenues – Additional resources for specific school programs. Examples of categorical revenues include:

1. Special Education Revenue
2. School Lunch Aid
3. Debt Service Equalization Aid

Market Value – The value assigned to property by an assessor.

Referendum market value (RMV) – Allows certain types of property that have classification rates below one to have a lower market value than the value assigned by the assessor, and excludes cabins and agricultural land.



Property Tax Classification Rates – Percentages applied to the market value of property to arrive at the adjusted net tax capacity. For example, residential homestead property under \$500,000 has a class rate of 1 percent; the amount over \$500,000 has a class rate of 1.25 percent.

Adjusted Net Tax Capacity (ANTC) – The property value used for calculating most school taxes. ANTC is determined by equalizing differences in tax capacities by property type in different counties. This equalization process compares market values to actual sales and is intended to neutralize the effect of differing assessment practices. Also, the ANTC reflects the application of the classification rates to the market value of property.

Tax Capacity Rate – The rate of taxation for a specific program. Tax capacity rates are expressed as a percent of the adjusted net tax capacity. Many tax capacity rates are set in law.

Uniform Financial Accounting and Reporting Standards (UFARS) – A statewide accounting procedure that must be used by school districts to record financial transactions and report financial information to the Minnesota Department of Education.

School Funds – A set of financial accounts to manage school operations.

a. Operating Funds

- i. General Fund – general operations of the school district including salaries and benefits, instructional materials, supplies and custodial operations, transportation, ongoing capital expenditures and equipment
- ii. Food Service Fund – school lunch and breakfast programs
- iii. Community Service Fund – community service, early childhood family education, adult and recreation programs

b. Non-Operating Funds

- i. Building Construction Fund – bond proceeds used to pay for building construction
- ii. Debt Service Fund – used to pay principal and interest on building project bonds
- iii. Trust Fund
- iv. Agency Fund

Districts Off The Formula – In districts with high property values per pupil unit, the levy rate for particular programs may generate revenue that is equal to or greater than the total revenue the district is entitled to for the program. These districts are referred to as being “off the formula” for that program, because all of the revenue is paid by local property taxes.

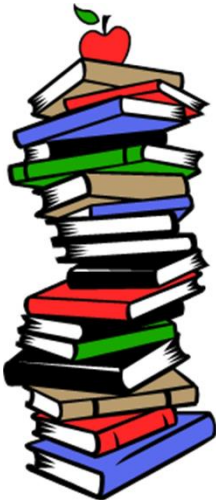


General Education Program Revenue

General education revenue is a combination of several revenue categories that provide the major share of funding for school districts. Most of the general education revenue is for the general operation of the school district and is not designated by the state for a specific purpose. General education revenue is part aid and part levy; the levies for general education include local portions of equity, transition, operating capital, referendum and local optional revenue. These local portions of general education revenue are equalized.

The basic general education formula for FY 2023 is \$6,863 per pupil unit. Basic general education revenue plus several additional components (extended time, gifted and talented, declining enrollment, small schools, basic skills, secondary sparsity, elementary sparsity, transportation sparsity, operating capital, equity, pension adjustment, transition, referendum and local optional) make up total general education revenue.

Example – Gopherville School District (\$ per pupil unit)



Number of Pupil Units*	=	900
Basic Revenue	=	\$6,863
Extended Time Revenue	=	\$30
Gifted & Talented Revenue	=	\$13
Declining Enrollment Revenue	=	\$85
Small Schools Revenue	=	\$144
Basic Skills Revenue	=	\$50
Secondary Sparsity Revenue	=	\$10
Elementary Sparsity Revenue	=	\$0
Operating Capital Revenue	=	\$200
Transportation Sparsity Revenue	=	\$62
Equity Revenue	=	\$100
Transition Revenue	=	\$16
Referendum Revenue (voter-approved)	=	\$460
Local Optional Revenue	=	\$724

General Education Revenue = (Basic Revenue + Extended Time Revenue + Gifted & Talented Revenue + Declining Enrollment Revenue + Small Schools Revenue + Basic Skills Revenue + Secondary Sparsity Revenue + Elementary Sparsity Revenue + Operating Capital Revenue + Transportation Sparsity Revenue + Equity Revenue + Transition Revenue + Referendum Revenue (voter-approved) + Local Optional Revenue) x Pupil Units

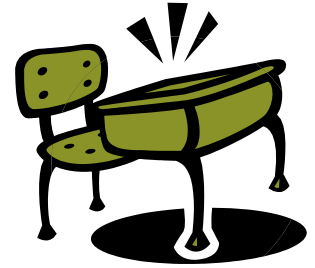
$$\begin{aligned}
 &= (\$6,863 + \$30 + \$13 + \$85 + \$144 + \$50 + \$10 + \$0 + \$200 + \$62 + \$100 + \$16 + \$460 + \\
 &\quad \$724) \times 900 \\
 &= \$8,757 \times 900 \\
 &= \$7,881,300
 \end{aligned}$$

* As noted earlier, all references to “pupil units” are references to adjusted pupil units (APU).

Basic Aid



Basic aid is calculated as the basic formula allowance (\$6,863 for fiscal year 2023) times the district's adjusted pupil units (APU). Basic aid is also referred to as basic formula aid, or formula revenue. [[126C.10, Subd. 2](#)]



Example – Gopherville School District

FY 2023 Adjusted Pupil Units (APU)	1,000
General Education Formula Allowance	\$6,863

$$\begin{aligned} \text{Basic Aid} &= \text{Adjusted Pupil Units} \times \text{General Education Formula Allowance} \\ &= 1,000 \times \$6,863 \\ &= \$6,863,000 \end{aligned}$$

Extended Time Revenue

Extended time revenue replaces the former learning year pupil program. This revenue stream allows districts to generate additional funding for students who are enrolled for more than a standard school year equivalent. Extended time revenue allows students to count as up to an additional 0.2 (for a total of 1.2 maximum) ADM, which is then used to generate an APU based on the student's grade level. The APU total for extended time ADM is then multiplied by the extended time formula amount to calculate total extended time revenue. The extended time formula amount is fixed at \$5,117. Extended time revenue can be used for extended day, week or year programs.



Extended time revenue for charter schools operating an extended day, extended week or summer program is equal to 25 percent of the statewide average extended time revenue per adjusted pupil unit. [124E.20; 126C.05, subd. 15; 126C.10, subd. 2a]

Example – Gopherville School District

ADM between 1.0 and 1.2	=	10
APU for ADM between 1.0 and 1.2*	=	10
Formula Allowance for Extended Time	=	\$5,117

Extended Time Revenue

=	APU for ADM between 1.0 and 1.2 × Extended Time Formula Allowance
=	10 × \$5,117
=	\$51,170

Example – Gopherville Charter School

Adjusted Pupil Units	=	200
Statewide Average Extended Time Revenue per APU	=	\$60.96

Extended Time Revenue

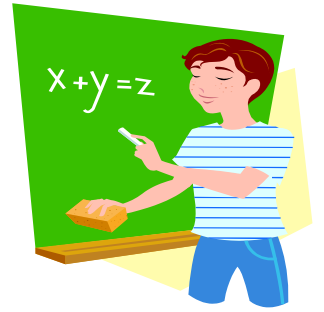
=	APU × 25% of Statewide Average Extended Time Revenue per APU
=	200 × (0.25 × \$60.96)
=	200 × \$15.24
=	\$3,048

* Assumes all extended time students in this example are in grades 1 through 6.

Gifted and Talented Revenue



Gifted and talented revenue is equal to \$13 per adjusted pupil unit. A district's gifted and talented revenue must be used to identify gifted and talented students, to provide programs for those students, and to train teachers for working with gifted and talented students. [126C.10, subd. 2b]



Example – Gopherville School District

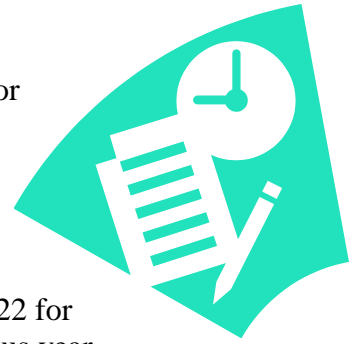
Adjusted Pupil Units (APU) = 1,000
Gifted & Talented Revenue Formula Amount = \$13

Gifted and Talented Revenue

$$\begin{aligned} &= \text{APU} \times \text{Gifted \& Talented Formula Allowance} \\ &= 1,000 \times \$13 \\ &= \$13,000 \end{aligned}$$

Declining Enrollment Revenue

Districts that experience declining enrollment from year to year are eligible for declining enrollment revenue. Previously, declining enrollment revenue was captured as part of “marginal cost pupil unit” calculations in many funding formulas. Declining enrollment revenue acknowledges that lost per pupil funding due to fewer students does not always align neatly with the district’s ability to scale back its personnel and other operating costs. The declining enrollment formula is 28 percent of the current year formula allowance (\$1,922 for the fiscal year 2023) times the difference between the current year and previous year weighted pupil count. [126C.10, subd. 2d]



Example – Gopherville School District

Adjusted Pupil Units - Current Year (2022-23)	=	950
Adjusted Pupil Units - Previous Year (2021-22)	=	1,000
General Education Formula Allowance	=	\$6,863

Declining Enrollment Revenue

$$\begin{aligned} &= (28\% \text{ of Formula Allowance}) \times \text{the greater of (a) Zero or} \\ &\quad \text{(b) APU Previous Year} - \text{APU Current Year} \\ &= (0.28 \times \$6,863) \quad \times \quad (1,000 - 950) \\ &= \$1,922 \quad \times \quad 50 \\ &= \$96,082 \end{aligned}$$

Basic Skills Revenue

Basic skills revenue includes compensatory revenue, English learner (EL) revenue and EL concentration revenue. While these revenues are combined into a single category, the total revenue is based on separate formulas for the individual components. [126C.10, subd. 4; 126C.15; 124D.65]

Compensatory revenue. Districts receive additional funding for students eligible to receive free and reduced price lunches, based on the October 1 count of the previous year. Districts, with board approval, may allocate up to 50 percent of the compensatory revenue on a district-wide basis; the other 50 percent must be allocated to the school site in which the pupils who generated the revenue receive instruction. The revenue must be used to meet the educational needs of pupils whose progress (based on state or local content or performance standards) is below their appropriate age level. Each school site's decision-making team – or instruction and curriculum advisory committee – must make recommendations on how the revenue is to be spent. Districts that receive compensatory revenue must maintain separate accounts for the revenue and report on their expenditures.

Compensatory revenue for each building in the district is calculated by multiplying compensatory pupil units times the total of the general education formula allowance minus \$839 (\$6,024 for FY 2023). Compensatory pupil units equal $0.6 \times$ (the sum of the number of students receiving free lunch and $0.5 \times$ students receiving reduced price lunch) \times the lesser of (a) 1, or (b) the quotient of the following calculation divided by 80: the number of free lunch pupils plus half the number of reduced price lunch pupils divided by the total number of pupils times 100. A district's compensatory revenue is the sum of the compensatory revenue calculation and the amounts designated under [Laws 2015, 1st Special Session chapter 3](#), article 2, section 70, subd. 8, if applicable.



English Learner programs revenue. School districts with English learning (EL) (formerly limited English proficient) students receive aid to recognize the additional cost of educating these students. For funding purposes, an EL student is defined as one whose primary language is not English, whose English language skills do not allow full classroom participation, whose prior year score on an emerging academic English test is below the cutoff score, and who is enrolled in an EL educational program but has not been enrolled in Minnesota public schools for six or more years. A student who has passed the emerging academic English test, but has not yet received seven years of EL services is eligible to continue to be counted as eligible for EL funding if the student's classroom teacher determines that the student has not demonstrated academic language proficiency in English.

EL regular revenue is equal to \$704 times the greater of 20 or the number of eligible EL pupil units. Districts also receive EL concentration revenue ([126C.05, subd. 17](#)) which provides additional revenue when a district has a higher concentration of EL pupils. EL concentration revenue is computed by taking the lesser of 1, or the result of dividing the concentration percentage (which is 100 times the ratio of current year EL pupil ADM to total pupil ADM) by 11.5 and multiplying that number by the number of current year EL students and the concentration revenue formula amount of \$250.

Example – Compensatory Component of Basic Skills

Gopherville School District, Central School

Number of Pupils (October 1 st Enrollment)	=	800
Number of Pupils Receiving Free Lunches	=	100
Number of Pupils Receiving Reduced Price Lunches	=	200
General Education Formula Allowance	=	\$6,863

Compensatory Pupil Units

$$\begin{aligned} &= [(100 + (200/2)) \times 0.6] \times \text{the lesser of either (a) 1 or (b) } \frac{\left(100 \times \left(\frac{(100+(200/2))}{800}\right)\right)}{80} \\ &= 120 \times \text{the lesser of either (a) 1 or (b) } 25 \div 80 \\ &= 120 \times \text{the lesser of either (a) 1 or (b) } 0.313 \\ &= 120 \times 0.313 = 37.6 \end{aligned}$$

Maximum Compensatory Revenue

=	Compensatory Pupil Units	×	(General Ed Formula Allowance - \$839)
=	37.6	×	(\$6,863 - \$839)
=	37.6	×	\$6,024
=	\$226,502		

Gopherville School District, Country School

Number of Pupils (October 1 st Enrollment)	=	200
Number of Pupils Receiving Free Lunches	=	10
Number of Pupils Receiving Reduced Price Lunches	=	20
General Education Formula Allowance	=	\$6,863

Compensatory Pupil Units

$$\begin{aligned} &= (10 + (20/2)) \times 0.6 \times \text{the lesser of either (a) 1 or (b) } \frac{\left(100 \times \left(\frac{(10+(20/2))}{200}\right)\right)}{80} \\ &= 12 \times \text{the lesser of either (a) 1 or (b) } 10.0 \div 80 \\ &= 12 \times \text{the lesser of either (a) 1 or (b) } 0.125 \\ &= 12 \times 0.125 = 1.5 \end{aligned}$$

Maximum Compensatory Revenue

=	Compensatory Pupil Units	×	(General Ed. Formula Allowance - \$839)
=	1.5	×	(\$6,863 - \$839)
=	1.5	×	\$6,024
=	\$9,036		

Example – English Learner Component of Basic Skills

Gopherville School District

Number of Pupils	=	1,000
Number of Eligible EL Students	=	68
Concentration Revenue Formula Amount	=	\$250

EL Revenue = Regular Revenue + EL Concentration Revenue

EL Regular Revenue

$$\begin{aligned} &= \$704 \times \text{the greater of either (a) 20 or (b) Eligible EL Pupil Units} \\ &= \$704 \times \text{the greater of either (a) 20 or (b) 68} \\ &= \$704 \times 68 \\ &= \$47,872 \end{aligned}$$

EL Concentration Revenue

$$\begin{aligned} &= 2022\text{-}23 \text{ EL Students} \times \text{Concentration Formula} \times \text{Concentration Pupil Units} \\ &= 68 \times \$250 \times \text{the lesser of either (a) 1 or (b) } \frac{100 \times \left(\frac{68}{1,000}\right)}{11.5} \\ &= 68 \times \$250 \times \text{the lesser of either (a) 1 or (b) 0.59} \\ &= 68 \times \$250 \times 0.59 \\ &= \$10,030 \end{aligned}$$

EL Total Revenue = EL Regular Revenue + EL Concentration Revenue

= \$47,872 + \$10,030

= \$57,902

Gopherville School District Total Basic Skills Revenue

Compensatory Revenue (Central School Site)	=	\$226,502
Compensatory Revenue (Country School Site)	=	\$9,036
EL Revenue	=	\$57,902

Basic Skills Revenue = Compensatory Revenue (Central + Country) + EL Revenue
= (\$226,502 + \$9,036) + \$57,902
= \$293,440

Secondary Sparsity Revenue

Districts with one or more sparsely populated high school attendance areas may be eligible for additional revenue to meet the higher cost of operating a secondary program with a small number of students. To be eligible, a high school must meet two requirements: 1) an isolation index greater than 23 and 2) fewer than 400 pupils in average daily membership. If a district has more than one high school, the district’s sparsity revenue is the sum of the calculation for each high school. Districts with certain reforested lands have an additional factor in the formula that increases sparsity revenue. A district that certifies that it would not close a school building unless it continues to qualify for secondary sparsity revenue at the previous amount (with the building remaining open) may close a school building and not have its secondary sparsity revenue reduced. [126C.10, subd. 6, 7, & 8a]

Example – Gopherville School District

Adjusted Pupil Units	=	700
Secondary Average Daily Membership (ADM)	=	300
General Education Formula Allowance for Sparsity	=	\$6,333 (<i>calculation: \$6,863 - \$530</i>)
High School Attendance Area	=	356 Square Miles
Distance from High School to Nearest High School	=	22 Miles

$$\begin{aligned}
 \text{Isolation Index (ii)} &= \sqrt{(.55) \times \text{Attendance Area}} + \text{Miles to Nearest High School} \\
 &= \sqrt{(.55) \times 356} + 22 \\
 &= \sqrt{196} + 22 \\
 &= 14 + 22 \\
 &= 36
 \end{aligned}$$

Secondary Sparsity Revenue

$$\begin{aligned}
 &= \text{Formula Allowance} \times \text{Sec. ADM} \times \frac{400 - \text{Sec ADM}}{400 + \text{Sec ADM}} \times \text{the lesser of (a) 1.5 or (b) } \frac{\text{ii} - 23}{10} \\
 &= \$6,333 \times 300 \times \frac{400 - 300}{400 + 300} \times \text{the lesser of (a) 1.5 or (b) } \frac{36 - 23}{10} \\
 &= \$6,333 \times 300 \times (100/700) \times \text{the lesser of (a) 1.5 or (b) } (13/10) \\
 &= \$6,333 \times 300 \times 0.14 \times \text{the lesser of (a) 1.5 or (b) } 1.3 \\
 &= \$6,333 \times 300 \times 0.14 \times 1.3 \\
 &= \$345,782
 \end{aligned}$$

Secondary Sparsity Revenue per Pupil Unit	=	\$345,782 / 700
	=	\$493.97

Elementary Sparsity Revenue



Districts with a sparsely populated elementary school attendance area may be eligible for additional revenue to operate the elementary school. To be eligible, an elementary school must have an average of 20 or fewer pupils per grade level and be located 19 miles or more from the nearest elementary school. A district that certifies that it would not close a school building unless it continues to qualify for elementary sparsity revenue at the previous amount (with the building remaining open) may close a school building and not have its elementary sparsity revenue reduced. [126C.10, subd. 8]

Example – Gopherville School District ABC Elementary School

Grades K-6 Pupil (ADM)	=	100
General Education Formula Allowance for Sparsity	=	\$6,333 (<i>calculation: \$6,863 - \$530</i>)
Distance to Nearest Elementary School	=	23 miles

Elementary Sparsity Revenue

$$\begin{aligned} &= \text{Elementary ADM} \times \left(\text{Formula Allowance} \times \left(\frac{140 - \text{Elem ADM}}{140 + \text{Elem ADM}} \right) \right) \\ &= 100 \times \left(\$6,333 \times \left(\frac{140 - 100}{140 + 100} \right) \right) \\ &= 100 \times \left(\$6,333 \times \left(\frac{40}{240} \right) \right) \\ &= 100 \times (\$6,333 \times 0.1667) \\ &= 100 \times \$1,056 \\ &= \$105,600 \end{aligned}$$

Note: The 140 used in the formula assumes 20 pupils in each of grades K-6. If this elementary school had fewer than seven grades, the formula would be adjusted for the actual number of grades.

Operating Capital Revenue

Operating capital revenue is available for repair and betterment of facilities, acquisition of land, purchase or lease of equipment, and purchase of books. Operating capital revenue is placed in the operating capital account in the general fund. Operating capital revenue is based on the two former components of a capital expenditure funding formula: facilities revenue and equipment revenue. The facilities component of the formula generates revenue of \$109 per pupil unit plus a weighting for the average age of the district's buildings. The equipment revenue component is \$79 per pupil unit. In addition, a district with a learning year program receives an additional \$31 per pupil unit at the site a program is in place. Operating capital revenue is an equalized formula, with an equalizing factor of \$22,912 of ANTC per pupil for FY 2023 and later. [126C.10, subd. 13]

Example – Gopherville School District

Number of Pupil Units	=	1,000
ANTC per Pupil Unit	=	\$6,000
Operating Capital (Facilities Component)	=	\$109 per Pupil Unit
Operating Capital (Equipment Component)	=	\$79 per Pupil Unit
Average Age of District Buildings	=	25 years
Maintenance Cost Index	=	1.25 (1 + Ratio of Average Age to 100)

$$\begin{aligned} \text{Operating Capital Revenue per Pupil} &= \text{Equipment Component} + (\text{Facilities Component} \times \text{Maint. Cost Index}) \\ &= \$79 + (\$109 \times 1.25) \\ &= \$79 + \$136 \\ &= \$215 \end{aligned}$$

$$\begin{aligned} \text{Revenue} &= \text{Pupil Units} \times \text{Operating Capital per Pupil Revenue} \\ &= 1,000 \times \$215 \\ &= \$215,000 \end{aligned}$$

$$\begin{aligned} \text{Levy} &= \text{Revenue} \times (\text{ANTC per Pupil} / \text{Operating Capital Equalizing Factor}) \\ &= \$215,000 \times (\$6,000 / \$22,912) \\ &= \$215,000 \times 0.262 \\ &= \$56,330 \end{aligned}$$

$$\begin{aligned} \text{Aid} &= \text{Revenue} - \text{Levy} \\ &= \$215,000 - \$56,330 \\ &= \$158,670 \end{aligned}$$



Transportation Sparsity Revenue

In 1996-97, a major portion of the funding of transporting students, equal to \$170 per pupil, was rolled into the basic general education formula. To recognize the additional costs of transporting students in those districts with fewer students per square mile, the transportation sparsity formula provides additional funding based on the number of students per square mile. The actual formula uses logarithms to calculate a revenue amount. The final part of the formula subtracts 4.66 percent of the basic formula amount, which in 1997 was the \$170 by which the general education formula was increased due to the “roll-in” of transportation revenue, adjusted for the changes in the basic formula since 1996-97. [126C.10, subd. 18]



For this formula, sparsity index means the greater of 0.2 or the number of square miles in the district divided by the number of adjusted pupil units. Density index means the number of square miles divided by the number of adjusted pupil units; however, the density index may not be greater than 0.2 or less than 0.005.

Example – Gopherville School District

Adjusted Pupil Units (APU)	=	1,000
Number of Square Miles	=	90
General Education Formula Allowance	=	\$6,863
District Sparsity Index	=	0.20
District Density Index	=	0.09

Transportation Sparsity Revenue per Pupil Unit =

$$[(\text{Formula Allowance} \times 0.141) \times (\text{District Sparsity Index})^{0.26} \times (\text{District Density Index})^{0.13}] - (\text{Formula Allowance} \times 0.0466)$$

$$= [(\$6,863 \times 0.141) \times 0.20^{0.26} \times 0.09^{0.13}] - (\$6,863 \times 0.0466)$$

$$= [\$968 \times 0.658063 \times 0.731226] - \$320$$

$$= \$466 - \$320$$

$$= \$146$$

Total Transportation Sparsity Revenue	=	Revenue per APU × APU
	=	\$146 × 1,000
	=	\$146,000

The 2017 Legislature amended the Transportation Sparsity Revenue allowance by adding the Pupil Transportation Adjustment to the calculation. The formula takes a portion (18.2 percent) of the difference between a district's transportation costs and the sum of: a portion (4.66 percent) of its basic revenue; previous transportation sparsity revenue; and charter school transportation adjustment. For this formula, transportation costs include regular and excess public transportation costs, as well as costs associated with depreciation of the bus fleet. It does *not* include special education transportation or transportation among buildings.

Example – Pupil Transportation Adjustment

Gopherville School District

Transportation Costs (2022)	=	\$2,740,000
Transportation Costs (2021)	=	\$2,700,000
Basic Revenue (2022)	=	\$10,000,000
Transportation Sparsity Revenue (2022)	=	\$500,000
Charter School Transportation Adjustment (2022)	=	\$0

Pupil Transportation Adjustment = $0.182 \times [(\text{the lesser of (a) Previous Year Transportation Costs or (b) } 1.05 \times \text{Second Previous Year Transportation Costs}) - ((\text{Previous Year Basic Revenue} \times 0.0466) + \text{Previous Year Transportation Sparsity Revenue} + \text{Previous Year Charter School Transportation Adjustment})]$

$$\begin{aligned}
 &= 0.182 \times [(\text{the lesser of (a) } \$2,740,000 \text{ or (b) } \$2,835,000) - ((\$10,000,000 \times 0.0466) + \$500,000 + 0)] \\
 &= 0.182 \times [\$2,740,000 - (\$466,000 + \$500,000 + 0)] \\
 &= 0.182 \times [\$2,740,000 - \$966,000] \\
 &= 0.182 \times [\$1,774,000] \\
 &= \$322,868
 \end{aligned}$$

Equity Revenue



Equity revenue is intended to reduce the disparity in revenue per pupil unit between the highest and lowest revenue districts on a regional basis, with the regions defined as the seven county metropolitan area and the balance of the state, using a set of three formulas: one for regular equity, one for low-referendum equity, and one for supplemental equity.

Regular equity revenue is calculated by ranking all districts in each region according to their total basic-, first tier local optional-, transition-, and referendum revenue. Districts below the 95th percentile of revenue in these components combined are eligible for regular and low-referendum equity revenue, except school districts located in cities of the first class on July 1, 1999 (Duluth, Minneapolis and St. Paul), which are automatically excluded. All eligible districts receive \$14 per pupil unit, but districts with an operating referendum receive additional revenue based on their percentile ranking compared to the rest of the region the district is in. To determine how much extra revenue a district receives, the district's equity index is calculated by dividing the difference between the district's revenue in the aforementioned categories by the 95th percentile of revenue in those categories. The result is multiplied by \$80.

Low-referendum equity revenue was created to provide additional aid for districts with referendum amounts per pupil below ten percent of the state average referendum amount (the state average referendum revenue per pupil is \$874.42 for FY 2023). Low-referendum equity is equal to difference between a district's referendum per pupil and 10 percent of the state average referendum amount, with the total low-referendum supplemental equity amount not to exceed \$100,000 for any one district.

For FY 2017, FY 2018, and FY 2019 the revenue amount resulting from both the regular and supplemental low-referendum equity formulas was multiplied by 1.25 for metro districts and 1.16 for non-metro districts. For FY 2017 only, the 1.16 adjustment for non-metro districts came in the form of 100 percent state aid. *In FY 2020, all districts became eligible for the 1.25 adjustment.* Prior to FY 2017 only districts in the seven county metro region were eligible for the 1.25 adjustment.

Finally, **supplemental equity revenue** provides \$50 per pupil of revenue for all districts.

Equity revenue is equalized at \$510,000 of referendum market value (RMV) per pupil.
[126C.10, subd. 24-30]



Example – Gopherville School District

Number of Pupil Units	=	1,000
Basic Revenue	=	\$6,863
Gopherville 1st Tier Local Optional Revenue per Pupil	=	\$300
Gopherville Transition Revenue per Pupil	=	\$30
Gopherville Referendum Revenue per Pupil	=	\$460
7-County Metro Area	=	no
Rural 95 th Percentile	=	\$9,094
Rural 5 th Percentile	=	\$7,163
Metro 95 th Percentile	=	\$9,154
Metro 5 th Percentile	=	\$7,174
State Average Referendum Revenue per Pupil	=	\$952
Gopherville Referendum Market Value (RMV) per Pupil	=	\$300,000

Regular Equity Revenue

Regional Equity Gap (Rural)	=	95 th Percentile - 5 th Percentile	=	\$9,094 - \$7,163 = \$1,931
District Equity Gap	=	95 th Percentile - (Dist. Basic + 1st Tier Local Opt + Transition + Ref)		
	=	\$9,094 - (\$6,863 + \$300 + \$30 + \$460)		
	=	\$9,094 - \$7,653		
	=	\$1,441		
Equity Index	=	[District Equity Gap / Regional Equity Gap]		
	=	\$1,441 / \$1,931 = 0.746		
Regular Equity Rev.	=	Pupil Units × [\$14 + (\$80 × Equity Index)]		
	=	1,000 × [\$14 + (\$80 × 0.746)]		
	=	1,000 × [\$14 + \$59.70]		
	=	1,000 × \$73.70		
	=	\$73,700		

Supplemental Low-Referendum Equity Revenue

Low-Referendum Equity Revenue	=	Pupils × [(\$952 × 10%) – District Ref.]
	=	1,000 × [(\$952 × 0.10) - \$460]
	=	1,000 × (\$95.20 - \$460)

District ref. authority less than 10% of statewide average? = No. (\$460 > \$95.20)

= \$0

Subtotal – Equity Revenue (Regular and Low-Referendum)

$$\begin{aligned} \text{Subtotal Equity Revenue} &= \text{Regular Equity Revenue} + \text{Low-Referendum Equity Revenue} \\ &= \$73,700 + \$0 \\ &= \$73,700 \end{aligned}$$

25% Equity Revenue Adjustment

$$\begin{aligned} \text{25\% Adjustment} &= \text{Equity Revenue (Parts 1 \& 2)} \times 0.25 \\ &= \$73,700 \times 0.25 \\ &= \$18,425 \end{aligned}$$



Supplemental Equity Revenue

$$\begin{aligned} \text{Supplemental Equity Rev.} &= \text{Pupils} \times \text{Supplemental Equity Formula Amount} \\ &= 1,000 \times \$50 \\ &= \$50,000 \end{aligned}$$

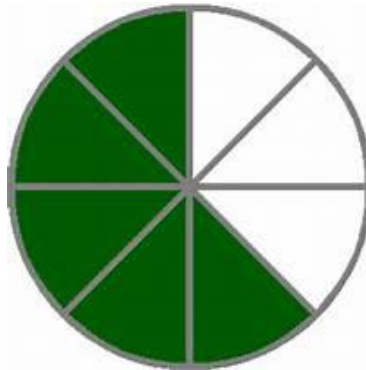
Grand Total Equity Revenue

$$\begin{aligned} \text{Grand Total Equity Rev} &= \text{Regular Equity Revenue} + \text{Low-Referendum Equity Revenue} + \\ &\quad \text{25\% Equity Revenue Adjustment} + \text{Supplemental} \\ &\quad \text{Equity Revenue} \\ &= \$73,700 + \$0 + \$18,425 + \$50,000 \\ &= \$142,125 \end{aligned}$$

Equity Revenue – Aid and Levy Calculation

$$\begin{aligned} \text{Equity Levy} &= \text{Grand Total Equity Rev.} - 25\% \text{ Adjustment} \times \left(\frac{\text{RMV/PupilUnit}}{\$510,000} \right) \\ &= \$142,125 - \$18,425 \quad \times \quad \left(\frac{\$300,000}{\$510,000} \right) \\ &= \$123,700 \quad \times \quad 0.588 \\ &= \$72,764 \end{aligned}$$

$$\begin{aligned} \text{Equity Aid} &= \text{Total Equity Revenue} \quad - \quad \text{Equity Levy} \\ &= \$142,125 \quad - \quad \$72,764 \\ &= \$69,360 \end{aligned}$$



Small Schools Revenue



Small Schools revenue is allocated to school districts (excluding charter schools) based on their enrollment. Districts with less than 960 adjusted pupil units qualify for the revenue. The formula for the revenue is \$544 times the district’s adjusted pupil units, multiplied by a factor that allocates more revenue per pupil to smaller school districts on a sliding scale. The definition of a “district” for small schools revenue purposes includes a high school that is eligible for sparsity aid in a district with at least two high schools. [126C.10, subd. 2c]

Example – Gopherville School District

Adjusted Pupil Units (APU) = 200
Small Schools Formula Allowance = \$544

$$\begin{aligned} \text{Small Schools Revenue} &= (\text{Small Schools Allowance} \times \text{APU}) \times \frac{960 - \text{APU}}{960} \\ &= (\$544 \times 200) \times \frac{960 - 200}{960} \\ &= \$108,800 \times 0.79 \\ &= \$85,952 \end{aligned}$$

Example – Gopher City School District

Number of Pupil Units = 750
Small Schools Formula Allowance = \$544

$$\begin{aligned} \text{Small Schools Revenue} &= (\text{Small Schools Allowance} \times \text{APU}) \times \frac{960 - \text{APU}}{960} \\ &= (\$544 \times 750) \times \frac{960 - 750}{960} \\ &= \$408,000 \times 0.22 \\ &= \$89,760 \end{aligned}$$

Note: Since the Gopher City school district has more pupils, its total revenue is greater than Gopherville, but the smaller district (Gopherville) has more revenue per pupil (\$430 versus \$120).

Transition Revenue

Transition revenue provides districts with a guarantee that changes to various funding formulas will not result in less revenue in the current fiscal year than they received in fiscal year 2015. It is, in essence, a “hold harmless” provision. Transition revenue was originally a revenue guarantee for 2003-2004 revenue, fixed at the 2004-2005 amount per pupil. Since then, it has been expanded to include the following components: 1) achievement and integration revenue transition, 2) pension adjustment transition, 3) special education transition, and 4) excess cost aid transition.

Transition revenue is a fixed amount that is undesignated and may be used for any general fund purpose. Transition revenue is a mix of aid and levy, levied against referendum market value (RMV), using \$510,000 as the equalizing factor. [[126C.10, subd. 31-33](#)]

Example – Gopherville School District

FY 2015 Pupil Units	=	1,000
FY 2023 Pupil Units	=	950
FY 2015 Old Law Transition Revenue	=	\$20,000
FY 2015 Old Law Revenue (includes the sum of what the district would have received for general education revenue, integration revenue, pension adjustments, special education aid and excess cost aid under 2012 Statutes)	=	\$6,750,000
FY 2015 New Law Revenue (includes the sum of general education revenue – excluding transition revenue – and achievement and integration revenue and special education aid)	=	\$6,740,000
Referendum Market Value Per Pupil Unit	=	\$400,000

FY 2023 Transition Allowance = [FY 2015 Old Law Transition Revenue + the greater of (a) \$0 or (b) the difference between FY 2015 Old Law Revenue and FY 2015 New Law Revenue] / FY 2015 Adjusted Pupil Units

= [\$20,000 + the greater of (a) \$0 or (b) the difference between \$6,750,000 and \$6,740,000] / 1,000

= [\$20,000 + \$10,000] / 1,000

= \$30,000 / 1,000

= \$30



$$\begin{aligned}
 \text{Total Transition Revenue} &= \text{Transition Allowance} \times \text{FY2023 Adjusted Pupil Units} \\
 &= \$30 \times \$950 \\
 &= \$28,500
 \end{aligned}$$

$$\begin{aligned}
 \text{Transition Levy} &= \text{Transition Revenue} \times \frac{\text{RMV per pupil}}{\$510,000} \\
 &= \$28,500 \times \frac{\$400,000}{\$510,000} \\
 &= \$28,500 \times 0.784 \\
 &= \$22,344
 \end{aligned}$$

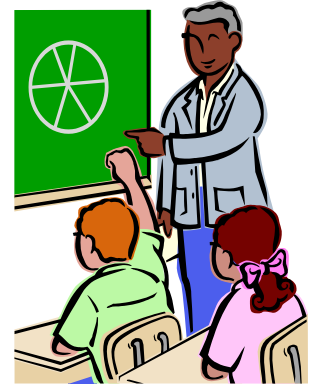
$$\begin{aligned}
 \text{Transition Aid} &= \text{Transition Revenue} - \text{Transition Levy} \\
 &= \$28,500 - \$22,344 \\
 &= \$6,156
 \end{aligned}$$



Reserved Revenue and Reductions

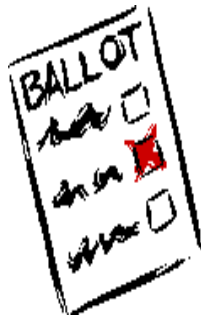
Learning and Development Revenue

Of a district's basic general education revenue, a fixed dollar amount per average daily membership (\$299 for kindergarten pupils and \$459 for first through sixth grade pupils) must be reserved for the purpose of reducing or maintaining the district's average class size for kindergarten through third grade classrooms. The goal is to have average class sizes be 17 students to 1 full-time classroom teacher for these grade levels. [[126C.12](#)]



Revenue for Staff Development

An amount equal to two percent of the basic formula amount (\$137.26 per pupil unit for fiscal year 2023) must be spent on staff development. Staff development revenue may be used for teacher evaluation activities. Each year, if a district's licensed teachers and school board agree via a vote, this reserve may be waived. In addition, a district in statutory operating debt is exempt from this reserve requirement. [[122A.61](#)]



Referendum Revenue

Referendum revenue allows districts to increase the revenue available in the district’s general fund with the approval of the voters in the district. Referendum revenue up to \$460 per pupil unit is equalized at \$567,000 of market value; and revenue above \$460, up to 25 percent of the basic formula allowance (\$1,716 for FY 2023), is equalized at \$290,000. Districts that qualify for sparsity revenue are eligible for equalization of \$290,000 on the entire amount of referendum authority above \$460. In FY 2021, the first \$300 in referendum revenue was moved to local optional revenue, and the referendum revenue calculation now consists of two equalized tiers, not three.

Referendum revenue is subject to an annual cap. For fiscal year 2023, the standard cap is estimated to be \$2,051 per adjusted pupil unit. The cap is adjusted annually for inflation based on the Consumer Price Index. District referendum revenue, except in districts eligible for sparsity revenue, may not exceed this cap. [126C.17]

Example – Gopherville School District

Note: This example assumes voter approval of a referendum and a school board decision to levy the full authorized amount.

Adjusted Pupil Units	=	1,000
Referendum Market Value	=	\$285,000,000
Referendum Market Value per Pupil	=	\$285,000
Referendum Revenue per Pupil Unit	=	\$800
First Tier Equalization Factor	=	\$567,000
Second Tier Equalization Factor	=	\$290,000

To calculate a district’s total referendum levy, and the amount that will be paid to the district from the state in the form of referendum equalization aid, first calculate referendum revenue in each tier (remembering that if the district’s referendum revenue per pupil is less than \$460, the \$460 in the first tier calculation would be replaced with the actual approved amount, and the second tier calculation would be unnecessary):

$$\begin{aligned}
 \text{First Tier Referendum Revenue} &= \$460 \times \text{Pupil Units} \\
 &= \$460 \times 1,000 \\
 &= \$460,000
 \end{aligned}$$

$$\begin{aligned}
 \text{Second Tier Referendum Revenue} &= (\text{Referendum per Pupil Unit} - \$460) \times \text{Pupil Units} \\
 &= (\$800 - \$460) \times 1,000 \\
 &= \$340 \times 1,000 \\
 &= \$340,000
 \end{aligned}$$

Next, calculate the levy portion of referendum revenue by calculating the amount of levy for each tier of referendum revenue:

$$\begin{aligned}
 \text{First Tier Levy} &= \text{First Tier Revenue} \times \frac{\text{Referendum Market Value per Pupil}}{\text{First Tier Equalizing Factor}} \\
 &= \$460,000 \times \frac{\$285,000}{\$567,000} \\
 &= \$460,000 \times 0.50 \\
 &= \$230,000
 \end{aligned}$$

$$\begin{aligned}
 \text{Second Tier Levy} &= \text{Second Tier Revenue} \times \frac{\text{Referendum Market Value per Pupil}}{\text{Second Tier Equalizing Factor}} \\
 &= \$340,000 \times \frac{\$285,000}{\$290,000} \\
 &= \$340,000 \times 0.98 \\
 &= \$333,200
 \end{aligned}$$

$$\begin{aligned}
 \text{Total Levy} &= \text{First Tier Levy} + \text{Second Tier Levy} \\
 &= \$230,000 + \$333,200 \\
 &= \$563,200
 \end{aligned}$$

Finally, calculate the aid portion of referendum revenue by subtracting the total levy from the total referendum revenue generated:

$$\begin{aligned}
 \text{Aid} &= \text{Referendum Revenue} - \text{Referendum Levy} \\
 &= \$800,000 - \$563,200 \\
 &= \$236,800
 \end{aligned}$$

This aid amount may be reduced by the amount of referendum tax base replacement aid that the district receives. (See page 69 for a discussion of referendum tax base replacement aid.)

Referendum Equalization Examples

As illustrated by the table below, districts with different tax bases in referendum market value per pupil unit can have significantly different mixes of referendum levy and referendum equalization aid. Using the formulas described in the previous pages, the table shows the referendum aid and levy in a district with high, medium, and low market values per pupil unit with \$900 per pupil unit of referendum revenue authorized.

Calculating the tax rate for the total levy in each school district shows how equalization works. The tax rate is calculated by dividing total levy by total tax base (which is referendum market value per pupil unit multiplied by referendum pupil units). In each of these cases, the tax rate is the same for the equalization factor, so although the low value district has the same effective tax rate as the high value district, and less property value per pupil than the high value district, the low value district receives the same amount of revenue per pupil as the high value district, up to the level of the equalizing factor, due to the referendum equalization aid provided by the state, with a tax rate that is the same. Once a district's tax base per pupil exceeds the equalizing factor, the tax rate declines as value grows.

School District Referendum Market Value

	<u>Low</u>	<u>Medium</u>	<u>High</u>
Market Value per Pupil Unit	\$250,000	\$500,000	\$750,000
Referendum Amount per Pupil Unit	\$900	\$900	\$900
Referendum Pupil units	750	2,000	10,000
Total Revenue	\$675,000	\$1,800,000	\$9,000,000
First Tier Revenue	\$345,000	\$920,000	\$4,600,000
Second Tier Revenue	\$330,000	\$880,000	\$4,400,000
First Tier Levy	\$151,800	\$809,600	\$4,600,000
Second Tier Levy	\$283,800	\$880,000	\$4,400,000
First Tier Aid	\$193,200	\$110,400	\$0
Second Tier Aid	\$46,200	\$0	\$0
Total Levy	\$435,600	\$1,689,600	\$9,000,000
Total Aid	\$239,400	\$110,400	\$0
Percent Levy	64.5%	93.9%	100.0%
Percent Aid	35.5%	6.1%	0.0%
Tax Rate	0.232%	0.169%	0.12%

Local Optional Revenue

In FY 2023, districts are eligible for up to \$724 per pupil in local optional revenue. Local optional revenue is a mix of local property tax levy and state aid. [[126C.10, subd. 2e](#)]

Example – Gopherville School District

Adjusted Pupil Units (APU)	=	2,500
Local Optional Revenue per Pupil Unit	=	\$724
Referendum Market Value (RMV) per APU	=	\$475,000
First Tier Equalization Factor	=	\$880,000
Second Tier Equalization Factor	=	\$510,000

This calculation is similar to the referendum levy calculation – first, calculate local optional revenue in each tier (if the district’s local optional revenue per pupil is less than \$300, the \$300 in the first tier calculation is replaced with the actual amount, and the second tier calculation is unnecessary):

$$\begin{aligned} \text{First Tier Local Optional Revenue} &= \$300 \times \text{Pupil Units} \\ &= \$300 \times 2,500 \\ &= \$750,000 \end{aligned}$$

$$\begin{aligned} \text{Second Tier Local Optional Revenue} &= (\text{Local Optional per Pupil Unit} - \$300) \times \text{Pupil Units} \\ &= (\$724 - \$300) \times 2,500 \\ &= \$424 \times 2,500 \\ &= \$1,060,000 \end{aligned}$$

Next, calculate the amount of levy for each tier of local optional revenue:

$$\begin{aligned} \text{First Tier Levy} &= \text{First Tier Revenue} \times (\text{RMV per APU} / \text{First Tier Equalization Factor}) \\ &= \$750,000 \times (\$475,000 / \$880,000) \\ &= \$750,000 \times 0.54 \\ &= \$405,000 \end{aligned}$$

$$\begin{aligned} \text{Second Tier Levy} &= \text{Second Tier Revenue} \times (\text{RMV per APU} / \text{Second Tier Eq. Factor}) \\ &= \$1,060,000 \times (\$475,000 / \$510,000) \\ &= \$1,060,000 \times 0.931 \\ &= \$986,860 \end{aligned}$$

$$\begin{aligned} \text{Total Levy} &= \text{First Tier Levy} + \text{Second Tier Levy} \\ &= \$405,000 + \$986,860 \\ &= \$1,391,860 \end{aligned}$$

Finally, calculate the aid portion of local optional revenue:

$$\begin{aligned} \text{Total Aid} &= \text{Local Optional Revenue} - \text{Local Optional Levy} \\ &= \$1,810,000 - \$1,391,860 \\ &= \$418,140 \end{aligned}$$

Pension Adjustment Revenue

School districts receive general education revenue pension adjustment revenue to compensate for past legislative changes to employer contribution rates to the public employee retirement systems. The pension adjustment rate for Independent School District No. 625, St. Paul, equals 2.3 percent for fiscal year 2023, and 2.5 percent for fiscal year 2024 and later. The pension adjustment rate for all other districts equals 1.05 percent for fiscal year 2023, and 1.25 percent for fiscal year 2024 and later. For fiscal years 2025 and later, the state total pension adjustment revenue is capped at the fiscal year 2024 amount. The commissioner must prorate the pension adjustment rate to not exceed this cap. Cooperative units also qualify for pension adjustment revenue as if they were districts. [126C.10, subd. 37; 127A.50]

Example – Gopherville School District

Note: This example assumes that the Gopherville School District is not the St. Paul School District.

FY 2023 Adjusted Pupil Units (APU)	=	1,000
FY 2023 District Pension Adjustment Rate	=	1.05%
FY 2014 Gopherville Pension Adjustment per APU Allowance	=	\$7.00
FY 2022 District TRA Member Payroll	=	\$6,000,000

Pension Adjustment Revenue =

(a) The greater of zero or

(b) (FY 2014 Gopherville Pension Adjustment per APU Allowance) × (FY 2023 APU) + (FY 2022 TRA Member Payroll × FY 2023 District Pension Adjustment Rate)

$$= (\$7.00 \times 1,000) + (\$6,000,000 \times .0105)$$

$$= \$7,000 + 63,000$$

$$= \$70,000$$



K-12 Categorical Programs

Special Education

Districts receive funding to recognize a portion of the additional costs of providing required services to students with disabilities. All operating districts receive some special education aid, but the amount can vary greatly among districts. The total aid entitlement for FY 2023 is \$1.90 billion.

The special education aid has historically been allocated on a partial cost reimbursement basis – districts received special education aid for the current year based on a portion of its certified special education related expenditures from the previous year. Since FY 2015, the state has moved toward a “census-based” model, one that accounts for a wider range of cost factors like overall district average daily membership served, poverty concentration, district size, and the average costs of educating students with different primary disabilities.

The three average cost categories for serving different primary disabilities in FY 2023:

- 1) \$13,300 times the December 1 child count for the primary disability areas of: autism spectrum disorder, developmental delay and severely multiply impaired (*Category 1*);
- 2) \$19,200 times the December 1 child count for primary disability areas of deaf and hard-of-hearing and emotional behavioral disorders, (*Category 2*); and
- 3) \$25,200 times the December 1 child count for primary disability areas of developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired and deafblind (*Category 3*).

Initial Aid includes the *least* of:

- a) 62 percent of the district’s old formula special education expenditures for the prior fiscal year, excluding pupil transportation expenditures;
- b) 50 percent of the district’s nonfederal special education expenditures for the prior year, excluding pupil transportation expenditures;
- c) or 56 percent of the product of the sum of the census-based amounts, computed using prior fiscal year data. [[125A.76, subd. 2a](#)]

Example – Special Education Initial Aid

Gopherville School District

District ADM Served	= 1,000
Total “Old Formula” Special Education Expenditures	= \$1,900,000
Total Nonfederal Special Education Expenditures	= \$2,300,000
Free Lunch Eligible Students	= 300
Reduced Lunch Eligible Students	= 60
Ratio of Free and Reduced/Enrollment	= 0.33
Category 1 Students	= 35
Category 2 Students	= 12
Category 3 Students	= 5

The least of (a), (b) or (c) below:

$$\begin{aligned} \text{(a) } & 62\% \times \text{Total "Old Formula" Special Education Expenditures} \\ & = 0.62 \times \$1,900,000 \\ & = \$1,178,000 \end{aligned}$$

$$\begin{aligned} \text{(b) } & 50\% \times \text{Total Nonfederal Special Education Expenditures (Prior Year)} \\ & = 0.50 \times \$2,300,000 \\ & = \$1,150,000 \end{aligned}$$

$$\text{(c) } 56\% \times (\text{Census-Based Allocation}^* + \text{Category 1} + \text{Category 2} + \text{Category 3})$$

*Census-Based Allocation = Basic Allowance + District Size Allowance + Poverty Allowance

$$\begin{aligned} & = 1,000 \text{ ADM served} \times [\$460 + (1,000 \times 0.008) + (\$405 \times 0.33)] \\ & = 1,000 \text{ ADM served} \times [\$460 + 8 + \$134] \\ & = 1,000 \times \$602 \\ & = \$602,000 \end{aligned}$$

$$\begin{aligned} \text{Category 1 Students} & \times \$13,300 \\ & = 35 \times \$13,300 \\ & = \$465,500 \end{aligned}$$

$$\begin{aligned} \text{Category 2 Students} & \times \$19,200 \\ & = 12 \times \$19,200 \\ & = \$230,400 \end{aligned}$$

$$\begin{aligned} \text{Category 3 Students} & \times \$25,200 \\ & = 5 \times \$25,200 \\ & = \$126,000 \end{aligned}$$



$$\begin{aligned} & = 56\% \times (\$602,000 + \$465,500 + \$230,400 + \$126,000) \\ & = 0.56 \times \$1,423,900 \\ & = \$797,384 \end{aligned}$$

The least of: (a) \$1,178,000
(b) \$1,150,000 or
(c) \$797,384

Total Special Education Initial Aid = \$797,384

Special Education – Excess Cost Aid

Excess cost aid is intended to compensate districts that have a large unreimbursed special education costs relative to the district's general education revenue. [125A.79]

Excess cost aid is calculated as the greatest of:

- (1) 56 percent of the difference between the district's unreimbursed nonfederal special education costs and 7 percent of the district's general education revenue, OR
- (2) 62 percent of the difference between the district's unreimbursed "old formula" special education costs and 2.5 percent of the district's general education revenue, OR
- (3) Zero

Example – Gopherville School District

Unreimbursed Nonfederal Special Education Expenditures	=	\$2,300,000
Unreimbursed "Old Formula" Special Ed. Expenditures	=	\$1,900,000
Prior Year General Education Revenue	=	\$7,300,000

Excess Cost Aid, the greatest of:

$$\begin{aligned} (1) \quad & 56\% \times [\text{Unreimbursed Nonfederal Expend.} - (7\% \text{ of General Ed. Revenue})] \\ & 0.56 \times [\$2,300,000 - (0.07 \times \$7,300,000)] \\ & 0.56 \times [\$2,300,000 - \$511,000] \\ & 0.56 \times \$1,789,000 \\ & = \$1,001,840 \end{aligned}$$

$$\begin{aligned} (2) \quad & 62\% \times [\text{Unreimbursed Old Formula Expend.} - (2.5\% \text{ of General Ed Revenue})] \\ & 0.62 \times [\$1,900,000 - (0.025 \times \$7,300,000)] \\ & 0.62 \times [\$1,900,000 - \$182,500] \\ & 0.62 \times \$1,717,500 \\ & = \$1,064,850 \end{aligned}$$

$$(3) = \text{Zero}$$

Excess Cost Aid for Gopherville = \$1,064,850



Special Education – Cross Subsidy Reduction Aid

Legislation was enacted in 2019 to reduce the amount of funds that districts must redirect in order to cover mandatory special education costs. Charter schools are not eligible for cross subsidy aid. Calculations for cross subsidy aid are based on aid dollars from the previous fiscal year. The cross subsidy aid factor was set at 2.6 percent in FY 2020 and 6.43 percent in FY 2021 and later. [125A.76, Subd. 2e]

Example – Gopherville School District

FY 2023 Nonfederal Special Education Expenditures	=	\$5,000,000
FY 2023 Transportation for Students with Disabilities	=	\$650,000
FY 2023 State Special Education Aid	=	\$3,300,000
FY 2023 General Education Revenue for Special Ed.*	=	\$350,000

**This revenue reflects the services outside of the regular classroom for students who receive special education for more than 60 percent of the school day.*

Special education cross subsidy is calculated as the greater of:

- (1) (FY23 Special Ed. Expenditures + FY23 Transportation for Students with Disabilities) – FY23 State Special Education Aid – FY23 General Ed. Revenue for Special Education, OR
- (2) Zero

$$\begin{aligned} \text{Gopherville Cross Subsidy} &= (\$5,000,000 + \$650,000) - \$3,300,000 - \$350,000 \\ &= \$2,000,000 \end{aligned}$$

$$\begin{aligned} \text{Cross Subsidy Aid} &= \text{Special Education Cross Subsidy} \times \text{Cross Subsidy Aid Factor (current year)} \\ &= \$2,000,000 \times 0.0643 \\ &= \$128,600 \end{aligned}$$

Home Based Travel Aid

Aid is provided to reimburse 50 percent of the travel costs of personnel providing home-based travel services to children under age five with a disability. [125A.75, Subd. 1]

Special Pupil Aid

Districts are fully reimbursed for the special education costs not covered by other special education funding or the general education formula for students with a disability residing in public or private residential facilities in the district and for whom there is no school district of residence because parental rights have been terminated or the parents cannot be located. [125A.75, Subd. 3]

American Indian Education Aid

Districts, charters or American Indian-controlled tribal contract or grant schools with at least 20 American Indian students, and operating an American Indian education program, are eligible for American Indian Education Formula Aid. Districts must submit a plan for approval by the Indian Education Director that outlines uses of the funds and program outcomes. The formula guarantees a base funding level of \$20,000 for districts with at least 20 American Indian students. In addition, districts receive \$358 per American Indian pupil above the qualifying 20 student threshold. [124D.81]

Example – Gopherville School District

American Indian Students Served on Oct 1 of Previous Year	= 250
Formula Amount per American Indian Student	= \$358

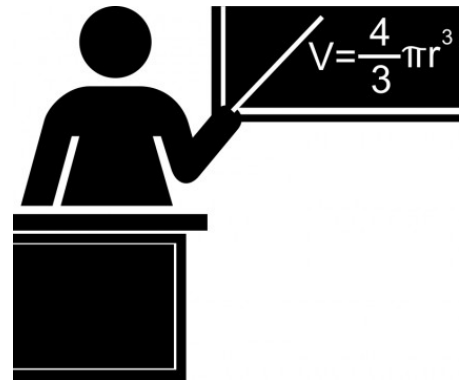
$$\begin{aligned} \text{American Indian Education Aid} &= \$20,000 + (\$358 \times \text{Eligible Students Greater than 20}) \\ &= \$20,000 + [\$358 \times (250 - 20)] \\ &= \$20,000 + [\$358 \times 230] \\ &= \$20,000 + \$82,340 \\ &= \$102,340 \end{aligned}$$

Total American Indian formula aid = \$102,340



Alternative Teacher Compensation Revenue (Q-Comp)

Alternative teacher compensation (also commonly called “Q-Comp Revenue”) was created to encourage districts to adopt alternative pay structures for teachers. Q-Comp revenue of \$260 per prior year unweighted pupils is available to school districts, intermediate school districts and charter schools that develop and implement an alternative teacher pay system by October 1st of that school year. In general, in order to qualify for the revenue, the district must, one full school year prior to the year of implementation, notify the Commissioner of Education of the district’s intent to implement an alternative pay system. Individual school sites may also qualify for alternative teacher compensation revenue, even if the school district in which the site is located does not qualify. The state aid cap for Q-Comp was increased from \$75.8 million to \$88.1 million for FY 2017 and beyond. FY 2023 revenue is projected to go to 109 school districts, 71 charter schools, and two intermediate districts.



Intermediate districts and cooperative units were eligible to participate in the Q-Comp revenue program beginning in FY 2017. Revenue for qualifying intermediates or cooperatives equals \$3,000 times the number of licensed teachers employed by the intermediate district or cooperative.

The \$260 per pupil of revenue is a mix of aid and levy, with 65 percent of the per pupil amount, \$169, coming in the form of state aid and the balance, \$91 per pupil, in the form of equalized levy revenue. The levy revenue is equalized using an equalizing factor of \$6,100 of adjusted net tax capacity per pupil. Qualifying districts may choose to receive only the basic aid portion of the revenue (the \$169 per pupil) or at the district's discretion, may opt to also access the additional equalized levy (the \$91 per pupil). In addition, charter schools (which do *not* have levy authority) receive a prorated aid amount based on the percentage of \$260 per pupil that all districts receive. [122A.414-417]

Example – Gopherville School District

Prior Year October 1 st Enrollment	=	1,000
Qualifies for Revenue?	=	Yes
Alternative Compensation Revenue Formula Amount per Pupil	=	\$260
ANTC per Pupil Unit	=	\$4,000

Alternative Compensation Revenue

$$\begin{aligned} &= \text{Alternative Compensation Formula} \times \text{Prior Year October 1}^{\text{st}} \text{ Enrollment} \\ &= \$260 \times 1,000 \\ &= \$260,000 \end{aligned}$$

Alternative Compensation Basic Aid

$$\begin{aligned} &= \$169 \times \text{Prior Year October 1}^{\text{st}} \text{ Enrollment} \\ &= \$169 \times 1,000 \\ &= \$169,000 \end{aligned}$$



Alternative Compensation Equalized Levy Revenue

$$\begin{aligned} &= \$91 \times \text{Prior Year October 1}^{\text{st}} \text{ Enrollment} \\ &= \$91 \times 1,000 \\ &= \$91,000 \end{aligned}$$

However, the Alternative Compensation Levy Revenue is itself a mix of aid and levy, so:

Alternative Compensation Equalized Levy Revenue

$$= \text{Alternative Compensation Levy} + \text{Alternative Compensation Equalization Aid}$$

Alternative Compensation Levy

$$\begin{aligned} &= \text{Alternative Compensation Equalized Levy Revenue} \times \frac{\text{ANTC per Pupil Unit}}{\$6,100} \\ &= \$91,000 \quad \times \quad \frac{\$4,000}{\$6,100} \\ &= \$91,000 \quad \times \quad 0.656 \\ &= \$59,696 \end{aligned}$$

Alternative Compensation Equalization Aid

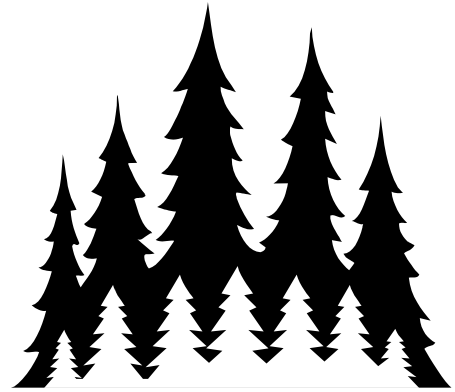
$$\begin{aligned} &= \text{Alternative Compensation Equalized Levy Revenue} - \text{Alternative Compensation Levy} \\ &= \$91,000 \quad - \quad \$59,696 \\ &= \$31,304 \end{aligned}$$

Alternative Compensation Revenue = Alternative Compensation Basic Aid + Alternative Compensation Levy + Alternative Compensation Equalization Aid

$$\begin{aligned} &= \$169,000 + \$59,696 + \$31,304 \\ &= \$260,000 \end{aligned}$$

Permanent School Fund Revenue

School Districts and charter schools receive revenue from the state’s Permanent School Fund, which is established in the state constitution [[Article XI, section 8](#)]. The constitution makes provisions for the proceeds from school trust fund lands that were placed in trust after being granted from the federal government to the state in 1857, 1860 and 1866 for that purpose. The constitution requires that trust fund lands be managed to generate income for the Permanent School Fund. Initially, much of the land was sold, and the money deposited in the school trust fund. In addition to sale proceeds, income generated by the land (primarily through logging and mining activities) is deposited into the fund. At the end of FY 2021, the trust fund balance was \$1.94 billion. [[MN State Board of Investment 2021 Annual Report](#)]. The constitution requires that the principal remain in the fund “perpetual and inviolate forever.” Any interest generated by the investment of the principal in the fund is allocated based on the number of students in the district.



Permanent School Fund revenue is paid twice during the school year, with one payment in September and one in March. Permanent School Fund revenue is paid based on the number of students in average daily membership served by the district or charter school during the previous year. Permanent school fund revenue received by school districts and charter schools is undesignated general fund revenue, and thus available for any purpose. [[M.S. 127A.33](#)]

For the 2021-2022 school year (fiscal year 2022), the estimated allocation to school districts was \$35.3 million, with districts receiving approximately \$41.54 per student served in average daily membership.

Example – Gopherville School District

2020-2021 Adjusted (Served) ADM	=	1,000
2021-2022 Permanent School Fund Formula	=	\$41.54

Permanent School Fund Revenue:

=	Adjusted (Served) ADM	×	Permanent School Fund Formula
=	1,000	×	\$41.54
=	\$41,540		

Long-Term Facilities Maintenance Revenue

In fiscal year 2017, all districts, charter schools, intermediate districts, and cooperative units became eligible for the new Long-Term Facilities Maintenance Revenue Program (LTFM). This program “folds in” the previous Health and Safety, Alternative Facilities, and Deferred Maintenance revenue programs.



Allowed uses of the long-term facilities maintenance revenue include:

- (1) Deferred capital expenditure and maintenance necessary to prevent further erosion of facilities;
- (2) Approved Health and Safety Capital Projects;
- (3) Increased accessibility to school facilities;
- (4) Transfers from the LTFM reserve in the general fund to the debt redemption fund (by board resolution);
- (5) Approved expenditures associated with remodeling instructional space for Voluntary Pre-K programs; and
- (6) For Charter schools only, any purpose related to the school.

Long-term facilities maintenance revenue *must not* be used for construction of new facilities, remodeling of existing facilities (except for voluntary pre-kindergarten), purchase of portable classrooms, financing a lease purchase agreement, energy efficiency projects, facilities used for post-secondary instruction, violence prevention, security, ergonomics, or emergency communication devices.

All participants in the LTFM program must have a 10-year facilities plan. The plan must be updated annually and approved by both the school’s governing board *and* the Commissioner of Education.

Districts must indicate if they plan to issue general obligation bonds or use an annual levy to finance project costs (referred to as “pay as you go”). Districts that issue bonds must additionally provide a debt service schedule ensuring that debt service revenue for the principal and interest on the bonds will not exceed projected LTFM revenue for the year. Intermediate districts may also issue bonds, by resolution of all member school districts and approval of the Commissioner.

Voter-approval is not required for issuance of general obligation bonds for LTFM projects. However, notice must be posted at least 20 days prior to the earliest solicitation of bids, sale of bonds, or final certification of levies. The published notice must outline the scope of the projects, the amount of the bond issue and the total district indebtedness.

Long-term facilities maintenance revenue is an equalized levy (consisting of local property tax levy and state aid, depending on property value per pupil relative to the state average). **For the purposes of LTFM equalized levy only, the district’s adjusted net tax capacity (ANTC) value is reduced by 50 percent of the value of class 2a agricultural land in the district.** (The house, garage and one acre (HGA) of the farm is not included in the agricultural value). This has the effect of making districts with a large amount of agricultural land value eligible for increased LTFM equalization aid, which lowers the local property tax impact. The equalizing factor is 123 percent of statewide average adjusted net tax capacity (ANTC) per adjusted pupil unit. [123B.595]

The program was phased in over three years with revenue allowances for each year as follows:

For School Districts

For FY 2017: \$193 × APU

For FY 2018: \$292 × APU

For FY 2019 and later: \$380 × APU

For Charter Schools

For FY 2017: \$34 × APU

For FY 2018: \$85 × APU

For FY 2019 and later: \$132 × APU



Example – Gopherville School District

Number of APU	= 1,000
District Average Building Age	= 20 years
Average Building Age Index	= 35 years
Building Age Ratio	= 20/35
Old Law Deferred Maintenance Revenue	= \$34,000
Old Law Alternative Facilities Revenue	= \$0
Old Law Health & Safety Revenue	= \$0
FY 2023 Approved Health & Safety Projects*	= \$125,000
Adj. Net Tax Capacity (ANTC) Value	= \$5,000,000
Class 2a Agricultural Land Value	= \$2,000,000
LTFM Adjusted ANTC	= \$4,000,000
Adjusted ANTC per Pupil	= \$4,000
State Average ANTC per Pupil	= \$8,570
123% of State Average ANTC	= \$10,541
Member of an Intermediate District?	= No
Pre-K Program Approved Remodeling Cost	= \$40,000

For FY 2023, the LTFM Revenue for a district equals the greater of:

- a) $(\$380 \times \text{Adjusted Pupil Units} \times (\text{the lesser of i) 1 or ii) Building Age Ratio}) + \text{Approved Health \& Safety Capital Projects} + \text{Approved Voluntary Pre-K Allowed Remodeling Cost}$

or

* Approved projects include: indoor air quality, fire alarm and suppression, or asbestos abatement with an estimated cost per site of \$100,000 or more.

b) The sum of the amount the district would have qualified for under M.S. 2014 Alternative Facilities, Deferred Maintenance, and Health and Safety Revenue programs

$$a) = (\$380 \times \$1,000 \times (\text{the lesser of i) 1 or ii) } 20/35)) + \$125,000 + \$40,000$$

$$= (\$380 \times \$1,000 \times 0.5714) + \$165,000$$

$$= (\$380,000 \times 0.5714) + \$165,000$$

$$= \$217,132 + \$165,000$$

$$= \$382,132$$

$$b) = \$0 + \$34,000 + \$0$$

$$= \$34,000$$

The greater of (a) \$382,132 or (b) \$34,000 = \$382,132



Next, calculate the district's LTFM Equalization Revenue:

LTFM Equalization Revenue = the lesser of (a) $\$380 \times \text{APU}$ or (b) LTFM Revenue

$$(a) = \$380,000$$

$$(b) = \$382,132$$

The lesser of (a) \$380,000 or (b) \$382,132 = \$380,000

Next, calculate the levy and aid share of the LTFM Equalization Revenue:

The first step is to determine the LTFM Equalized Levy amount.

LTFM Equalized Levy = LTFM Equalized Revenue - the greater of (a) or (b)

$$a) = \text{the lesser of i) LTFM Equalization Revenue or ii) Old Law Alternative Facilities Aid}$$

$$b) = \text{LTFM Equalization Revenue} \times 1 - \frac{\text{Prior Year District ANTC per Pupil}}{123\% \text{ of Prior Year Statewide Average ANTC per pupil}}$$

$$\begin{aligned}
 \text{a)} &= \text{the lesser of i) } \$380,000 \text{ or ii) } \$0 = \$0 \\
 \text{b)} &= \$380,000 \times \text{the greater of i) } 0 \text{ or ii) } 1 - \$4,000/\$10,541 \\
 &= \$380,000 \times 0.621 \\
 &= \$235,980
 \end{aligned}$$



The greater of (i) \$0 or (ii) \$235,980 = \$235,980

$$\$380,000 - \$235,980 = \$144,020$$

The second step is to determine the LTFM Equalized Aid amount:

$$\begin{aligned}
 \text{LTFM Equalized Aid} &= \text{LTFM Equalized Revenue} - \text{LTFM Equalized Levy} \\
 &= \$380,000 - \$144,020 \\
 &= \$235,980
 \end{aligned}$$

Next, determine total LTFM Unequalized Levy:

$$\begin{aligned}
 \text{LTFM Unequalized Levy} &= \text{LTFM Revenue} - \text{LTFM Equalization Revenue} \\
 &= \$382,132 - \$380,000 \\
 &= \$2,132
 \end{aligned}$$

Next, calculate the total LTFM Levy.

$$\begin{aligned}
 \text{LTFM Total Levy} &= \text{LTFM Equalized Levy} + \text{LTFM Unequalized Levy} \\
 &= \$144,020 + \$2,132 \\
 &= \$146,152
 \end{aligned}$$

In summary: LTFM Total Levy	= \$146,152
LTFM Aid	= <u>\$235,980</u>
LTFM Revenue	= \$382,132

Debt Service Revenue

School districts may issue general obligation bonds to finance capital improvements. Generally, the issuance of the bonds for new construction must be approved by a majority of the voters in a referendum. The district must then levy each year an amount necessary to meet its debt obligation. The amount of debt service revenue needed each year is equalized at varying rates in relation to the ratio of the amount of debt service revenue to the district’s total adjusted net tax capacity.



As of FY 2017, districts are allowed to issue general obligation bonds for Long-Term Facilities Maintenance Revenue projects without an election. Debt service calculations for traditional general obligation bonds as noted in the example below are different from debt service calculations for Long-Term Facilities Maintenance Revenue general obligation bonds. See the previous section for further explanation of Long-Term Facilities Maintenance Revenue calculations.

In FY 2017, debt service levies were equalized at \$4,430 for the amount of debt service that totaled between 15.74 percent and 26.24 percent of the district’s adjusted net tax capacity and \$8,000 for the amount of debt service that exceeded 26.24 percent of the district’s adjusted net tax capacity.

Debt service levies for FY 2018 and later are equalized at the greater of: (1) \$4,430 or (2) 55.33 percent of the initial equalizing factor for the first tier; and the greater of: (1) \$8,000 or (2) 100 percent of the initial equalizing factor for the second tier. The initial equalizing factor equals the state average adjusted net tax capacity (ANTC) per adjusted pupil unit for the year before the year the levy is certified. [123B.53]

Example – Gopherville School District

FY 2020 Number of Pupil Units	=	1,000
FY 2020 ANTC	=	\$2,000,000
FY 2020 ANTC per Pupil Unit	=	\$2,000*
Debt Service Revenue for 2022-2023	=	\$700,000
First Tier Equalization Factor	=	\$5,637 ($\$10,188 \times 0.5533$)
Second Tier Equalization Factor	=	\$10,188

** This example doesn’t show a “typical” Minnesota school district. \$2,000 of ANTC per pupil unit would be a very low-value district, and is used to display the entire debt service equalization aid calculation. The statewide average ANTC per pupil enrolled in a school district is \$10,188.*

To calculate a district’s total debt service levy, and the amount that will be paid to the district from the state in the form of debt service equalization aid, first calculate the revenue amounts in the first and second tier that are eligible for equalization:

$$\begin{aligned}
\text{First Tier Debt Service Revenue} &= \text{Debt Revenue} - 15.74\% \text{ of ANTC} - \text{Second Tier Debt Revenue} \\
&= \$700,000 - [0.1574 \times \$2,000,000] - \$175,200 \\
&= \$700,000 - \$314,800 - \$175,200 \\
&= \$210,000
\end{aligned}$$

$$\begin{aligned}
\text{Second Tier Debt Service Revenue} &= \text{Debt Service Revenue} - 26.24\% \text{ of District ANTC} \\
&= \$700,000 - [0.2624 \times \$2,000,000] \\
&= \$700,000 - \$524,800 \\
&= \$175,200
\end{aligned}$$

Next, for each tier and for the initial unequalized portion, calculate how much of the revenue will be raised in local levy:

$$\begin{aligned}
\text{Unequalized Debt Service Levy} &= 15.74\% \times \text{ANTC} \\
&= 0.1574 \times \$2,000,000 \\
&= \$314,800
\end{aligned}$$

$$\begin{aligned}
&\text{First Tier Debt Service Levy} \\
&= \text{1st Tier Debt Service Revenue} \times \frac{\text{District ANTC per APU}}{\text{greater of (a)\$4,430 or (b)55.33\% of ANTC per APU}} \\
&= \$210,000 \times (\$2,000/\$5,637) \\
&= \$210,000 \times 0.3548 \\
&= \$74,508
\end{aligned}$$

$$\begin{aligned}
&\text{Second Tier Debt Service Levy} \\
&= \text{2nd Tier Debt Service Revenue} \times \frac{\text{District ANTC per APU}}{\text{greater of (a)\$8,000 or (b)100\% of ANTC per APU}} \\
&= \$175,200 \times (\$2,000/\$10,188) \\
&= \$175,200 \times 0.1964 \\
&= \$34,409
\end{aligned}$$

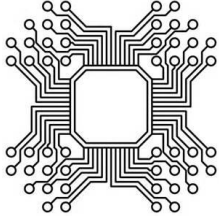
Next, calculate the total levy, by adding the levy component of the two equalized tiers of the revenue to the initial un-equalized levy amount:

$$\begin{aligned}
\text{Total Debt Service Levy} &= \text{Unequalized Levy} + \text{First Tier Levy} + \text{Second Tier Levy} \\
&= \$314,800 + \$74,508 + \$34,409 \\
&= \$423,717
\end{aligned}$$

Finally, calculate the amount of aid by subtracting the levy total from the total revenue need:

$$\begin{aligned}
\text{Debt Service Aid} &= \text{Debt Service Revenue} - \text{Total Debt Service Levy} \\
&= \$700,000 - \$423,717 \\
&= \$276,283
\end{aligned}$$

Telecommunications Access Revenue



School districts and charter schools receive reimbursement for their eligible telecommunication and internet access costs from the previous fiscal year. Eligible costs are defined as ongoing costs for internet access, data lines and video links for certain purposes, recurring contractual costs for certain portions of a district’s network, recurring costs for shared regional delivery of access between school districts, postsecondary institutions and public libraries, and installation fees for new lines or increased bandwidth. Certain costs, such as staff support, telephone service, network hardware and fiber optic or wiring installation are defined as ineligible for reimbursement. School districts are also required to provide telecommunications and internet access to nonpublic schools within the district’s boundaries, with nonpublic school responsible for paying for any costs in excess of the revenue received by the district. To access telecommunication access revenue, districts must apply for federal internet funding, called “e-rate” funding.

Telecommunications Access Revenue for a district is equal to the district’s eligible costs for the prior year that exceed \$16 per pupil, minus any e-rate funding received. If a district is a member of a telecommunications access cluster, the district’s revenue is not reduced by \$16 per pupil, and the revenue is distributed directly to the cluster. District revenue is prorated so that total state aid payments do not exceed the appropriation for the fiscal year, regardless of how high eligible costs are. [[125B.26](#)]

Example – Telecommunications Access Revenue Gopherville School District

Number of Pupil Units	=	1,000
Eligible Telecommunications Costs	=	\$37,000
Federal E-Rate Funding	=	\$1,000
Cluster Member?	=	No *
Statewide Initial Revenue (Est.)	=	\$7,237,000
Available State Appropriation	=	\$3,750,000

Initial Telecommunications Access Revenue

=	Eligible Costs - E-Rate Reimbursement	- (\$16 × Pupil Units)*
=	\$37,000 - \$1,000	- (\$16 × 1,000)
=	\$37,000 - \$1,000	- \$16,000
=	\$20,000	

Telecommunications Access Revenue Proration Rate

=	Available State Appropriation / Initial Statewide Revenue
=	\$3,750,000 / \$7,237,000
=	51.8%

Net Telecommunications Access Revenue	=	Initial Revenue	×	Proration Rate
	=	\$20,000	×	0.518
	=	\$10,360		

** If the district were a member of a telecommunications cluster, the calculation of initial revenue would not include the subtraction of \$16 times the district’s pupil units.*

Charter School Revenue



Charter schools in Minnesota are public schools and are defined as being part of the state's system of public education. They are not school sites of the school district within which they are located, although they may have been sponsored by the school district within which they are located. Although they are public schools, charter schools are exempt in law from many, but not all of the requirements governing public schools and school districts. In regard to revenue, charter schools are eligible for general education revenue, special education aid, building lease aid, long-term facilities maintenance revenue, start-up grants, and other revenue school districts receive. [124E.20-124E.26]

Charter school revenue sources include:

General Education Revenue – Charter schools receive general education revenue per pupil just as school districts do, with a few exceptions. First, if the charter school does not provide transportation services, the charter school's general education revenue is reduced by 4.66 percent of the basic formula (\$320 for fiscal year 2023), and it would not receive transportation sparsity revenue. If transportation services are not provided by the charter school, the district in which the charter school is located must provide transportation to charter school students in the same way it provides transportation to students residing in or attending school in the public school district, and the school district receives the \$320 per pupil and the charter's transportation sparsity revenue to help pay for that transportation. Basic skills, transportation sparsity, transition and pension adjustment revenues are calculated for the charter school, but a charter school receives the state average for all other components of general education revenue, except referendum revenue. Charter schools receive only the aid portion of referendum revenue, calculated based on the resident district of each charter school student. Finally, the operating capital component of general education revenue may be used for any purpose by the charter school. Charter schools operating an extended day, extended week, or summer program are eligible for extended time revenue equal to 25 percent of the statewide average extended time revenue per adjusted pupil unit.

Special Education Aid – Charter schools receive special education aid just as school districts do, and are allowed to bill a special education student's resident school district for any eligible special education costs that are unreimbursed. Charter schools (except those that primarily serve a special education population) are required to cover 10 percent of unfunded special education costs.

Charter School Building Lease Aid – Charter schools with building leases qualify for aid equal to 90 percent of the approved cost of the lease, or \$1,314 per pupil, whichever is less.

Long-Term Facilities Maintenance Revenue – Charter schools are eligible for Long-Term Facilities Maintenance Revenue. Charter schools may use this revenue for any purpose related to the school. For fiscal year 2019 and later, the revenue per pupil is \$132.

Other Aid, Grants, and Revenue – A charter school is eligible to receive other aids, grants, and revenue as though it were a school district, unless a property tax levy is required to obtain the money. Further, a charter school may receive money from any source for capital facilities needs.

Achievement and Integration Revenue (AIM)



Achievement and Integration Revenue is intended to pursue racial and economic integration, increase student achievement, and reduce academic disparities in Minnesota’s public schools. An eligible district’s initial achievement and integration revenue equals the lesser of 100.3 percent of the district’s expenditures under the commissioner-approved plan, excluding expenditures used to generate incentive revenue -or- the sum of (1) \$350 times the district’s pupil units for that year times the ratio of the district’s enrollment of protected students for the previous school year to total enrollment for the previous school year and (2) the greater of zero or 66 percent of the difference between the district’s integration revenue for the prior year and the district’s integration revenue for the current year. In addition, “incentive” revenue of \$10 per pupil unit may be generated, provided the district is implementing a voluntary plan to reduce racial and economic enrollment disparities as part of its achievement and integration plan. Each year, 0.3 percent of a district’s achievement and integration revenue is transferred to the department for oversight and accountability activities.

In order to receive this revenue, districts must:

- (1) Develop a three year Achievement and Integration plan; the plan must be incorporated into the district’s comprehensive strategic plan;
- (2) Have the school board approve the plan and corresponding budget; both must be submitted to the department for review by March 15 of the year prior to implementation;
- (3) Hold at least one formal annual hearing to publicly report its progress in realizing its goals; and
- (4) Limit the amount of revenue spent on administrative services to no more than 10 percent.

If the district is not meeting the goals outlined in its plan, the Commissioner has the authority to withhold up to 20 percent of the district’s achievement and integration revenue and use it to help the district implement an improvement plan.

The revenue is split: 70 percent from state aid and 30 percent from local levy. For FY 2023, 177 districts qualify for \$117 million in Achievement and Integration Revenue. [[124D.862](#)]

Example – Gopherville School District

Adjusted Pupil Units Previous Year	=	1,000
Adjusted Pupil Units Current Year	=	950
Enrollment of Protected Students Previous Year	=	200
Plan Expenditures Previous Year	=	60,000
Plan Expenditures Current Year	=	57,000

Achievement & Integration Aid

= the lesser of:

(a) 100.3% of district's current plan expenditures

$$\begin{aligned} &= 57,000 \times 1.003 \\ &= \$57,171 \end{aligned}$$

-or-

(b) The Sum of

$$1. (\$350 \times \text{pupil units current year}) \times \frac{\text{Prior Year Protected Student Enrollment}}{\text{Prior Year Total Enrollment}}$$

$$\begin{aligned} &= (\$350 \times 950) \times (200/1,000) \\ &= \$332,500 \times 0.2 \\ &= \$66,500 \end{aligned}$$

-and-

2. The greater of 0 -or- $.66 \times (\text{Prior Year Plan Revenue} - \text{Current Year Plan Revenue})$

$$\begin{aligned} &= 0.66 \times (\$60,000 - \$57,000) \\ &= 0.66 \times \$3,000 \\ &= \$1,980 \end{aligned}$$

The greater of 0 and \$1,980 = \$1,980, so $\$66,500 + \$1,980 = \$68,480$

The lesser of \$57,171 and \$68,480 = \$57,171.

Literacy Incentive Aid

Schools are eligible for additional aid based on how well students in the third grade read (called “Proficiency Aid”), and how much progress is being made between the third and fourth grades in reading skills (called “Growth Aid”). Proficiency aid is calculated by multiplying \$530 times the average percentage of students in a school that meet or exceed proficiency over the current year and previous two years on the third grade reading portion of the Minnesota Comprehensive Assessment, multiplied by the number of students enrolled in the third grade at the school in the previous year. Similarly, Growth Aid is calculated by multiplying \$530 times the percentage of students that make medium or high growth on the fourth grade reading Minnesota Comprehensive Assessment multiplied by the previous year’s fourth grade student count. [124D.98]



Nutrition Programs

School Breakfast Aid – Schools are eligible to receive 55 cents for each fully paid breakfast and 30 cents for each reduced price breakfast served to students in grades 1 through 12. Voluntary pre-kindergarten and kindergarten students who are in the fully paid category generate \$1.30 for each breakfast served. Districts that receive school breakfast aid must provide breakfast without charge to those students eligible for free and reduced price meals. All voluntary pre-kindergarten pupils and kindergarten pupils are eligible for school breakfast without charge, regardless of family income. [124D.1158]



School Lunch Aid – Schools are eligible to receive up to 12.5 cents of state funding for each lunch served. Districts receive 52.5 cents per reduced price lunch meal served. [124D.111]

Library Programs

Library Basic Support Aid – Aid to regional public libraries for operations, interlibrary programs and services. These funds can be used for data and video access costs, improving or maintaining electronic access, and connecting the library system with the state information infrastructure. [134.355]

Multi-county, Multi-type Library System Development Aid – Multi-county or multi-type libraries are eligible to receive aid for development or operations. Costs for sparsely populated or large geographic areas must be considered when awarding aid. [134.353]

Regional Library Telecommunications Aid – Funds for regional public library systems to cover data and video access, maintenance, equipment, installation of telecommunications lines, or improve internet access. [134.355, subd. 9]



Nonpublic Pupil Programs

Nonpublic Pupil Aid – Public school districts receive aid to fund services and textbooks for the benefit of nonpublic school students. The funding can be used for secular textbooks and other instructional materials, and the services include health services and secondary guidance and counseling services. The textbook funding level is set at the average amount expended in public schools per pupil for similar materials in the second prior year, multiplied by a factor equal to the growth in the basic formula amount between the second prior year and the current year. Similarly, health services are reimbursed on a per pupil basis to the public school district at the rate of the lesser of their actual cost or the average cost of providing those services to public school students in the second prior year, and guidance and counseling services are reimbursed on a per secondary pupil basis at the rate of the lesser of their actual cost or the average cost of providing those services to public school secondary students in the second prior year. [123B.40-123B.48]



Nonpublic Pupil Transportation Aid – Nonpublic pupil transportation aid is equal to the school district cost per pupil of providing transportation services in the second preceding school year, and then adjusted for the change in the general education formula allowance between the current year and the second preceding school year. [123B.92, subd. 9]

Miscellaneous Revenue Programs

Abatement Revenue – Abatement revenue is a replacement for anticipated property tax receipts due to a reduction in property valuation after the levies are certified. The aid applies to equalized levies only; districts may make an adjustment levy the next year for the remaining revenue loss. Districts may also levy for the shortfall in abatement aid. [126C.46]

Advanced Placement and International Baccalaureate Programs – The state pays all Advanced Placement and International Baccalaureate exam fees for low income students, and a portion of those exam fees on a sliding scale based on income for all other students. The state also subsidizes a portion of the training costs for teachers in advanced placement or international baccalaureate courses. [120B.13]



Consolidation Transition Revenue – Districts that consolidate are eligible for state aid of \$200 per pupil unit in the first year of the consolidation and \$100 per pupil unit in the second year. The number of pupil units used to calculate this aid may not exceed 1,500. This funding is intended to cover early retirement costs of employees, operating debt of the districts, enhanced learning opportunities, and other costs of reorganization. If this aid is not adequate to cover the early retirement costs, the district may levy for the additional amount. [123A.485]

Safe Schools Levy – A district may levy up to \$36 per pupil unit for the costs of peace officers employed in school liaison services, drug prevention programs, gang resistance education programs, voluntary opt-in suicide prevention tools, facility security enhancements, efforts to improve school climate, costs associated with mental health services, and security costs in the district's schools and on school property. The levy may also be used for school counselors, nurses, social workers, psychologists, and alcohol and chemical dependency counselors. Districts that are members of an intermediate school district may levy an additional \$15 for these same purposes. [126C.44]

In addition to the Safe Schools Levy, \$30 million in one-time funding for Safe Schools supplemental aid was approved by the 2019 Legislature to be used for the activities outlined under the Safe Schools Levy.

Family and Early Childhood Categorical Programs

Adult Basic Education

Adult Basic Education (ABE) provides instruction to eligible adults in basic academic skill areas of reading, writing, speaking, and math. ABE courses include workforce instruction, literacy tutoring, English proficiency for speakers of other languages, citizenship training, work readiness, high school diploma instruction, and transition to post-secondary education. ABE participants must be over 16 years of age and currently not attending secondary or elementary education. Programs are delivered primarily through public school districts as well as through collaboration non-profit organizations, community and technical colleges and state and local correctional institutions. School districts may cooperate and form an ABE consortium, working with other districts and combining ABE aid. School boards and consortiums offering an ABE program may charge a sliding scale fee for students over 21 who are able to pay. [124D.52-124D.531]

ABE aid has four components, which are connected to the needs of ABE students: basic population aid, contact hour aid, English Learner (EL) aid and aid for adults over age 25 with no diploma. Basic population aid is equal to the greater of \$3,844 or \$1.73 times the population of the district. Once basic population aid is subtracted from the state appropriation for ABE, the balance is distributed as follows:

- 84 percent for contact hour aid, distributed to ABE providers based on the total number of contact hours provided during the prior program year. Money is distributed based on the number of contact hours provided in the prior year multiplied by a variable dollar rate which is based on the total number of contact hours and the available funds. Contact hour aid cannot exceed aid from the previous year by more than the greater of 11 percent of the prior year or \$10,000.
- 8 percent for EL aid, distributed based on the proportion of the state's K-12 EL student enrollment in the ABE program.
- 8 percent for high school diploma aid based on the school district's population of adults over age 25 who do not have a high school diploma.



Example – Gopherville School District

District Population	=	39,000
Contact Hours	=	16,000
Contact Hour Rate*	=	\$15.00
Prior Year Contact Hour Aid	=	\$224,000
EL Enrollment	=	200
EL Rate*	=	\$44.70

$$\begin{aligned} \text{Over 25, No Diploma Count} &= 1,000 \\ \text{Over 25, No Diploma Rate*} &= \$15.50 \end{aligned}$$

$$\begin{aligned} \text{Basic Population Aid} &= \text{the greater of } \$3,844 \text{ -or- } \$1.73 \times \text{District Population} \\ &= \$1.73 \times 39,000 \\ &= \$67,470 (\$67,470 > \$3,844) \end{aligned}$$

$$\begin{aligned} \text{Contact Hour Aid} &= \text{Contact Hour Rate} \times \text{Contact Hours} \\ &= \$15.00 \times 16,000 \\ &= \$240,000 \end{aligned}$$

$$\begin{aligned} \text{EL Aid} &= \text{EL Rate} \times \text{EL Enrollment} \\ &= \$44.70 \times 200 \\ &= \$8,940 \end{aligned}$$

$$\begin{aligned} \text{Over 25, No Diploma} &= \text{Over 25, No Diploma Rate} \times \text{Over 25, No Diploma Count} \\ &= \$15.50 \times 1,000 \\ &= \$15,500 \end{aligned}$$

$$\begin{aligned} \text{ABE Aid Total} &= \text{Basic Population Aid} + \text{Contact Hour Aid} \\ &\quad + \text{EL Aid} + \text{Over 25, No Diploma Aid} \\ &= \$67,470 + \$240,000 + \$8,940 + \$15,500 \\ &= \$331,910 \end{aligned}$$



* Rates are calculated by the Department of Education and are based on the available appropriation and the census in each type of these types of funding. Rates vary by program and are based on the statutory entitlement.

Adults with Disabilities

As a part of the Community Education program, districts may offer programs for adults with disabilities. The adults with disabilities program supports activities such as increasing public awareness of the roles of people with disabilities, classes for adults with disabilities, outreach and marketing strategies to identify and encourage adults needing service, and services that meet consumer needs and enhance the role and contribution of people with disabilities in communities. Districts receive revenue equal to actual program expenditures up to \$60,000, with that revenue split one-half aid and one-half levy. Districts may receive additional revenue from public or private sources, which would not change the aid amount received from the state.



[124D.19, subd. 7 & 8, 124D.56]

Example – Gopherville School District

Adults with Disabilities Program Cost = \$60,000

Revenue = Program Cost, up to \$60,000
= \$60,000

Levy = Revenue \times 0.5
= \$60,000 \times 0.5
= \$30,000

Aid = Revenue \times 0.5
= \$60,000 \times 0.5
= \$30,000

Early Learning Scholarships

The Early Learning Scholarships Program provides scholarships to high need, at-risk children under the age of five to expand access to high quality pre-school programs. The Department of Education’s Office of Early Learning reports that over 12,250 scholarships were awarded in FY 2021. In order to qualify for a scholarship, a child’s family must have income equal to or less than 185 percent of the federal poverty level or be able to demonstrate participation in other state or federal need based programs like nutrition assistance, child care assistance and/or Head Start.



For school year 2022-23, over \$70 million is available for scholarships. Each eligible child may be awarded a scholarship worth up to \$8,500 per year. A student awarded a scholarship must continue to receive a scholarship until she/he enters kindergarten. Siblings of a student awarded a scholarship are eligible for scholarships as well, provided the siblings attend the same program.

In order to be eligible to accept early learning scholarship funds, programs or individual child care providers must participate in the Parent Aware rating system. Beginning July 1, 2024, providers must earn a three or four-star rating in order to be eligible to accept early learning scholarships.

There are two “pathways” by which scholarships are awarded. Pathway I allows for direct award of scholarships to families. The funds are paid to the qualifying provider selected by the family and “follow the child.” Pathway II provides scholarships directly to four-star rated providers, like Head Start and school district based pre-school programs. These programs then fill the scholarship slots in their program with qualified children. [124D.165]

Voluntary Pre-Kindergarten Program

The 2016 Legislature enacted a voluntary pre-kindergarten program (commonly referred to as “VPK”), which began in fiscal year 2017. All school districts and charters or groups of districts and charters are eligible to apply for voluntary pre-kindergarten program funding. Districts may also choose to use a “mixed-delivery” model, by partnering with Head Start programs, childcare centers, licensed family childcare providers and community-based programs. [124D.151]



In order to be eligible for participation in a voluntary pre-kindergarten program, a child must be 4 years of age by September 1 of that academic year, must have completed a health and developmental screening assessment within 90 days of program initiation, and must have provided documentation of immunizations. No fees may be charged for participation in the voluntary pre-kindergarten program.

There are a number of program requirements outlined in statute, including: a minimum of 350 hours of annual service; alignment with state early learning and K-3 academic standards; formative and summative assessment of students growth from the beginning to the end of the year; coordination with other early learning programs and community based services; parent involvement in program and transition planning; staff-to-student ratios of 1:10, with a maximum of 20 students per classroom; salaries for pre-kindergarten instructors that are comparable to K-12 instructors; and

alignment with outcomes in the district’s World’s Best Workforce [120B.11] plan.

Funding follows the per pupil unit funding model used for grades K-12, but the weighting for pre-kindergarten students is limited to a maximum of 0.60 pupil units. Priority for funding must be given to high poverty schools.

Districts or charters choosing to apply for program eligibility must submit an application to the commissioner of education that includes the anticipated hours of instruction per week, estimated number of eligible children to be served at each site and a statement of assurances from the superintendent or charter school director that the program will meet all program requirements outlined in statute.

The commissioner must divide eligible applications for new or expanded programs into four groups, as follows:

- (1) Minneapolis and St. Paul districts
- (2) Other school districts located in the metro equity region
- (3) School districts located in the rural equity region, and
- (4) Charter schools

Within each of these four categories, the schools must be ordered by rank using a sliding scale based on the following criteria:



- (1) ***Concentration of kindergarten students eligible for free and reduced price lunches (a proxy for poverty level) by school site on October 1 of the previous school year.*** For schools without a free and reduced price lunch count concentration, the district-wide average concentration of kindergarten students must be used for ranking order.

and

- (2) ***Presence or absence of 3 or 4-star rated Parent Aware programs within the school district or in close proximity to it.*** Sites with the highest concentration of kindergarten free and reduced lunch count concentration that *do not* have a 3 or 4-star rated Parent Aware program within the district will receive the highest priority, while sites with the lowest concentration of free and reduced lunch count concentration that have 3 or 4-star rated programs nearby will receive lowest priority.

The application deadline is January 30 of the fiscal year prior to the fiscal year of anticipated program implementation. The program, along with School Readiness Plus, is capped at 7,160 students. At the end of fiscal year 2023, the 4,000 School Readiness Plus seats are set to expire, and absent changes to statute the number of VPK seats will be 3,160 for fiscal year 2024 and later. Once a school site is approved for voluntary pre-kindergarten aid, it remains eligible if it continues to meet program requirements, regardless of changes in free and reduced price lunch concentration.

Community Education



Community education programs provide learning and involvement opportunities for people of all ages including providing school district residents with the opportunity to utilize educational facilities and programs during non-school hours. Community education programs may also be offered to K-12 students during the summer and other non-school times, and fees may be charged for those programs. Community education revenue can also be used for educational programming, including: adults with disabilities, school age care, ABE, School Readiness, and ECFE.

Community education revenue is equal to \$5.42 multiplied by the population of the district (per capita) or 1,335, whichever is greater. A district that implements a youth service program is also eligible for an additional \$1.00 on this same formula. Districts with a youth after-school enrichment program also receive \$1.85 times the greater of (a) 1,335 residents or (b) the population of the district, up to 10,000. Districts with populations over 10,000 offering a youth after-school enrichment program also receive \$0.43 times the population greater than 10,000 in the district. To obtain full community education revenue, a district may levy a maximum tax rate of .94 percent of its adjusted net tax capacity, with the rate limited so that the levy may not exceed total annual community education revenue. [[124D.20](#)]

First, the calculation for a district WITHOUT an after school youth enrichment program:

Example – Gopherville School District

District Population	=	12,000
Adjusted Net Tax Capacity (ANTC)	=	\$5,000,000
Youth Service Program?	=	Yes
After School Enrichment Program?	=	No

Community Education Rate

$$= \text{Community Education Rate} + \text{Youth Service Rate (if applicable)}$$

$$= \$5.42 + \$1.00 = \$6.42$$

Community Education Revenue

$$= \text{Community Education Rate} \times \text{the greater of (a) 1,335 or (b) District Population}$$

$$= \$6.42 \times \text{the greater of (a) 1,335 or (b) 12,000}$$

$$= \$6.42 \times 12,000$$

$$= \$77,040$$

$$\text{Community Education Levy} = 0.94 \text{ percent} \times \text{ANTC}$$

$$= 0.0094 \times \$5,000,000$$

$$= \$47,000$$

$$\begin{aligned}
\text{Community Education Aid} &= \text{Community Education Revenue} - \text{Community Education Levy} \\
&= \$77,040 - \$47,000 \\
&= \$30,040
\end{aligned}$$

Now, the calculation for community education revenue for a district WITH an after school youth enrichment program:

Example – Loon Lake School District

$$\begin{aligned}
\text{District Population} &= 14,000 \\
\text{Adjusted Net Tax Capacity (ANTC)} &= \$7,000,000 \\
\text{Youth Service Program?} &= \text{Yes} \\
\text{After School Enrichment Program?} &= \text{Yes}
\end{aligned}$$

$$\begin{aligned}
\text{Community Education Rate} &= \text{Community Education Rate} + \text{Youth Service Rate (if applicable)} \\
&= \$5.42 + \$1.00 = \$6.42
\end{aligned}$$

$$\begin{aligned}
\text{Regular Community Education Revenue} &= \text{Community Education Rate} \times \text{the greater of (a) 1,335 or (b) District Population} \\
&= \$6.42 \times \text{the greater of (a) 1,335 or (b) 14,000} \\
&= \$6.42 \times 14,000 \\
&= \$89,880
\end{aligned}$$

$$\begin{aligned}
\text{Youth After School Enrichment Program Revenue} &= (\$1.85 \times \text{the lesser of (a) District Population or (b) 10,000}) \\
&\quad + (\$0.43 \times \text{District Population over 10,000}) \\
&= (\$1.85 \times 10,000) + (0.43 \times 4,000) \\
&= \$18,500 + \$1,720 \\
&= \$20,220
\end{aligned}$$

$$\begin{aligned}
\text{Total Community Education Revenue} &= \text{Regular Revenue} + \text{Youth After School Revenue} \\
&= \$89,880 + \$20,220 \\
&= \$110,100
\end{aligned}$$

$$\begin{aligned}
\text{Community Education Levy} &= 0.94 \text{ percent} \times \text{ANTC} \\
&= .0094 \times \$7,000,000 \\
&= \$65,800
\end{aligned}$$

$$\begin{aligned}
\text{Community Education Aid} &= \text{Community Education Revenue} - \text{Community Education Levy} \\
&= \$110,100 - \$65,800 \\
&= \$44,300
\end{aligned}$$

Early Childhood and Family Education

As a part of the Community Education program, districts may offer an Early Childhood and Family Education (ECFE) program providing educational services to expectant parents and the parents and other relatives of children between birth and kindergarten. To the extent that funds are insufficient to serve all eligible children, the program must focus on children from birth to age three. School districts must also establish a reasonable sliding fee for ECFE classes and must waive fees for any participant unable to pay. ECFE program revenue is equal to the formula allowance for the year (\$6,863 for FY 2023) times 0.023, multiplied by the greater of 150 or the number of people under five years of age residing in the district on October 1 of the previous school year. For FY 2023, districts must certify a levy at a tax rate of 0.247890 percent to be eligible for the full ECFE revenue (but the total levy cannot exceed a district’s total revenue for the year). The tax rate is based on a statutory requirement that in total, districts must levy \$22.1 million statewide for ECFE revenue. In addition, a district may also levy an additional \$3 per child under age 5 for a home visiting program. [124D.13; 124D.135]

Example – Gopherville School District

Children under Age 5	=	1,000
Formula Allowance for FY 2022	=	\$6,863
Adjusted Net Tax Capacity (ANTC)	=	\$2,000,000

$$\begin{aligned}
 \text{ECFE Revenue} &= \text{Formula Allowance} \times 0.023 \times \text{Children Under Age 5} \\
 &= \$6,863 \times 0.023 \times 1,000 \\
 &= \$157.85 \times 1,000 \\
 &= \$157,850
 \end{aligned}$$

$$\begin{aligned}
 \text{ECFE Levy} &= 0.247890 \text{ percent} \times \text{ANTC} \\
 &= 0.00247890 \times \$2,000,000 \\
 &= \$4,958
 \end{aligned}$$



$$\begin{aligned}
 \text{ECFE Aid} &= \text{ECFE Revenue} - \text{ECFE Levy} \\
 &= \$157,850 - \$5,528 \\
 &= \$152,892
 \end{aligned}$$

$$\begin{aligned}
 \text{Home Visiting Levy} &= \text{Children Under Age 5} \times \$3.00 \\
 &= 1,000 \times \$3.00 \\
 &= 3,000
 \end{aligned}$$

School Readiness

The School Readiness program has a current annual appropriation of \$33.683 million and prepares children ages three to five to enter kindergarten. A School Readiness program must assess each child at program entrance and exit, and provide a comprehensive program based on early childhood research and professional practice.



Half of the state appropriation for school readiness aid is divided among school districts in direct proportion to the number of four-year-old children in the district, compared to the number of four-year-olds in the state, and half of the state appropriation for school readiness aid is divided among school districts in direct proportion to the number of students in the district from families eligible for free and reduced price lunches, compared to the number of students from families eligible for free and reduced price lunches in the state. Districts must adopt a sliding fee schedule based on family income, but must waive the fee if a participant is unable to pay.

Districts must use state aid to serve children with at least one of the following risk factors: qualifies for free or reduced-price lunch; is an English language learner; is homeless; has an individualized education plan (IEP) or standardized written plan; is identified, through early childhood health and developmental screening, as having a potential risk factor that may influence learning; or, is defined as at risk by the school district. Children who do not meet these eligibility criteria may still participate in School Readiness, but only on a fee-for-service basis. [124D.15; 124D.16]

Example – Gopherville School District

Four Year Old Children in the District	=	500
Four Year Old Children in the State	=	60,000
District Students - Free or Reduced Lunch Families	=	1,500
State Students - Free or Reduced Lunch Families	=	300,000
State School Readiness Aid, 2022-23	=	\$33,683,000

School Readiness Aid

$$\begin{aligned}
 &= (\text{District Four Year Olds} / \text{State Four Year Olds}) \times (50\% \text{ of State School Readiness Aid}) \\
 &+ (\text{District Free-Reduced Students} / \text{State Free-Reduced Students}) \times (50\% \text{ of State School Readiness Aid}) \\
 &= ((500/60,000) \times (0.5 \times \$33,683,000)) + ((1,500/300,000) \times (0.5 \times \$33,683,000)) \\
 &= (0.008 \times \$16,841,500) \quad + \quad (0.005 \times \$16,841,500) \\
 &= \$134,732 \quad + \quad \$84,208 \\
 &= \$218,940
 \end{aligned}$$

School Readiness Plus

The 2017 Legislature enacted the School Readiness Plus (SRP) program, which provides early education services to four and five-year old children who are not yet in kindergarten. Interested school sites apply under the same selection criteria used for the voluntary prekindergarten (VPK) program. This program, combined with VPK, is capped at 7,160 students in FY 2023. Absent changes to statute, the SRP program will expire at the end of FY 2023, and the number of VPK seats will be 3,160 for fiscal year 2024 and later.

To be eligible, children must be at least four years old on September 1 of the academic year, must have completed a health and developmental screening assessment within 90 days of program initiation, and must have provided documentation of immunizations. If a child has a specified risk factor, the child can attend the program at no cost, and a child who does not have a risk factor may participate on a fee for service basis. The specified risk factors are:

- qualifies for free or reduced-price lunch;
- is an English language learner;
- is homeless;
- has an individualized education program (IEP);
- is identified through health & developmental screening; or
- is in foster care.

In order to qualify for School Readiness Plus, a school must follow these requirements:

- staff teachers who are knowledgeable in early childhood learning;
- maintain a child to staff ratio that does not exceed 10 children per staff person and 20 children per licensed teacher;
- provide a minimum of 350 instructional hours each year;
- assess children as they enter and exit the program;
- provide content and activities that are aligned with state guidelines;
- encourage parental involvement;
- coordinate with relevant community-based services; and
- prepare children for kindergarten transition.

Schools that qualify and are selected may choose between funding for School Readiness Plus or funding for VPK. Approximately 12 school sites that qualified chose SRP and the remaining sites participated in VPK. [[2017 Laws, Chapter 5, Art. 8, Sec. 9](#)]

School-Age Care / Disabled

Districts with a community education program may offer a school age care program for children in kindergarten through grade 6 for the purposes of expanding learning opportunities when school is not in session. Districts may charge participants a sliding fee based on family income, and may receive money from private or other public sources for school age care programs. Districts are eligible for school-age care revenue for the additional cost of providing services to children with disabilities or to children experiencing family or related problems of a temporary nature that participate in the school age care program. Revenue is equal to the approved additional cost of providing services to children with disabilities or children experiencing family or related problems of a temporary nature that participate in a school age care program. School-age care revenue is an equalized aid and levy, with an equalizing factor of \$2,318. Because of the relatively low equalizing factor, nearly all revenue is in the form of local levy. If a district does not levy the entire amount permitted, school-age care aid must be reduced in proportion to the actual amount levied. [124D.19, subd. 11; 124D.22]

Example – Gopherville School District

Pupil Units	=	1,000
Adjusted Net Tax Capacity (ANTC)	=	\$2,300,000
District ANTC per Pupil Unit	=	\$2,300
Equalizing Factor for School Age Care	=	\$2,318
Approved School Age Care Revenue	=	\$100,000

Revenue = Amount Approved as Additional Cost
 = \$100,000

Levy = Revenue × the lesser of (a) 1 or (b) (District ANTC per Pupil Unit/\$2,318)
 = Revenue × the lesser of (a) 1 or (b) (\$2,300/\$2,318)
 = Revenue × the lesser of (a) 1 or (b) 0.992
 = \$100,000 × 0.992
 = \$99,200

Aid = Revenue – Levy
 = \$100,000 - \$99,200
 = \$800



Other Categorical Family and Early Childhood Revenues

Commissioner-Selected High School Equivalency Test Fees – In fiscal years 2020 and 2021 only, statute directed the commissioner to reimburse 100 percent of the fee charged for the full battery of commissioner-selected high school equivalency tests (formerly general education development test). In Fiscal year 2022, the reimbursement rate was returned to 60 percent of the fee charged, but not more than \$40 per eligible individual. [[124D.55](#)]

Head Start – Head Start is a federal program that receives additional state funding and is provided to low-income children ages birth to five and their families. The program is designed to meet emotional, social, health, nutritional, and psychological needs of the children, and promote the economic self-sufficiency of the parents. There are 33 Head Start grantees, including 21 community action agencies, 3 single purpose agencies, 1 school district and 8 tribal governments. State funds are allocated based on: (1) grantees' share of federal Head Start funds, and (2) grantees' proportion of eligible children in the grantee service area who are not currently being served. [[119A.50](#); [119A.52](#); [119A.53](#)]

Health and Development Screening Aid – School districts receive state aid for health and developmental screening services provided to children ages 3 through 6, prior to or within 30 days of enrollment in a public school kindergarten. The reimbursement rates are \$75 for each three-year-old screened, \$50 for each four-year-old screened and \$40 for each five-year-old or six-year-old screened prior to kindergarten enrollment; and \$30 for children who have not previously been screened and are screened within 30 days after first enrolling in kindergarten. Screening is required for public school enrollment. A child need not submit to developmental screening provided by a school district if the child's health records indicate they have received comparable developmental screening from a public or private health care organization or individual health care provider, or if the child's parent or guardian submits to the school a signed statement that the child has not been screened because of conscientiously held beliefs of the parent or guardian. [[121A.16-121A.19](#)]

Hearing Impaired Adults – A program which provides interpreters or note-taker services for adults with hearing impairments wishing to continue their education on a part-time basis. Grantees include local school district adult education programs, adult technical college programs and vocational educational programs sponsored by public/private community agencies. [[124D.57](#)]



Property Taxes

Property Tax Relief Aids

Property tax aids are state payments to local taxing jurisdictions that are intended to replace property tax levy revenues. Property tax credits are state payments that reduce property taxes for individual taxpayers. In both cases, the effect is that property taxpayers pay less than what the taxes would be otherwise, and the state makes up the difference by providing payments to the taxing district. The major tax relief programs are the homestead market value exclusion; the agricultural homestead credit and school building bond credit; referendum tax base replacement aid; local government (city) aid; county program aid; and township aid. Most school districts receive some level of aid under all of these programs except those specifically designated for only cities, counties or townships.

Two other major property tax relief programs are the Homestead Credit Refund and the Rental Property Tax Refund. These programs do not reduce individual property tax amounts, but rather provide refunds to eligible property tax payers based on the relationship between their income and property tax liability. Property tax payers with low income relative to their property tax bills have a portion of their tax refunded. Similarly, renters may be eligible to receive a property tax refund based on the assumption that a portion of their rent is property taxes. [290A.04]

Market Value Exclusion

The homestead market value exclusion replaces the homestead market value credit. It reduces a homeowner's overall property tax burden, particularly for low-valued homes. The exclusion reduces the taxable market value of all residential homesteads, including the house, garage, and one-acre of farm homesteads, and equals 40 percent multiplied by the market value of the property up to a maximum exclusion of \$30,400 with the exclusion being phased out for home values over \$76,000. The rate of phase-out equals 9 percent times the market value above \$76,000, resulting in the credit being fully phased-out for homes valued above \$413,800. [273.13, subd. 35]

Agricultural Credits

The **Agricultural Homestead Market Value Credit** reduces the overall property tax burdens for farmers, particularly for low-valued agricultural homesteads. The credit applies to all agricultural homesteads, but does not apply to the house, garage, and surrounding one acre of farmland, since that portion of the property benefits from the homestead market value exclusion. The credit equals 0.3 percent for the first \$115,000 of value and 0.1 percent for market value above \$115,000. The maximum credit is \$490. [273.1384] The 2017 Legislature created a new tax credit called the **School Building Bond Agricultural Credit**, designed to limit the tax burden of school building projects on agricultural property. It applies to all property classified as agricultural, but does not apply to the house, garage, and surrounding one acre of farmland. For FY 2023, the credit equals 60 percent of the property tax that is attributed to school district bonded debt levies. The state aid entitlement cost of this credit for taxes payable in 2022 is approximately \$70.5 million. [273.1387]

Referendum Tax Base Replacement Aid

Operating referendum levies are not assessed on agricultural land or non-commercial seasonal recreational property (cabins, for example). In order to prevent the shift of tax burden for referendum levies from these types of properties to other classes of property, districts are paid referendum tax base replacement aid. Payments to school districts equal the amount of taxes cabins and farms would have otherwise paid for existing levies had they not been exempted, based on referendum amounts in existence in 2003. [126C.17, subd. 7a; 273.13]

Property Tax Calculation – Residential Property

Tax Calculation for Homestead Property in a City
(For Property Taxes Payable in 2022 for FY 2023)

Estimated Market Value	=	\$185,000
Class Rate	=	1%
 Taxable Market Value	=	Estimated Market Value – Exclusion*
	=	\$185,000 - \$20,590
	=	\$164,410
 Tax Capacity	=	Taxable Market Value × Class Rate
	=	(164,410 × 0.01)
	=	\$1,644
 Tax Capacity Net Tax	=	Tax Rate × Tax Capacity
	=	Tax Rate × \$1,644
 Market Value Net Tax	=	Tax Rate × Estimated Market Value
	=	Tax Rate × \$185,000

Calculation of Tax	<i>Tax Capacity</i>		<i>Market Value</i>	
	Tax Rate	×	Tax Rate	×
		\$1,644		\$185,000
County Rate	51.7%	\$850	0.0%	\$0
City Rate	38.3%	\$630	0.0%	\$0
School Rate	25.4%	\$418	0.2%	\$370
Special Rate	5.0%	\$82	0.0%	\$0
Gross Tax	120.4%	\$1,980	0.2%	\$370

Net Tax	=	Tax Capacity Net Tax + Market Value Net Tax
	=	\$1,980 + \$370
	=	\$2,350

*Calculation of the Homestead Market Value Exclusion

Maximum Exclusion	=	\$30,400
Phase-Out Portion	=	(\$185,000 – 76,000) × 0.09
	=	\$109,000 × 0.09
	=	\$9,810
Exclusion	=	\$30,400 - \$9,810 = \$20,590

Property Tax Calculation – Agricultural Homestead Property



Tax Calculation for Agricultural Homestead
(For Property Taxes Payable in 2022 for FY 2023)

Estimated Market Value	=	\$360,000
Home, Garage & 1 Acre Estimated Market Value	=	\$100,000
Farm Land Estimated Market Value	=	\$260,000
Class Rate - For Home, Garage and 1 acre:	=	1.0%
- For Agriculture land:	=	0.5%

Taxable Market Value = Est. Market Value (House, Garage & 1 Acre) - Exclusion^{*(next page)}

= \$100,000 - \$28,240

= \$71,760

Tax Capacity = Taxable Market Value x Class Rate

Tax Capacity, Home = (\$71,760 × 0.01)

= \$718

Tax Capacity, Land = (260,000 × 0.005)

= \$1,300

Tax Capacity, Home and Farmland = \$718 + \$1,300 = \$2,018

Tax Capacity Gross Tax = Tax Rate × Tax Capacity

= Tax Rate × \$2,018

Market Value Net Tax = Tax Rate × Market Value

= Tax Rate × \$100,000^{** (next page)}

Calculation of Tax	<i>Tax Capacity</i>		<i>Market Value</i>	
	Tax	×	Tax	×
	Rate	\$2,018	Rate	\$100,000
County Rate	51.7%	\$1,043	0.0%	\$0
Township Rate	8.3%	\$167	0.0%	\$0
School Rate	25.4%	\$513	0.2%	\$200
Special Rate	5.0%	\$101	0.0%	\$0
Tax Capacity Gross Tax	90.4%	\$1,824		
Agriculture Credit ^{*(next page)}		(\$490)		
Market Value Net Tax				\$200
Total Net Tax		\$1,334	+	\$200
			=	\$1,534

***Calculation of Homestead Market Value Exclusion and the Agricultural Homestead Market Value Credit**

Homestead Market Value Exclusion

$$\begin{aligned} \text{Maximum Exclusion} &= \$30,400 \\ \text{Phase-out portion} &= (\$100,000 - 76,000) \times 0.09 \\ &= \$24,000 \times 0.09 \\ &= \$2,160 \\ \text{Exclusion} &= \$30,400 - \$2,160 = \$28,240 \end{aligned}$$

Agricultural Homestead Market Value Credit

$$\begin{aligned} \text{Maximum Credit} &= \$490 \\ \\ \text{Part I} &= \$115,000 \times 0.003 \\ &= \$345 \\ \\ \text{Part II} &= (\$260,000 - \$115,000) \times 0.001 \\ &= \$145,000 \times 0.001 \\ &= \$145 \\ &= \$345 + \$145 \\ \\ \text{Total Credit} &= \$490 \end{aligned}$$

*** Farm land is excluded from Market Value for most school levies that are levied against Market Value, so this example excludes the farm land from the Market Value used to calculate the Market Value Net Tax.*



Effect of Tax Relief Aids on School District Revenue

Gopherville School District

Total Property Tax Levies Certified by the School Board = \$1,670,000
 Total Direct State Education Aid Payments = \$2,435,000

Sum of the portion of the Agricultural Homestead Market Value Credit allocated to school levy, summed for all agriculture homesteads in the school district = \$100,000

		Agricultural Homestead Credit		Net School Property Tax
<u>Levy</u>	-		=	
\$1,670,000		\$100,000		\$1,570,000

This is the amount of school property tax that will actually be received from property owners in the school district after reductions for the agriculture homestead market value credit.

The district receives the amount of the agricultural homestead market value credit as state aid in addition to other state aid paid on education funding formulas.

		Agricultural Homestead MV Credit		Total State Aid Payments
<u>Direct State Aid Payments</u>	+		=	
\$2,435,000		\$100,000		\$2,535,000



Finances

Education Finance Appropriations

Fiscal Years 2022 and 2023, General Fund
 (\$ in thousands, from February 2022 forecast)

	FY 2022	FY 2023	Biennium
General Education	\$7,479,769	\$7,688,383	\$15,168,152
Education Excellence	278,599	287,297	\$565,896
Teachers	106,738	101,124	\$207,862
Special Education	1,757,278	1,887,968	\$3,645,246
Facilities & Technology	139,791	136,935	\$276,726
Health & Safety	265	0	\$265
Nutrition Programs	14,923	27,312	\$42,235
Libraries	18,070	18,070	\$36,140
Early Childhood Education	170,808	171,675	\$342,483
Community Ed. & Prevention	4,040	4,036	\$8,076
Lifelong Learning	51,889	51,885	\$103,774
Education Department	30,856	26,287	\$57,143
Prof. Ed. Licensing & Standards Board	2,792	2,839	\$5,631
Minnesota State Academies	14,056	14,317	\$28,373
Perpich Center for Arts Education	7,406	7,527	\$14,933
	\$10,077,280	\$10,425,655	\$20,502,935

There is a statutory requirement that the state pay the majority of education aid payments over a two year period. The law requires a majority percentage of the current year's entitlement to be paid in the current year, plus the balance of the previous year's entitlement, which is adjusted for changes in formula variables (pupil counts, for example). For FY 2023, this percentage “split” amounts to a state appropriation of 90 percent of the current year entitlement, plus the final 10 percent payment from the prior year, FY 2022. [[127A.45](#)]

When the aid payment percentages are changed, there are significant changes in the education finance appropriations, mostly on a one-time basis. For example, in 2012-13, the increase in the majority percentage appropriation from 64.3 percent to 86.4 percent increased the state aid appropriation for that year by over \$1.5 billion.

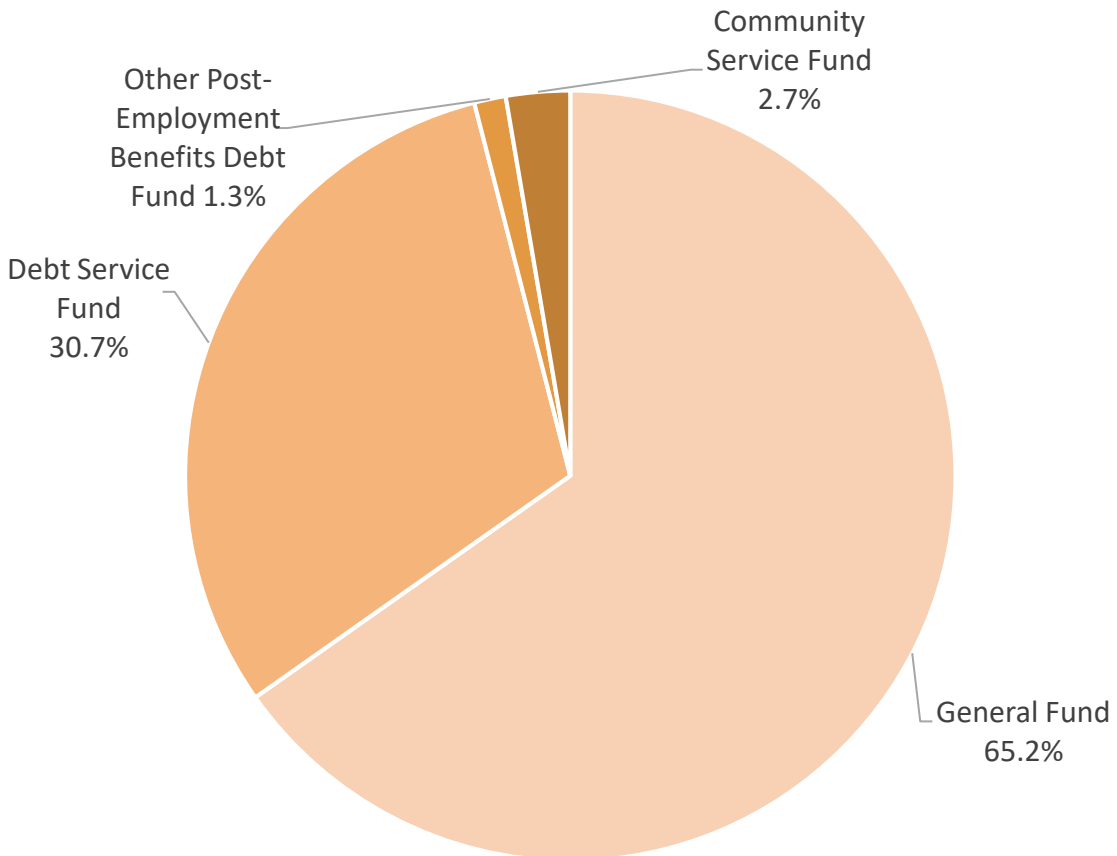


School District Property Tax Levies

	FY 2022 <u>Payable 2021</u>	FY 2023 <u>Payable 2022</u>
General Fund	\$ 2,132,222,000	\$ 2,213,179,100
Debt Service Fund	\$ 1,110,197,600	\$ 1,043,149,200
Other Post-Employment Benefits Debt Fund	\$ 46,448,400	\$ 45,055,600
Community Service Fund	\$ 88,186,400	\$ 91,119,000
Total Levies	\$ 3,377,054,400	\$ 3,392,502,900

These are the levies certified (before applying the tax relief aids) for a specific year. Levy figures for payable 2021 are the amounts that are certified for 2021 in the fall of 2020 and levy figures for payable 2022 are the amounts certified for 2022 in the fall of 2021. Levies certified in the fall of 2020 are paid by taxpayers in May and October of 2021. Levies certified in the fall of 2021 are paid by taxpayers in May and October of 2022.

FY 2023, Pay 2022 Levies
Total Levy: \$3.39 billion

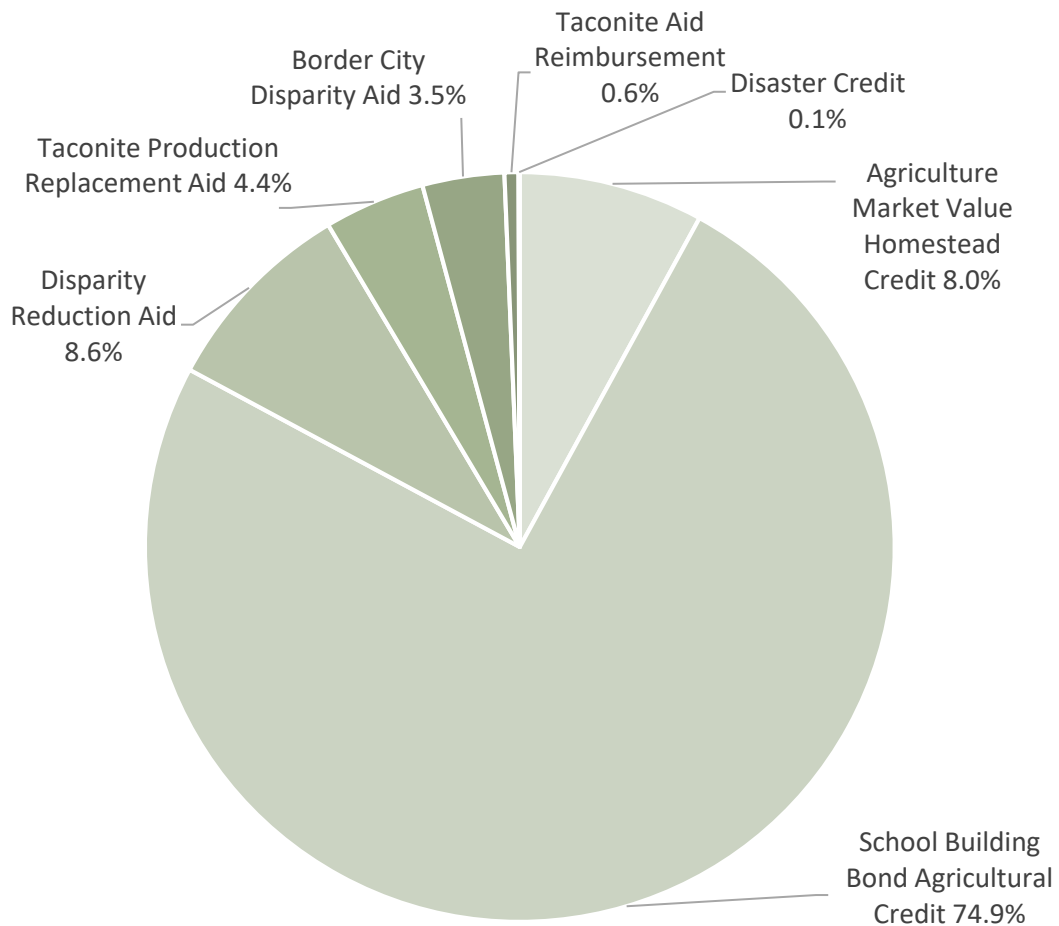


Property Tax Relief Aid Payments to School Districts

	<u>FY 2022</u>	<u>FY 2023</u>
Agriculture Market Value Homestead Credit	\$ 7,794,000	\$ 7,411,000
School Building Bond Agricultural Credit	\$ 62,109,000	\$ 69,716,000
Disparity Reduction Aid	\$ 8,029,000	\$ 8,023,000
Taconite Production Replacement Aid	\$ 4,135,000	\$ 4,055,000
Border City Disparity Aid	\$ 3,236,000	\$ 3,287,000
Taconite Aid Reimbursement	\$ 561,000	\$ 561,000
Disaster Credit	\$ 437,000	\$ 49,000
Local Option Disaster Abatement Reimbursement	\$ 45,000	\$ 23,000
	\$ 86,346,000	\$ 93,125,000

Tax relief aids are appropriated based on a percentage of the current year's entitlement plus the balance of the previous year's entitlement adjusted for changes in formula variables. Under current law for FY 2023, state appropriations equal 90 percent of the current year entitlement and the final 10 percent from FY 2021. [[127A.45](#)]

FY 2023 Property Tax Relief Aid Payments



Education Revenue Sources

This chart shows the revenue available for education from state and local sources. All state education finance appropriations – as well as funding for the Department of Education, Minnesota State Academies, the Perpich Center for Arts Education, tax relief aid payments to districts, various dedicated revenues, and net education property tax levies – are included. The net levy calculation starts with the certified levy total (page 75) and reduces that tax amount by the credit and aid total (page 76). Federal revenues and fees charged by districts are *not* included. These are total revenue figures, not revenue per pupil unit.

School District Revenue

	<u>FY 2022</u>	<u>FY 2023</u>
Appropriations (1)	\$ 10,077,280,000	\$ 10,425,655,000
Tax Credits (2)	\$ 86,346,000	\$ 93,125,000
Net Levy (3)	\$ 3,290,708,400	\$ 3,299,377,900
Dedicated Funds (4)	\$ 56,464,320	\$ 56,991,320
<hr/>		
Total	13,510,798,720	13,875,149,220
Percent from State Sources	75.2%	75.8%
Percent from Local Sources	24.8%	24.2%

(1) The state appropriation includes K-12 education appropriations (including state agencies), early childhood and family education appropriations, special TRA contributions for first class cities, and maximum effort debt service. A note: appropriations for programs are different than the formula-based revenue calculated for those programs, due to the statutory requirement that the state pay most education aids over a two year period, with a majority percentage of the current year's entitlement paid in the current year, plus the balance of the previous year's entitlement, which is adjusted for changes in formula variables (pupil counts, for example). Under current law for FY 2023, most state appropriations equal 90 percent of the current year entitlement and the final 10 percent payment from FY 2022.

(2) Tax credits include border city disparity credits, disparity reduction aid credits, disaster credits, agricultural homestead market value credits, agricultural school building bond credits, local option disaster abatement reimbursement, replacement taconite production tax credits and taconite reimbursement aid credits.

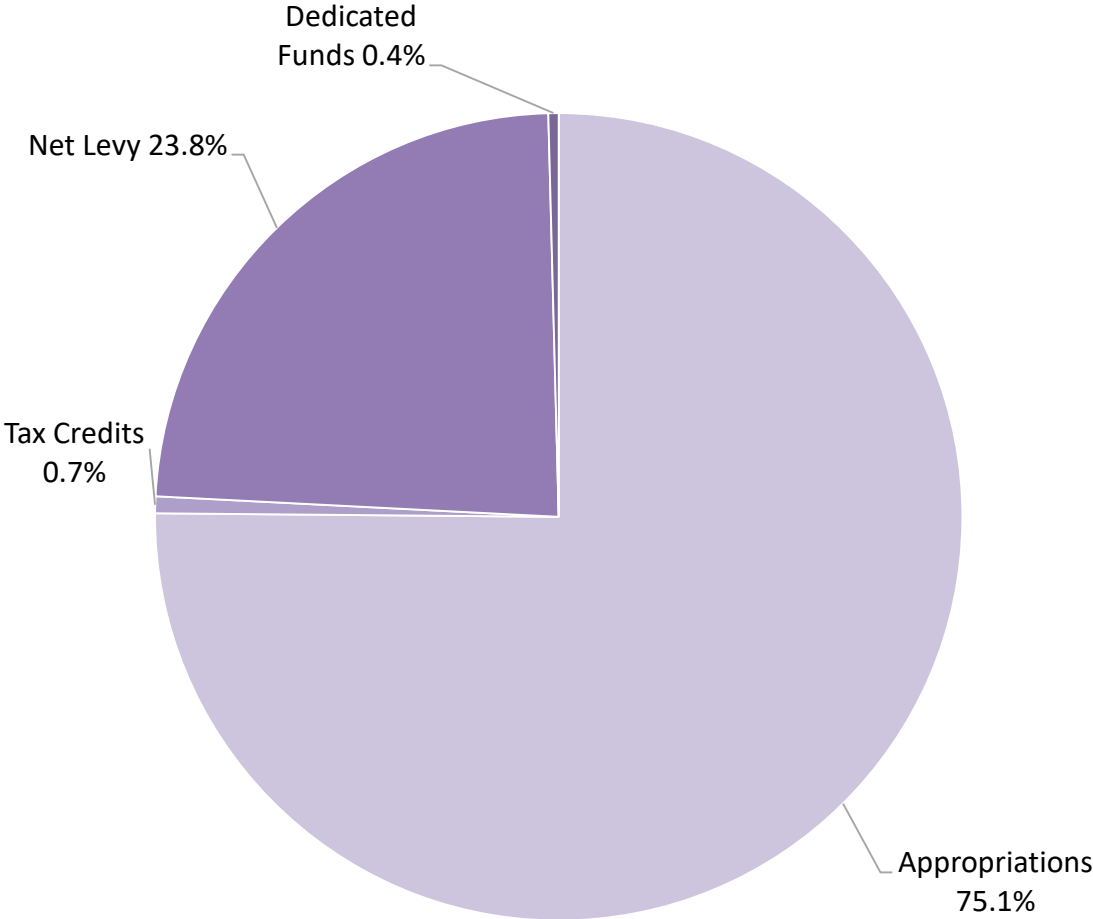
(3) The property tax figure is the amount levied or estimated to be levied for the school year.

(4) Dedicated funds include the permanent school fund and taconite revenues.



State and Local Revenue Sources

FY 2023 Total State & Local Revenue: \$13,875,149,220



Additional information on Minnesota’s school finance system is available online:

Minnesota House of Representatives – Minnesota School Finance: A Guide for Legislators
<http://www.house.leg.state.mn.us/hrd/pubs/mnschfin.pdf> (House Research)

Minnesota Department of Education – School Finance Website
<http://education.state.mn.us/MDE/dse/schfin/>

Minnesota Management & Budget – State Budget Forecast and Biennial Budget documents
<http://mn.gov/mmb/forecast/forecast/>