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<http://education.state.mn.us/mde/index.html>

AT A GLANCE

MDE Customers and Stakeholders (2013)

- 846,114 pre-K through 12 students
- Over 155,500 children participating in early learning programs
- 53,422 FTE licensed teachers
- 332 school districts and 148 charter schools
- Over 65,000 adult learners

grade 12, and adult learners. Every learner will reach his or her full potential through an outstanding Minnesota education system that is a world leader in achievement and innovation.

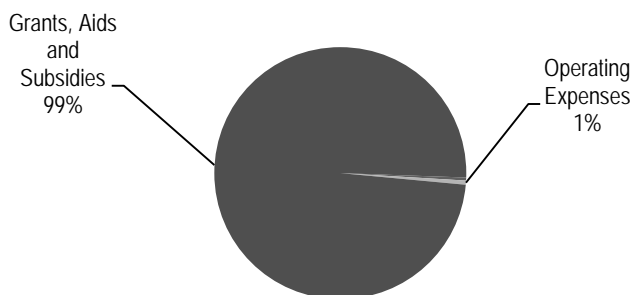
The Minnesota Department of Education contributes to the following statewide outcome: **Minnesotans have the education and skills needed to achieve their goals.**

PURPOSE

The mission of the Minnesota Department of Education (MDE) is: "Leading for educational excellence and equity. Every day for every one." The department strives to improve educational achievement by establishing clear standards, measuring performance, assisting educators, and increasing opportunities for lifelong learning. The department strives to be an innovative education agency, assisting schools, families, and other education providers with exemplary services that result in high academic achievement for all students, pre-kindergarten to

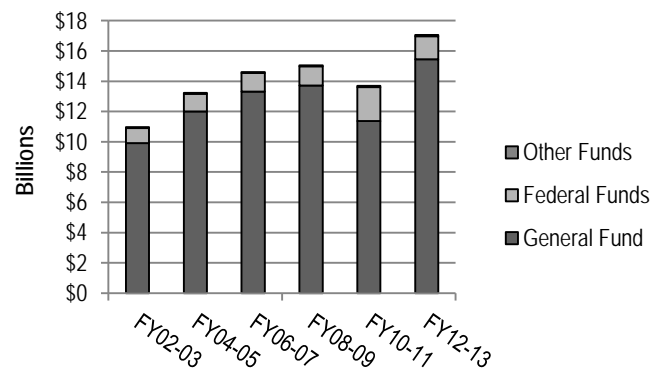
BUDGET

Spending by Category
FY13 Actual



Source: BPAS

Historical Spending*



Source: Consolidated Fund Statement

*\$2.7 billion in general fund aid to school districts was shifted beginning in FY 2010 in order to help balance the state budget, causing the FY10-11 spending to decrease. Repayment of the shifts began in FY 2012, causing the FY12-13 spending to increase. Repayment was completed in FY 2014. See the E-12 Education Shifts (info only) narrative for more information.

In FY12-13, 91 percent of Education funding was from the state general fund and 9 percent was from federal funds. In FY13, actual spending was \$9.63 billion. \$9.54 billion was passed through the agency as grants and aids; \$85 million was for testing/assessment/other contracts, salary/fringe, and other operating costs.

STRATEGIES

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

Direct Support

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

E-12 Systems

From a systems approach, MDE programs provide support for systems improvement through a comprehensive, collaborative approach. For example, MDE has set forth an initiative to improve teacher and leader quality by the development of a teacher and principal professional development and evaluation support system that will benefit all Minnesota students. The new state accountability system measures overall student performance from Pre-K through postsecondary education and provides a comprehensive model of system improvement for all districts.

Guidance, Technical Assistance and Funding

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

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

Program: Education Leadership and Support**AT A GLANCE**

Set policy and direct the annual spending of \$9.63 billion (FY 2013)

Provide guidance and assistance to:

- 846,114 pre-K through 12 students
- Over 155,500 children participating in early learning programs
- 53,422 FTE licensed teachers
- 332 school districts and 148 charter schools
- Over 65,000 adult learners

PURPOSE & CONTEXT

We provide the infrastructure for services and assistance to children, students, teachers, parents, and schools. We exist to improve educational achievement by establishing clear standards, measuring performance, assisting educators, and increasing opportunities for lifelong learning.

SERVICES PROVIDED

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

Direct Support: We directly support the continuous improvement of teaching and learning to schools, teachers, children, students, and parents.

- Provide training and resources to assist schools, parents, and the department in maintaining compliance with state and federal laws and policies.
- Issue educator licenses.
- Assist schools and childcare providers in providing nutritious meals and creating safe and healthy learning environments.
- Develop and extend statewide library services.
- Administer Regional Centers of Excellence, which are working to raise student achievement and close the achievement gap in schools.
- Establish and administer a School Safety Technical Assistance Center to assist districts and schools provide a safe and supportive learning environment.

E-12 Systems: We provide systems support through program and policy development and assessment.

- Administer Carl Perkins federal grant program.
- Administer and collect data for the state's assessment and accountability system.
- Develop and implement assessment systems to measure student knowledge and skills on Minnesota Academic Standards and Minnesota English Language Proficiency Standards.
- Develop academic standards.
- Monitor school district and MDE compliance with state and federal education laws.
- Administer the Minnesota Braille and Talking Book Library.
- Implement the student maltreatment, charter schools, and early education policies and programs.

Guidance, Technical Assistance, and Funding: We provide supportive leadership to all educational entities by providing guidance, technical assistance to meet state and federally legislated requirements, and administer school funding programs.

- Provide leadership, policy direction, and information technology services for the agency.
- Develop tools and provide guidance to assist schools in the implementation of programs and academic standards.
- Provide policy guidance for school choice programs including online learning.
- Distribute formula and competitive grant and aid programs.
- Calculate state aid and distribute payments to school districts and charter schools.
- Calculate school district local property tax levy limitations.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014 (preliminary)</i>
Quality	Reading Achievement Gap (% Districts who met targets) *	New measure in FY 2013			43.0%	TBD
Quality	Math Achievement Gap (% Districts who met targets) *	New measure in FY 2013			40.0%	TBD
Quality	Reading proficiency on the Minnesota Comprehensive Assessments III	New standards developed for FY2013			57.8%	59.1%
Quality	Math proficiency on the Minnesota Comprehensive Assessments III	New Standards developed for FY 2011	57.8%	65.4%	62.6%	61.4%
Quality	High school graduation rates	75.5%	77.2%	77.9%	79.8%	TBD
Quality	% of kids ready for Kindergarten	New measure developed for FY 2011	60.0%	69.0%	72.8%	TBD
Quality	National ACT Ranking	#1	#1	#1	#1	TBD

Performance Measures Notes:

*Targets are calculated separately for each district based on their statistics, and updated annually to ensure all gaps are closed by half by 2017.

Program: Discontinued-Nonrecurring Programs

The following programs are discontinued or nonrecurring, but incurred expenditures in FY 2013, FY 2014, and FY 2015.

Discontinued State Programs

Dollars in Thousands

<i>Program</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
Northwestern Online College in the High School program			160
Information Technology Certification Partnership			300
Special Education Paperwork Cost Savings		1,763	
Teacher Development and Evaluation Pilot Grant		83	
Site Decision Making Grant Program		00	
Education and Employment Solution		00	
Educ Plng & Assess Systems	829	29	
Disaster Enrollment	61		
Disaster Facilities	88		
Charter School Startup			
Total	\$978	\$4,075	\$860

Program: General Education

Activity: General Education

<http://education.state.mn.us/MDE/SchSup/SchFin/GenEd/index.html>

AT A GLANCE

In FY 2013:

- 846,114 pre-K through grade 12 students.
- 332 school districts and 148 charter schools.
- \$6.0 billion in state aid and \$1.0 billion in local property taxes.
- \$8,000 average general education funding per student.
- Largest single item of state general fund spending.
- Largest resource available to school districts and charter schools.

PURPOSE & CONTEXT

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

- All public school students in kindergarten through grade 12, and prekindergarten students with disabilities.
- Students receiving dual college credit.
- Private contracted education services.
- Private school students enrolled part time in public school programs.

SERVICES PROVIDED

Core funding allowances for all districts and charter schools (\$ based on FY 2013 Final):

- Basic Revenue (\$4.9 billion) provides districts and charter schools with a uniform funding per pupil unit. In FY 2015, the basic education funding formula is \$5,831 per weighted student. Elementary students are weighted at 1.0; secondary students are weighted at 1.2.
- Gifted and Talented Revenue (\$11.4 million) provides districts and charter schools with funding for gifted and talented educational programs. In FY 2015, the gifted and talented funding formula is \$13 per weighted student.

Additional funding for students with unique needs:

- English Learner Revenue (\$40.4 million) is based on the number and concentration of English Learner students enrolled in a district or charter school.
- Compensatory Revenue (\$453.8 million) is additional funding based on the concentration of students who are income-eligible for the federal free and reduced-price lunch programs. This revenue is calculated on a site level instead of a district level.
- Extended Time Revenue (\$70 million) provides districts with additional revenue to fund educational programs for at-risk students outside the traditional school year schedule.

Additional funding for cost differences among school districts:

- Sparsity Revenue (\$25 million) funds the added costs of operating small schools that are too isolated to reduce costs by cooperating or consolidating.
- Transportation Sparsity Revenue (\$60.6 million) funds the added cost of pupil transportation in areas with low population density.
- Small Schools Revenue (\$15.7 million) provides additional funding to small districts with less than 960 weighted students.
- Declining Enrollment Revenue (new category for FY 2015) provides districts and charter schools with funding to limit the impact of declining enrollment.
- Pension Adjustment Revenue (new category for FY 2015) provides state aid for districts with below state average revenue increase from the elimination of an aid reduction for changes in pension contribution rates beginning in 2015.

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

- Operating Referendum Revenue (\$856.3 million) is optional revenue raised by either public vote or school board resolution to provide funding for their district.

- Operating Capital Revenue (\$188.1 million) is reserved for facilities and equipment purposes.
- Equity Revenue (\$93.4 million) provides additional funding targeted primarily to districts with low referendum revenue per weighted student.
- Transition Revenue (\$29.4 million) is funding to protect districts from loss of revenue due to law changes.
- Local Optional Revenue (new category for FY 2015) replaces up to \$424 per weighted student of referendum revenue with revenue approved by the local school board.

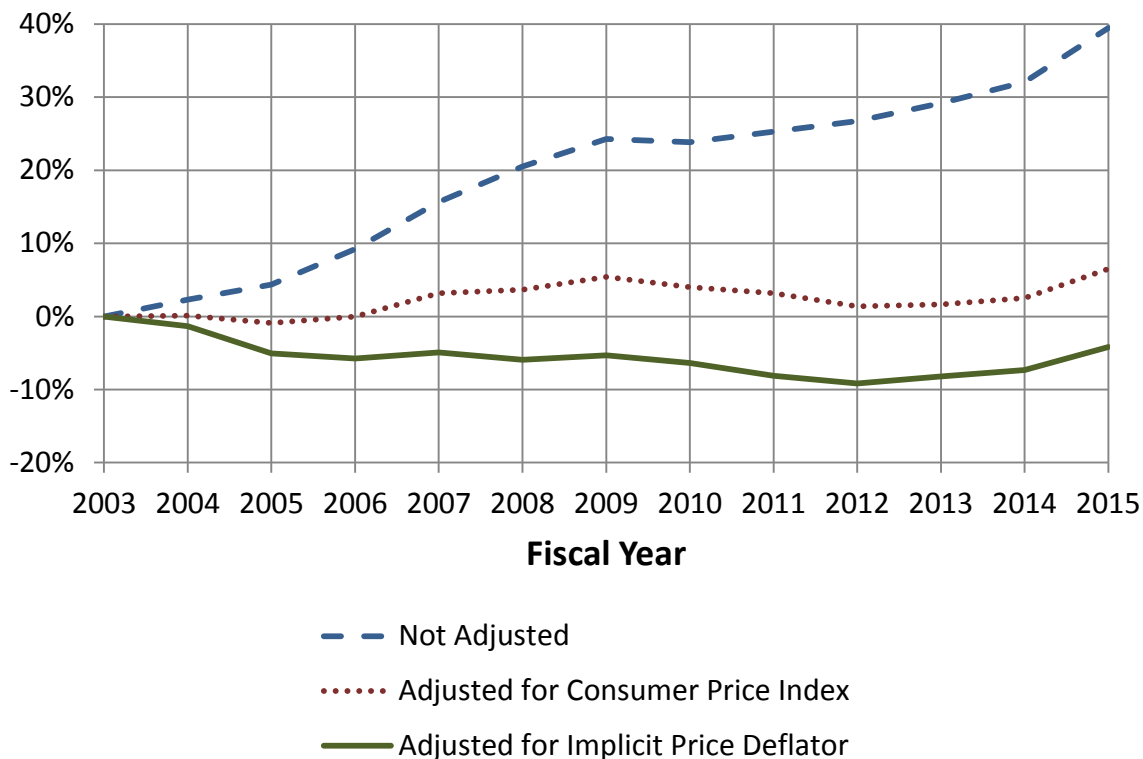
Miscellaneous Adjustments to General Education Revenue

- Postsecondary Enrollment Options (PSEO) Aid is paid to Minnesota colleges and universities for courses taken by 11th and 12th grade students for high school credit.
- Contract Alternative Aid is paid to districts for students eligible to participate in the graduation incentives program who enroll in nonpublic, nonsectarian schools that have contracted with the serving school district to provide education services.
- Shared Time Aid is paid to districts for students who attend public schools on a part-time basis while also attending private schools.

RESULTS

Quality Result: This chart shows the percentage change in general education revenue per student between FY 2003 and FY 2015, based on unadjusted current dollars and adjusted for inflation using the consumer price index and the implicit price deflator. Revenue per student in unadjusted current dollars increased by 40 percent during this period. However, when adjusted for inflation, revenue per student remained essentially constant.

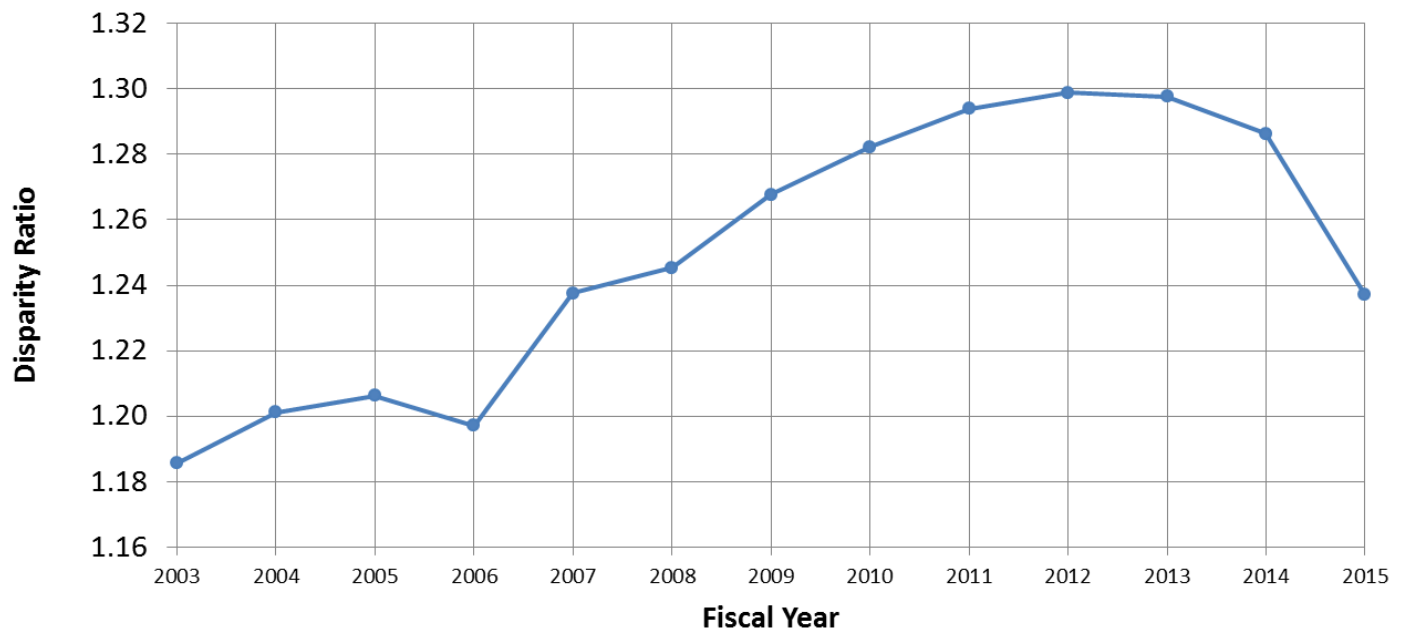
Percent Change Since FY 2003 in General Education Revenue Per Pupil *



*General Education revenue, including local referendum revenue

Quality Result: This chart shows the ratio of unrestricted general education funding per student in high revenue districts versus low revenue districts for FY 2003 through FY 2015. The funding gap between high revenue and low revenue districts increased from 18 percent in FY 2003 to 30 percent in FY 2012, then declined to 24 percent by FY 2015.

**Ratio of 95th to 5th Percentile of Basic + Referendum + Equity +
Location Equity Per Pupil Unit**



M.S.126C.10 – General Education Revenue.

Program: Other General Education

Activity: Enrollment Options Transport

<http://education.state.mn.us/MDE/SchSup/SchFin/Trans/Res/index.html>

AT A GLANCE

- 92 students served in FY 2013.
- Of the 92 students, 13 were from the postsecondary enrollment options program and 79 were in the open enrollment program.

PURPOSE & CONTEXT

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

Postsecondary enrollment options allows secondary students to enroll full time or part time in nonsectarian courses or programs in eligible postsecondary institutions.

School district enrollment options allows students to attend a school or program in a district in which they do not live.

SERVICES PROVIDED

School districts and charter schools get state aid to reimburse transportation costs for qualifying low-income students who participate in PSEO or open enrollment. Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn college credit while still in high school, through enrollment in and successful completion of college-level courses. Open enrollment programs allow kindergarten through twelfth grade students and pre-kindergarten children with disabilities to apply to attend a public school outside of their resident district.

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

School districts and charter schools that provide out-of-district transportation for a fee are reimbursed for the transportation costs of qualifying low-income students.

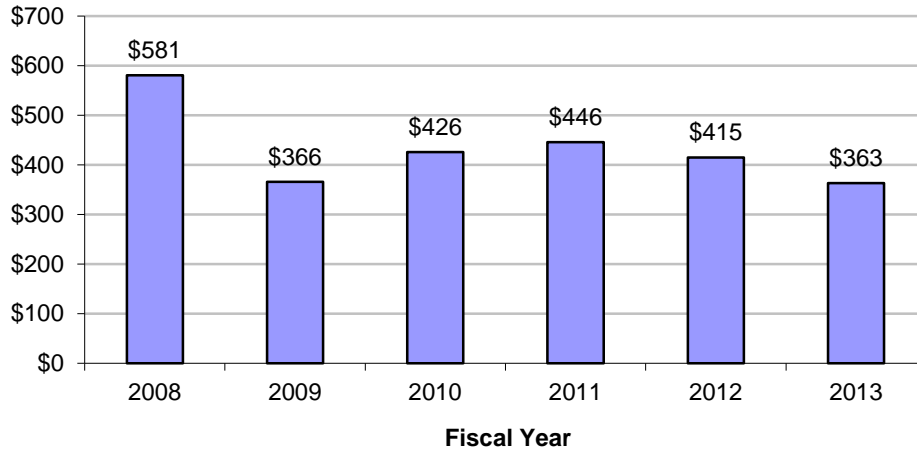
The mileage reimbursement rate is set at \$0.15 per mile and no more than 250 miles per week.

MDE processes reimbursement requests and provides technical support for this program.

RESULTS

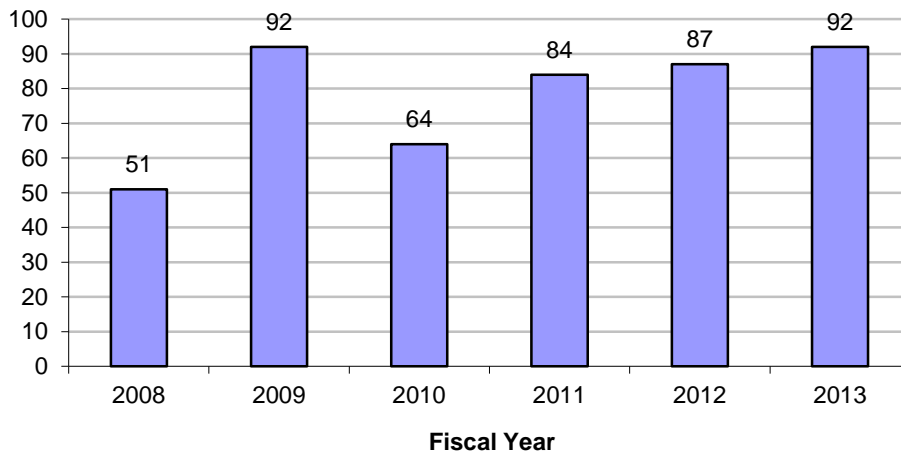
The graph below represents the average amount of a claim for mileage reimbursement per student per year in postsecondary enrollment options, school district enrollment options, and charter school programs over the last six years. It is difficult to see any trend from the data. With a qualifying income level that is very low, the number of families that fall into that qualifying level vary from year to year. Because there are few participants in the program, a few students who travel long distances to the post secondary institution can skew the data.

Average Claim per Student per Year



The graph below represents the number of students served per year in postsecondary enrollment options, school district enrollment options, and charter school programs over the last six years.

Number of Students Served



M.S. 124D.03; M.S. 124D.09; M.S. 124D.10

See Student Choice/Tax Incentives narrative for more information.

Program: Other General Education

Activity: Abatement Revenue

AT A GLANCE

- Abatement Aid totaled \$2.86M in FY 2014
- Abatement Levy totaled \$13.87M in FY 2014

PURPOSE & CONTEXT

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

All eligible school districts in Minnesota participate in this program.

SERVICES PROVIDED

- Abatement aid and levy is calculated annually based on abatements reported by counties to the Minnesota Department of Education (MDE).
- MDE seeks to replace the revenue in the same proportion of aid and levy as the original entitlement.
- MDE calculates and processes aid payments for this program

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2013</i>	<i>FY 2014</i>
Quantity	District Revenue Loss Prevented	\$16.0 M	\$16.7 M

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

Program: Other General Education

Activity: Consolidation Transition

<http://education.state.mn.us/MDE/SchSup/SchFin/index.html>

AT A GLANCE

- In FY 2014, there were four consolidations serving an estimated 2,275 students.
- 10 consolidations have occurred between 2009 and 2014.

PURPOSE & CONTEXT

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

SERVICES PROVIDED

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

Aid is \$200 per student in the new district in the first year of consolidation, and \$100 per student the year after consolidation.

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

MDE calculates state aid payments and property tax levy limits, and supports districts that choose to consolidate.

RESULTS

There were a total of ten consolidations between FY 2009 and FY 2014. While the number of consolidation is easy to calculate, the true performance measure is in the satisfaction and achievement of the districts that consolidated, which we do not evaluate.

School District Consolidations

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2009</i>	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
Quantity	First Year of Consolidation	0	5	0	0	1	4	0

M.S. 123A.485, M.S. 123A.48, M.S. 123B.82

Program: Other General Education

Activity: Nonpublic Pupil

AT A GLANCE

- Number of students participating (FY 2014)
Textbook/Materials 69,054
Health Services 64,236
Guidance and Counseling 25,599
- Rates per nonpublic student (FY 2014)
Textbook/Materials \$79.70
Health Services \$59.27
Guidance and Counseling \$211.54
- All nonpublic students requesting materials and/or services by the statutory deadline have been and are being accommodated.

PURPOSE & CONTEXT

This state aid program exists to ensure fair access to nonreligious study materials and student support services for those students who choose nonpublic education.

SERVICES PROVIDED

Funding is allocated to public school districts for the benefit of nonpublic students and not directly to the nonpublic schools.

School districts are reimbursed for the costs of the educational materials loaned to nonpublic students and for the costs of providing support services to nonpublic students.

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

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

School districts receive additional funds to cover administrative costs. This amount is equal to 5 percent of their total aid reimbursement amount.

MDE calculates and processes aid payments and provides technical support to school districts and nonpublic schools for this program.

RESULTS

Participation is measured by the percentage of nonpublic students applying for access to the program for textbooks and other educational materials, health services and guidance/counseling services.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quality	Percentage of nonpublic students applying for access to textbooks	83%	84%	FY2013 FY2014
Quality	Percentage of nonpublic students applying for access to health services	78%	78%	FY2013 FY2014
Quality	Percentage of secondary nonpublic students applying for access to guidance and counseling services.	92%	94%	FY2013 FY2014

Program: Other General Education

Activity: Nonpublic Transportation

AT A GLANCE

- 47,597 nonpublic students were transported to and from school in FY 2013
- 206 of 336 districts transported nonpublic students in FY 2013

PURPOSE & CONTEXT

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

SERVICES PROVIDED

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

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

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

MDE calculates and processes aid payments and provides technical support to school districts and nonpublic schools for this program.

RESULTS

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

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quality	Percentage of nonpublic students transported	67.0%	66.9%	FY 2012 FY 2013

M.S. 123B.92, Subd. 9; M.S. 123B.84 – 87

Program: Educational Programs

Activity: Career and Technical Education Revenue

<http://education.state.mn.us/MDE/StuSuc/CareerEd/index.html>

AT A GLANCE

- 317 districts levied for Career and Technical Education revenue for FY 2014.

PURPOSE & CONTEXT

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

All school districts with Career and Technical programs are eligible for this revenue. Federal Carl Perkins funds are available to help provide vocational-technical education programs and services

SERVICES PROVIDED

Districts must submit annual budgets for their Career and Technical Education programs to qualify for this revenue. A district with an approved Career and Technical Education program may levy for costs associated with the program.

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

The Career and Technical Education program is a levy program equalized with state aid.

Career and Technical aid equals Career and Technical revenue minus Career and Technical Education levy.

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

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of districts participating in CTE programs	306	313	FY 2012 FY 2013
Quantity	Amount of property tax levy for CTE program	\$16,370,041	\$15,338,814	FY 2012 FY 2013

In FY 2014 state aid was added to the Career and Technical Education Revenue program. Prior to FY 2014, CTE was funded by property tax levies only.

M.S. 124D.4531

Program: Other General Education

Activity: Compensatory Pilot Grants

<http://education.state.mn.us/MDE/SchSup/SchFin/GenEd/CompRev/index.html>

AT A GLANCE

- Seven districts received pilot grants in FY 2015

PURPOSE & CONTEXT

Compensatory revenue provided through general education is calculated according to the number of free and reduced price lunch students at a school site. This pilot project was established in 2005 for two purposes: (1) to look at whether

giving districts greater flexibility in allocating compensatory revenue among schools based on student performance would be a good strategy for improving overall student performance, and (2) to provide additional compensatory revenue to some large suburban and non-metro districts to correct what was viewed as inequities in the compensatory revenue formula.

SERVICES PROVIDED

In general, school districts are required to allocate at least 90 percent of compensatory revenue to the school site generating the revenue. This pilot project provides additional state funding, and allows selected school districts to allocate the compensatory revenue received through general education revenue and pilot grant revenue among their school buildings according to each building's school performance measures.

Participating school districts are required to submit an application and board-approved plan that includes the following information:

- identification of the test results that will be used to assess student performance;
- description of the method the district will use to distribute the compensatory revenue based on each building's test results to assess student performance; and
- summarization of the evaluation procedure the district will use to determine if the distribution of pilot project compensatory revenue results in an improvement of measurable student performance.

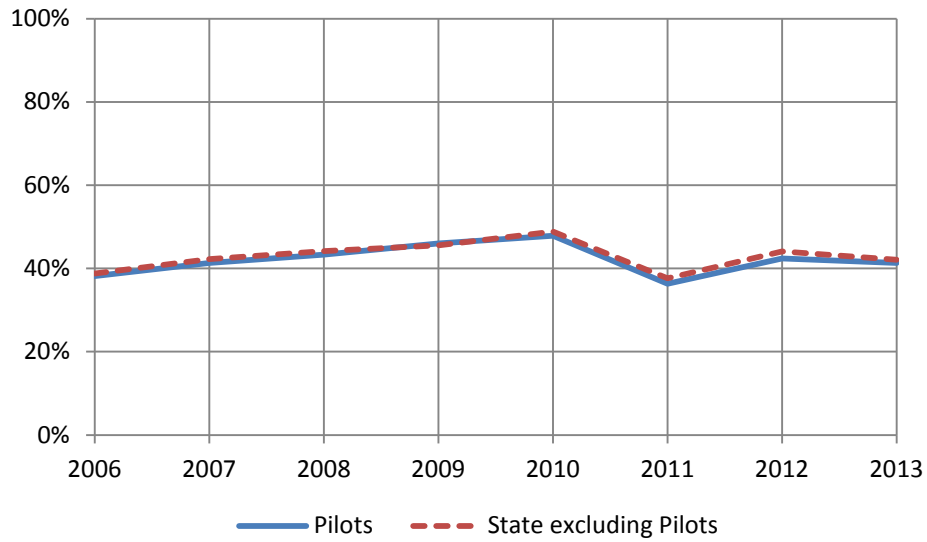
RESULTS

The Minnesota Department of Education submitted a report to the Legislature in February 2008 on the effectiveness of the Compensatory Revenue Pilot grant projects. The report findings were inconclusive as to the impact the pilot projects have had on student achievement. While some of the participating schools had experienced a positive impact, results of the test data used were inconsistent.

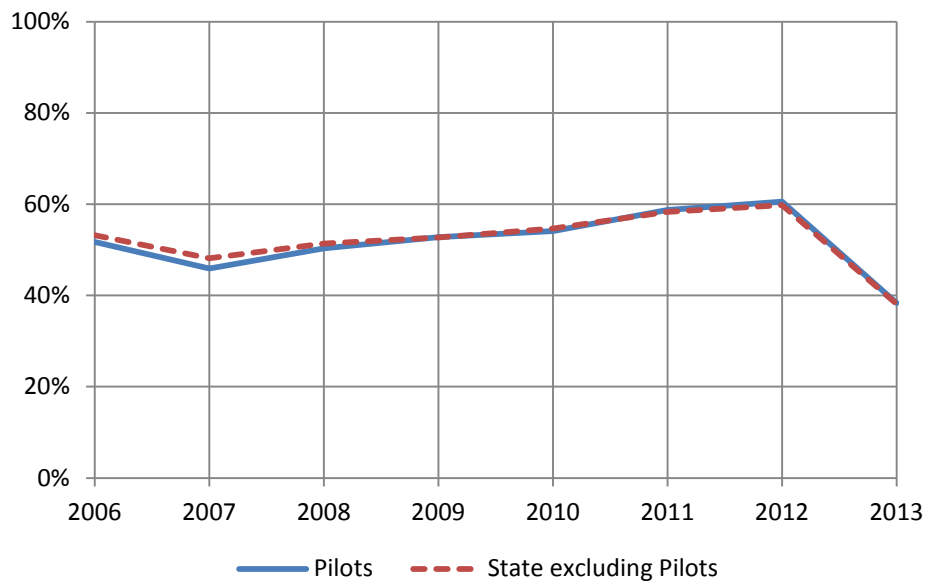
The following graphs are based on the portions of students who have shown proficiency on recent MCA math and reading tests. Results are based on a combination of all grade levels.

Each graph displays two lines. One line shows the performance of all low-income students in districts that are receiving compensatory pilot revenue. The second line shows the performance of all low-income students in Minnesota public schools, excluding students in the pilot districts. The data indicates that from 2006-2013 there has been little difference in performance between low-income students in districts receiving compensatory pilot revenue and other low-income students throughout the state.

Math Proficiency



Reading Proficiency



Laws 2005 1st Special Session, Chapter 5, Article 1, Section 50, as amended by Laws 2007, chapter 146, Article 1, Section 21

Program: Other General Education
Activity: Spec Prov For Select Districts

AT A GLANCE

- This program was implemented in FY 1995.

PURPOSE & CONTEXT

The One-Room Schoolhouse program provides additional revenue to the Warroad school district to assist with expenses related to the Angle Inlet School.

SERVICES PROVIDED

This program provides \$65,000 each year to the isolated one-room schoolhouse.

MDE processes the aid payment for this program.

RESULTS

The Minnesota Department of Education does not collect data regarding utilization of One-Room Schoolhouse aid.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of students attending Angle Inlet School	5	5	FY 2013 FY 2014

MN Laws 2013, Chapter 116, Article 1, Section 58

Program: Choice Programs
Activity: Charter School Lease Aid

<http://education.state.mn.us/MDE/StuSuc/CharterSch/index.html>

AT A GLANCE

- In FY 2014, 145 of the 150 charter schools in Minnesota received lease aid.
- Maximum lease aid per weighted student beginning in FY 2015 is \$1,314.

PURPOSE & CONTEXT

Unlike school districts, charter schools cannot receive property tax revenue to pay for school buildings. The Charter School Lease Aid program provides partial funding to charter schools to lease facilities and land for their schools.

SERVICES PROVIDED

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

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

State aid is the lesser of:

- Ninety percent of the actual net lease costs; or
- \$1,200 per weighted student for FY 2014 (\$1,314 for FY 2015 and beyond*).

MDE approves charter school lease aid applications.

*Beginning in FY 2014, students in kindergarten through grade 6 are weighted at 1.0 and students in grades 7-12 are weighted at 1.2. Higher weights were used for earlier years.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012**</i>	<i>FY 2013</i>	<i>Preliminary FY 2014</i>
Quantity	Charter Schools receiving lease aid	150	144	144	143	145
Quantity	Students Served	39,194	40,888	42,862	45,826	49,061
Quantity	Average Lease Cost per Student	1,246	1,284	1,299	1,294	1,316
Quantity	Average Aid per Student	1,048	1,056	1,095	1,072	1,080

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Preliminary FY 2014 Minneapolis***</i>	<i>Preliminary FY 2014 Saint Paul</i>	<i>Preliminary FY 2014 Remaining Seven County Metro</i>	<i>Preliminary FY 2014 80 County Non-Metro</i>	<i>Preliminary FY 2014 Total</i>
Quantity	Charter Schools receiving lease aid	33	29	38	45	145
Quantity	Students Served	13,450	10,834	15,799	8,978	49,061
Quantity	Average Lease Cost per Student	1,174	1,361	1,421	1,303	1,316
Quantity	Average Aid per Student	1,003	1,093	1,134	1,081	1,080

Performance Measure Notes:

**Beginning with FY 2004, maximum per student funding for charter school lease aid decreased from \$1,500 to \$1,200 per student. Charter schools that had received over \$1,200 per student in FY 2003 were grandfathered in at the higher amount. FY 2012 was the last year for the lease aid grandfathered amounts. This helps explain why FY 2013 lease cost per student is lower than the FY 2012 lease cost per student.

***Minneapolis data includes a large charter school that has an online program requiring less square footage per student. This helps explain why Minneapolis data is lower than all other grouped averages.

M.S. 124D.11, subdivision 4

Program: Choice Programs

Activity: Achievement and Integration Revenue

<http://education.state.mn.us/MDE/SchSup/SchFin/Integ/index.html>

AT A GLANCE

- Participation has increased from 52 districts in FY 2004 to 130 districts participating in the newly revised Achievement and Integration program in FY 2014.
- There are 49 racially identifiable schools in 11 districts. Funding is aimed at increasing racial diversity and narrowing the achievement gap in participating districts' schools.

PURPOSE & CONTEXT

This program exists to reduce achievement disparities between student groups and to increase racial and economic integration among students. This program started in FY 2014 as a replacement for the previous Integration program.

Achievement and Integration revenue is funded through local property tax levy (30 percent) and state aid (70 percent).

Students served include pre-k through grade 12 students attending public school districts that are eligible under the Minnesota Desegregation Rule.

SERVICES PROVIDED

Achievement and integration revenue is used to support activities included in a district's approved Achievement and Integration plan. Some activities are specific to racially segregated schools, while some are collaborative activities between neighboring school districts.

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

- Family involvement programs.
- Pre-k to grade 12 school enrollment choices increasing integration.
- Training for teachers and administrators to improve the achievement of all students.
- College and career readiness programs for underserved students.
- Recruitment and retention of a racially and ethnically diverse staff.
- Integrated learning environments.
- Research-based interventions that include formative assessments.

MDE reviews and approves district plans and budgets, calculates and processes aid payments, and provides ongoing technical assistance to districts.

RESULTS

Beginning with plans submitted in FY 2015, activities funded with Achievement and Integration revenue will be evaluated to see how well they have met the goals listed in the district's plan. MDE will develop an evaluation process for districts to report on progress toward these goals and determine how much the funding has helped districts as a whole meet their program's goals. These results are not yet available.

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

Program: Choice Programs

Activity: Interdist Deseg Transportation

<http://education.state.mn.us/MDE/SchSup/SchFin/Integ/index.html>

AT A GLANCE

- In FY 2013, over 9,000 open enrolled students were transported to and from schools participating in Achievement and Integration programs at a total cost of \$15.5 million.
- Other students were transported to Achievement and Integration programs and events at a total cost of \$432,703 in FY 2013.

PURPOSE & CONTEXT

This state aid program supports the achievement and integration program by funding unreimbursed transportation costs for students in the program.

SERVICES PROVIDED

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

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

MDE calculates aid payments and provides technical support for this program.

RESULTS

Both the number of districts and the number of students participating has remained steady with some minor fluctuations over time.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Number of Districts	54	61	58	61	53	64
Quantity	Number of Students Transported	6,897	8,715	9,037	9,289	9,093	9,004

M.S. 124D.87

Program: School Choice
Activity: Recovery Program Grants

AT A GLANCE

- This program was implemented in FY 2015.
- Recovery programs can be awarded annual grants of up to \$125,000.

PURPOSE & CONTEXT

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

SERVICES PROVIDED

Grants pay for a portion of the additional costs of recovery program support staff.

Recovery program support staff consists of:

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

MDE approves recovery programs, reviews and approves grants, and processes aid payments for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of schools that would be eligible	n/a	4	FY 2014

M.S.124D.695

Program: Indian Programs

Activity: Success for the Future

<http://education.state.mn.us/MDE/StuSuc/IndianEd/index.html>

AT A GLANCE

- 32 grants are awarded for four years (FY 2014-FY 2017) with annual renewal of funds.
- 9,700 American Indian students served annually.
- 3,650 of the students served are in urban areas.
- 5,900 of the students served are in out-state areas.
- 27 public school districts, 3 tribal contract schools, and 2 charter schools receive grants.

PURPOSE & CONTEXT

This program increases the academic achievement, decreases the dropout rate, and improves the school climate of American Indian students in culturally appropriate ways. The program serves American Indian students in public school districts, Bureau of Indian Education tribal contract schools, and charter schools.

SERVICES PROVIDED

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

They focus on:

- Getting students ready for college.
- Increasing achievement, especially in math and reading.
- Making the curriculum more relevant to students' cultural heritage.
- Reinforcing students' positive self-image.
- Developing intercultural awareness among students, parents, staff, and community.

The following services are funded by Success for the Future to increase student achievement, increase graduation rates, reduce the achievement gap, and lower dropout rates:

- Programs to improve daily attendance and keep students in school.
- Academic counseling.
- Advocates and liaisons between home and school.
- Innovative curriculum based on technology.
- Support for teaching American Indian history, culture, language, and literature.
- Staff development support through training.
- Best practices in teaching for American Indian students.

MDE administers grants and calculates payments to school districts, charter schools, and tribal contract schools.

RESULTS

The program serves half of the state's American Indian students enrolled in public schools and enables participating students to take part in advanced placement and a variety of college readiness programs.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Results	Statewide American Indian Graduation Rate	45%	49%
Results	Statewide American Indian MCA Math Proficiency	31%	36%
Results	Success for the Future Funded Districts* Graduation Rate (31 Districts)	59.72%	64.26%
Results	Unfunded Districts* Graduation Rate	51.32%	58.38%

*There are 66 school districts that the MDE Office of Indian Education considers eligible to receive state-funded Success for the Future grants. All 66 districts receive federal formula grants that support American Indian students. 32 of those 66 schools districts also receive state-funded Success for the Future Indian Education grants. The remaining 34 districts are considered "unfunded". These two groups were compared for graduation rate calculation purposes.

M.S. 124D.81

Program: Indian Programs

Activity: Indian Teacher Preparation

<http://education.state.mn.us/MDE/StuSuc/IndianEd/index.html>

AT A GLANCE

- Grants are awarded to four project sites: Augsburg College in collaboration with Minneapolis and St. Paul Public Schools, Bemidji State University in collaboration with Red Lake Public Schools, Minnesota State University Moorhead in collaboration with Mahnommen Public Schools, and the University of Minnesota-Duluth in collaboration with Duluth Public Schools.
- The grants support approximately 20 students per year.

PURPOSE & CONTEXT

Indian teacher grants assist American Indian students to become teachers and assist current American Indian teachers to gain additional education or certification. The program seeks to diversify the pool of Minnesota teachers in order to increase all students' cultural awareness, experiences, and exposure to a diverse population of teachers.

SERVICES PROVIDED

This program provides grants and loans to American Indian students who have the potential to complete a teacher-training program and have demonstrated a financial need. Loans are forgiven through service at the participating school district.

MDE, through The Office of Indian Education, provides support and guidance to all participating school districts and higher education institutions on program implementation throughout the academic year. MDE also holds an annual planning meeting with program representatives, and calculates and processes aid payments for this program.

RESULTS

There have been 60 graduates* from this program since its inception in 1979.

Sixty American Indian college students have taken part in the program since 2008. A majority of students that receive scholarship/grant funds are supported for multiple years during their teacher training program.

In the 2013-2014 school year, there were a total of 17 students participating in the Indian Teacher Preparation program.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	New Student Participants	2	4	FY 2013 FY 2014

*The total number of graduates listed only reflects students that were receiving grants at the time of graduation. It does not reflect students who may have participated in the program at some point during their teacher training program. The total number of graduates also does not reflect students who returned to receive additional certifications or credentials.

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

Program: Indian Programs
Activity: Tribal Contract Schools

<http://education.state.mn.us/MDE/StuSuc/IndianEd/index.html>

AT A GLANCE

- In FY 2014, 747 American Indian students attended the four Bureau of Indian Education (BIE) tribal contract/grant schools in Minnesota.

PURPOSE & CONTEXT

The program ensures tribal schools have sufficient funds to provide an adequate and uniform education to their students, as required by the Minnesota Constitution. Participants include the four tribal contract schools in the state: Bug-O-Nay-Ge-Shig School, Leech Lake; Circle of Life School, White Earth; Nay ah Shing School, Mille Lacs; and Fond du Lac Ojibwe School, Fond du Lac.

SERVICES PROVIDED

This state aid program provides funding to promote equal education for American Indian students enrolled in Bureau of Indian Education (BIE) tribal contract schools.

State aid is calculated based on the difference between the state per pupil adjusted aid amount minus the amount provided by the federal government.

The funds provide general education services and are not specifically set aside to meet any legislated goals.

MDE calculates and processes aid payments to tribal contract schools for this program.

RESULTS

MDE does not track or report participant performance. Tribal contract schools are not public schools, so we cannot require tribal schools to submit assessment data related to this program.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2011</i>	<i>FY 2013</i>
Results	American Indian student graduation rate in BIE Schools	46.67%	60%

M.S. 124D.83

Program: Indian Programs

Activity: Tribal Early Childhood Program

<http://education.state.mn.us/MDE/StuSuc/IndianEd/index.html>

AT A GLANCE

- Provides support to four tribal early childhood family education (ECFE) programs.
- Serves 850 to 1100 children birth to 5 every year.
- Program sites: Bug-O-Nay-Ge-Shig School in Leech Lake, Circle of Life in White Earth, Fond du Lac Ojibwe School in Cloquet, and Wewinabi Early Education Center in Mille Lacs.

PURPOSE & CONTEXT

This program ensures Early Childhood and Family Education (ECFE) services are available for parents who live in tribal communities and who will send their children to tribal school. For more information, please see the ECFE budget narrative.

SERVICES PROVIDED

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

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

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

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

RESULTS

Tribal schools are not public schools and are not required to submit assessment data for this program. MDE does not track or report participant performance.

M.S. 124D.83, subd.4

Program: Innovation and Accountability

Activity: Assessments

AT A GLANCE

- Serves approximately 62,000 students per grade, grades 3 – high school.
- Serves approximately 60,000 English learners (ELs), grades K-12.
- Serves approximately 4,500 students with severe cognitive disabilities.

PURPOSE & CONTEXT

Statewide testing provides information for schools in order to inform parents, teachers, and the public on the achievement of students against the Minnesota Academic Standards or other standards for special populations.

Testing serves K-12 students.

SERVICES PROVIDED

This program develops mathematics, reading, and science assessments related to the Minnesota Academic Standards. This program administers, scores, and reports on assessments for:

- Mathematics, reading, and science;
- English language proficiency;
- Career and College Assessments;
- Diploma Assessments for Graduation; and
- National and International Assessments.

Academic Content Assessments for Reading, Mathematics, and Science

- **Minnesota Comprehensive Assessments (MCA)**, a required assessment designed to measure students' achievement of the Minnesota Academic Standards in Reading, Mathematics and Science.
- **Minnesota Test of Academic Skills (MTAS)**, a required assessment based on the Minnesota Academic Standards in Reading, Mathematics and Science for students with significant cognitive disabilities.
- Students take only one reading, math, or science exam. The three exams allow a variety of student populations the best opportunity to demonstrate their knowledge and skills.
- Reading taken in grades 3-8 and 10.
- Math taken in grades 3-8 and 11.
- Science taken in grades 5, 8, and high school

Assessments for English Language Proficiency

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is a required assessment designed to provide information about how well students with limited English proficiency are learning academic English in reading, writing, listening, and speaking as described in the state's English learner (EL) standards.

- Only students defined as English learners under state statute participate in the English language proficiency assessments.

Career and College Assessments – For students in grade 8 2012-2013 and later

- **Explore** is a required graduation assessment to provide information to grade 8 students, their parents, and educators about students' achievement in Reading, English, Mathematics, and Science. The assessment includes a career interest survey.
- **Plan** is a required graduation assessment to provide information to grade 10 students, their parents, and educators about students' achievement in Reading, English, Mathematics, and Science. The assessment includes a career interest survey.
- **ACT** is a required graduation assessment to provide information to grade 11 students, their parents, and educators regarding the level of preparedness for post-secondary success on a nationally recognized college entrance exam.

- **Compass** is a graduation assessment provided to some students who, based on performance in grade 10, are not prepared for post-secondary success.

Diploma Assessments for Graduation

- **Graduation Required Assessment for Diploma (GRAD)** is an optional assessment for students in grade 8 prior to 2012-2013 designated to serve as the retest opportunity for students who did not pass on their first attempt of the high school MCA-II in Reading or Math or the census administration of the GRAD writing assessment.

MDE awards contracts to vendors, administers the contracts, and reports test results.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quality	Percent of academic content assessments administered online and providing immediate results	35%	75%	FY 2013 FY 2014
Quantity	Number of misadministrations* during Minnesota Assessments.	44	21	FY 2013 FY 2014

* A misadministration is any time when the administration procedures are not followed fully and completely.

M.S. 120B.30; M.S. 120B.31; M.S.124D.59

ESEA 1965, Title VI, Part A, Subpart I, Section 6111, P.L. 107-110 and Section 6112, P.L. 107-220

Program: Special Student and Teacher
Activity: Alternative Compensation (Q Comp)

<http://education.state.mn.us/MDE/SchSup/QComp/index.html>

AT A GLANCE

- In FY 2014, 135 (28 percent of) districts and charter schools participated:
 - 69 (20 percent of) school districts participated.
 - 66 (44 percent of) charter schools participated
- In FY 2014, 715 (36 percent of) school sites participated.
- In FY 2014:
 - 377,405 (45 percent of) students in the state were served.
 - 26,160.4 (42 percent of) full-time equivalent (FTE) licensed staff in the state were served.
- Twenty-six districts and charter schools have applied to begin implementation in FY 2015:
 - Three applications were to add additional sites to existing approved plans.

PURPOSE & CONTEXT

The alternative teacher professional pay system (commonly known as Q Comp) provides school districts, charter schools, integration districts, intermediate districts, and the Perpich Center for Arts Education with up to \$260 per student in additional revenue for designing and implementing a program that includes career ladder/advancement options, job-embedded professional development, teacher evaluation, performance pay, and an alternative salary schedule.

Q Comp programs approved by MDE use various methods to improve classroom instruction and student learning while also recruiting and retaining highly qualified teachers.

Program revenue is available to all districts and sites that apply and have an approved plan. However, basic aid is limited to \$75.6 million annually, which is sufficient to fund about half of the students in the state.

SERVICES PROVIDED

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

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

Approved districts or schools use the program funding to provide:

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

MDE calculates and processes Q Comp payments and provides technical support for this program.

65 percent of the \$260 per pupil amount (\$169) comes in the form of state aid and the balance (\$91 per pupil) in the form of equalized levy revenue. Beginning in FY 2015, 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, opt to access the additional equalized levy (the \$91 per pupil). In addition, charter schools and intermediate school districts (which do not have levy authority) receive a prorated aid amount based on the percentage of \$260 per pupil that all districts receive. Basic alternative compensation aid is limited to \$75.6 million annually, and is available, in general, to districts on a first-come, first-served basis. State total basic aid has currently reached this limit; no additional schools can be added unless the limit is increased.

RESULTS

The program evaluations conducted have noted that it is difficult to separate Q Comp from other district initiatives to measure the effect on student achievement:

- One study was able to identify a positive correlation between the implementation of Q Comp over a number of years and improved student achievement; and
- Another study found a 3 percent standard deviation increase in student achievement on two different reading assessments and on one math assessment.

Program: Innovation and Accountability

Activity: Teacher Dvlpmt and Eval

AT A GLANCE

- Revenue for this program is for FY 2015 only.
- Teacher development and evaluation requirements became law in 2011.

PURPOSE & CONTEXT

The Teacher Development and Evaluation program provides funding for teacher development and evaluation activities. Beginning in the 2014-15 school year, all school districts must implement a teacher evaluation and review plan.

This program is available to school districts, intermediate school districts, and charter schools that do not have an alternative professional pay system agreement, also known as Q Comp.

SERVICES PROVIDED

This program provides each qualifying district or charter school with revenue equal to \$302 times the number of full-time equivalent teachers employed on October 1 of the previous school year.

The teacher development and evaluation process must establish a three-year professional review cycle for every teacher. The evaluation process is intended to work in tandem with staff development activities, use data from student assessments to determine 35 percent of teacher evaluation results, and provide support to teachers not meeting professional teaching standards including goals and timelines.

Revenue must be used for allowable activities such as mentoring, evaluations performed by trained evaluators, and individual growth and development plans for teachers.

MDE calculates and processes aid payments for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Total number of independent school districts eligible for Teacher Development and Evaluation funding	n/a	261	FY 2015
Quantity	Total number of charter schools eligible for Teacher Development and Evaluation funding	n/a	82	FY 2015
Quantity	Total number of intermediate school districts eligible for Teacher Development and Evaluation funding	n/a	3	FY 2015

MN Laws 2014, ch.312, art.16, sec.15

Program: Special Student and Teacher Programs

Activity: Adv Placement-Intl Bacc

AT A GLANCE

In FY 2013:

- 53 authorized IB schools participated at 59 school sites.
- 38,769 AP students took 64,705 exams.
- 3,150 IB students took 7,373 exams.
- 4,330 low-income students took 7,597 AP or IB exams.
- 962 AP teachers attended in-depth training.
- 1,271 IB teachers attended in-depth training.

PURPOSE & CONTEXT

This state aid program gives high school students the opportunity to take college-level courses and earn college credit while in high school. The program also provides funding for AP/IB teachers to attend training programs.

SERVICES PROVIDED

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

- Colleges and universities in the Minnesota State Colleges and Universities system (MnSCU) must award college credit to high school students who receive a score of three or higher on an advanced placement examination or four or higher on the international baccalaureate program examination.
- The University of Minnesota and private postsecondary institutions are encouraged to award college credit to high school students who receive a score of three or higher on an advanced placement examination or four or higher on the international baccalaureate program examination.

The AP and IB programs provide financial incentives to support:

- Teacher training and support.
- Student examination fees.

MDE reviews and approves applications, and calculates and processes aid payments for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quality	Percent of AP exams –“proficient” or above	65.6%	65.9%
Quality	Percent of IB exams–“proficient” or above	58%	53%

M.S. 120B.13

Program: Special Student and Teacher Programs

Activity: Concurrent Enrollment

<http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/>

AT A GLANCE

- Of the 23,583 students that participated in FY 2013, 3,859 were low-income students and 66 were English learners.
- For FY 2013, the state aid amount was prorated to \$35.38 per student.

PURPOSE & CONTEXT

The Concurrent Enrollment program provides funding to districts to defray the cost of delivering concurrent enrollment courses, also known as Concurrent Enrollment programs, in high schools.

This program is available to all 11th- and 12th-grade students, and is available to 10th-grade students for career and technical education classes, and provides dual high school and college credit.

SERVICES PROVIDED

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

- Concurrent enrollment courses are taught during the regular school day at the high school.
- These courses are offered in partnership with a college or university.
- State aid is nominally \$150 per student. However, funding is limited, initial funding exceeds the appropriation, and the program is prorated, with districts only receiving a percentage of their calculated state aid.

Participating students are provided:

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

MDE:

- Helps districts interpret the laws regarding concurrent enrollment;
- Reviews and approves annual partnership agreements between high schools and colleges or universities; and
- Calculates and processes aid payments to districts.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of Students Participating	21,992	23,583	FY 2012 FY 2013
Quantity	College credits earned that generated Concurrent Enrollment aid	177,715 credits	196,882 credits	FY 2012 FY 2013

M.S. 124D.091

Program: Special Student and Teacher Programs

Activity: Collaborative Urban Educator

AT A GLANCE

- In FY 2014, three colleges had Collaborative Urban Educator grants renewed.
- In FY 2014, one college, Augsburg, received Collaborative Urban Educator funding for the first time.

PURPOSE & CONTEXT

This program addresses the need to recruit and train teachers prepared to meet the educational needs of urban schools and a diverse student population.

This program serves four institutions of higher learning in Minneapolis and St. Paul.

SERVICES PROVIDED

Each institution has discretion to determine the best way to accomplish the intent of the program using the appropriation:

- Concordia University focuses on providing a pathway to a bachelor's degree and teacher licensure for paraprofessional, education assistants, and teaching assistants through the Southeast Asia Teacher (SEAT) Licensure Program.
- St. Thomas University currently focuses on preparing teachers at the graduate level leading to licensure in Special Education and English as a Second Language.
- Hamline University has established the Center for Excellence in Urban Teaching (CEUT), which focuses on preparing educators for urban settings and providing support for in-service teachers.
- Augsburg College focuses on preparing teachers of East African origin on multiple licensure areas (EAST Program).

Each institution must prepare, by January 1 of each year, a detailed report regarding funds used.

MDE processes payment for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>#</i>	<i>Dates</i>
Quantity	Number of graduates from Concordia University	16	FY 2010 through FY 2013
Quantity	Number of licenses earned via postgraduate degrees from St. Thomas University	386	FY 1992 through FY 2013
Quantity	Number of graduates from Hamline University	62	FY 2011 through FY 2012
Quantity	Number of candidates currently enrolled at Augsburg	17	FY 2014

MN Laws 2013, ch.116, art.3, sec.37, subd.12

Program: Choice Programs
Activity: Literacy Incentive Aid

AT A GLANCE

- In FY 2014, 73.9% of white students showed high or medium growth.
- In FY 2014, 68.7% of nonwhite students showed high or medium growth.

PURPOSE & CONTEXT

This program gives schools additional aid based on student reading performance. Literacy incentive aid is intended to both reward and incentivize reading proficiency.

Literacy incentive aid is available to all public school districts and charter schools.

SERVICES PROVIDED

Literacy incentive aid is based on the portion of students in a school that meet or exceed proficiency on the Minnesota Comprehensive Assessments (MCA) grade 3 reading test (called "Proficiency Aid"). It is also based on the portion of students that show medium or high growth in reading proficiency between grades 3 and 4 (called "Growth Aid").

Proficiency and growth are based on three-year averages.

Proficiency aid = \$530 x grade 3 reading proficiency portion x grade 3 enrollment from the prior year.

Growth aid = \$530 x grade 4 growth portion x grade 4 enrollment from the prior year.

MDE calculates and processes aid payments for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013*</i>	<i>FY 2014</i>
Quality	Portion of Grade 3 students generating Proficiency Aid	79.0%	78.3%	76.3%	78.5%	80.4%	57.2%	58.1%
Quality	Portion of Grade 4 students generating Growth Aid	72.8%	75.5%	75.1%	79.9%	79.2%	72.3%	72.4%

*The reading test became more difficult in 2013, so the drop in the portion of scores that generate revenue does not necessarily indicate a drop in the actual levels of proficiency and growth.

M.S.124D.98

Program: Special Student and Teacher Programs

Activity: Youthworks

AT A GLANCE

- 12 AmeriCorps Innovation programs served rural and urban communities in FY 2013.
- More than 530 AmeriCorps Innovation members served over 40,000 Minnesotans in FY 2013.

PURPOSE & CONTEXT

Americorp Innovation funding provides the required local match for federal AmeriCorps dollars. ServeMinnesota is the statutorily designated recipient of funding for the AmeriCorps program.

This program serves students in schools and nonprofit organizations throughout Minnesota.

SERVICES PROVIDED

Americorp Innovation members provide direct service in five priority areas: education, the environment, healthy futures, veterans, and economic opportunity. Federal funds cover 85 percent of the costs associated with each AmeriCorps member and cover 100 percent of the federal AmeriCorps scholarships leveraged by each AmeriCorps member.

This state program complements the federal AmeriCorps program and provides funding for youth to provide communities with a wide variety of services, including mentoring and tutoring, service activities, mediation services to decrease violence, park safety, construction and rehabilitation of homes, environmental projects and other community service projects.

MDE awards and make payments for the program grant, and reviews program reports.

RESULTS

MDE's role in this program is limited to budget and grant review and approval, and does not assess data related to this program.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	AmeriCorps Members	1,297	1,574	FY2011 FY2013
Quantity	Reading Corps students served	20,000	30,232	FY 2011 FY2013

Source: <http://www.serveminnesota.org/about/facts>

M.S.124D.36 - M.S.124D.45

Federal Citation: National and Community Service Trust Act 1993

Program: Special Student and Teacher Programs

Activity: Student Organizations

AT A GLANCE

- There are seven Career and Technical Education student organizations supported by the Minnesota Foundation for Student Organizations (MSFO).
- MFSO is governed by a 23 member Board of Directors, half of which are appointed by the Governor and half which serve as representatives to the student organizations.

PURPOSE & CONTEXT

The Minnesota Foundation of Student Organizations (MFSO) funds secondary and postsecondary career and technical student organizations that are operated as co-curricular activities. It also funds state-approved career and technical education programs.

SERVICES PROVIDED

The MFSO supports career and technical student organizations as they provide opportunities for:

- Leadership
- Personal development
- Community service
- Career preparation

The student organizations provide those opportunities in the following areas:

- Health
- Service
- Trade and industry
- Business
- Agriculture
- Family and consumer science
- Marketing

The MFSO coordinates joint activities and outreach among its member student organizations.

The MFSO requires member organizations to provide desired support and opportunities for students.

MDE processes payments and provides technical support for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2006</i>	<i>FY 2013</i>
Quantity	Membership in career and technical education student organizations	16,800	19,100

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

Program: Special Student and Teacher Programs

Activity: Starbase MN

<http://www.starbasemn.org/>

AT A GLANCE

- This program was implemented in FY 2014.

PURPOSE & CONTEXT

Starbase MN is a grant program focusing on science, technology, engineering, and math.

This grant is awarded to Starbase MN for a program serving students in grades 4 to 6.

SERVICES PROVIDED

This program provides students a multi-sensory learning experience and a hands-on curriculum in an aerospace environment.

MDE processes aid payments for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of Students participating	n/a	3,464	FY 2013
Quality	Percentage students wanting to learn more about science, technology, engineering and math after the program	n/a	95%	FY 2013

MN Laws 2013, ch.116, art.3, sec.37, subd.22

Program: Special Student and Teacher Programs

Activity: Civic Education Grant Program

AT A GLANCE

- This program was implemented in FY 2014.
- The Civic Education Coalition consists of Kids Voting St. Paul, Learning Law and Democracy Foundation, and YMCA Youth in Government

PURPOSE & CONTEXT

The Civics Education Grants program provides civic education programs for Minnesota youth.

This grant is awarded to the Minnesota Civic Education Coalition for a program serving youth age 18 and under.

SERVICES PROVIDED

This program instructs students in:

- The constitutional principles and democratic foundation of our national, state, and local institutions.
- The political processes and structures of government.

MDE processes aid payments for this program.

RESULTS

This is a new program and MDE is not required to collect specific data.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current (FY 2014)</i>
Quantity	Number of Programs	n/a	3

MN Laws 2013, ch.116, art.3, sec.37, subd.23

Program: Special Student and Teacher Programs

Activity: Early Childhood Literacy

<https://minnesotareadingcorps.org/>

AT A GLANCE

- In FY 2014, the MN Reading Corps served 28,736 students, age 3 to grade 3.
- In FY 2013, there was a 46 percent pass rate on the statewide 3rd grade MCA test of reading proficiency for participants who completed their MN Reading Corps tutoring.
- MN Reading Corps worked with 323 elementary schools and 142 PreK sites in FY 2012.

PURPOSE & CONTEXT

This program's purpose is to reduce Minnesota's achievement gap and increase the number of students meeting literacy standards by the end of third grade.

The program is funded with a combination of state aid, federal funds, and private donations.

SERVICES PROVIDED

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

- Are trained in research-based tutoring techniques and work with children age three to grade three.
- Monitor each student's progress.
- Recruit community volunteers to reach more children.

The Minnesota Reading Corps provides master literacy coaches to Head Start programs. They:

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

MDE awards and make payments for the program grant, approves work plans, invoices and reviews annual reports

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2013</i>	<i>FY 2014</i>
Quantity	Number of pre-kindergarten children receiving individualized instruction.	4,119	8,426
Result	Ratio of children who meet their goals.	48%	42%

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

Program: Special Student and Teacher Programs

Activity: MN Math Corps Program

<http://minnesotamathcorps.org/>

AT A GLANCE

- The program plans to place more than 150 tutors in over 100 elementary, middle and junior high schools in FY 2015.
- 922 students have started receiving service from Math Corps members in FY 2015.

PURPOSE & CONTEXT

The purpose of this program is to provide ServeMinnesota AmeriCorps members with a model of mathematics instruction they can use to help elementary and middle school students and their teachers meet state academic standards in mathematics.

Students in select elementary, middle and junior high schools in Minnesota are served by this program.

SERVICES PROVIDED

The Minnesota Math Corps program pilots curricula to determine how best to help students become proficient in math.

Math Corps members provide targeted tutoring to pairs of students.

- Students served by MN Math Corp receive 90 minutes per week of tutoring for a minimum of 20 weeks

MDE awards and make payments for the program grant and reviews the biennial program report.

RESULTS

FY 2014 was the first year for the MN Math Corp program. Academic performance results for FY 2014 are not yet available.

[M.S.124D.42, subd.9:](https://www.revisor.mn.gov/statutes/?id=124D.42) (<https://www.revisor.mn.gov/statutes/?id=124D.42>)

Program: Special Student and Teacher Programs

Activity: Elem Sec Educ Act Programs

<http://education.state.mn.us/mde/index.html>

AT A GLANCE

- ESEA provides supplementary educational funds for disadvantaged learner programs, professional development of teachers and principals, and English language acquisition.

PURPOSE & CONTEXT

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

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

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

SERVICES PROVIDED

Funds are authorized for professional development, instructional programs and materials, and for promoting parental involvement under:

- Title I Part A of ESEA, which provides technical and financial assistance to local education agencies (LEAs) and schools with high numbers or percentages of children from low-income families, in order to help schools make sure that all children meet challenging academic standards.
- Migrant Education, Title I Part C, which ensures that migratory children receive appropriate educational services that address their special needs.
- The Math and Science Partners program, Title II Part B, which improves the content knowledge of teachers and the performance of students in the areas of math and science, and is designed for high need school districts.
- The Improving Teacher Quality program, Title II Part A, which improves the preparation of prospective teachers, enhances professional development activities, and holds institutions of higher education accountable for recruiting and training highly qualified individuals into the teacher workforce.
- The Title III Program, which helps LEAs ensure that English learners and immigrant students attain English proficiency and meet the same standards required of all other students.
- The 21st Century Community Learning program, Title IV Part B, which supports the creation of community learning centers that provide children in high-poverty and low-performing schools academic enrichment opportunities during non-school hours, and offers educational services to the families of participating children.
- The Rural and Low-Income Schools Grant, Title VI Part B, which helps very small rural districts with high concentrations of poverty that may lack the personnel and resources to effectively compete for federal competitive grants.

MDE administers federal education programs for learners under ESEA.

MDE provides school districts:

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

RESULTS

Multiple measures are used to compute two different ratings and determine designations and recognition for Title I schools:

- The Multiple Measurements Rating (MMR) is calculated using proficiency, growth, achievement gap reduction and graduation information; and
- the Focus Rating (FR) is calculated using focused proficiency and achievement gap reduction information.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Total number of schools with improving MMR rating scores	474	764	FY 2012 FY 2013
Quantity	Total number of schools with declining MMR rating changes	1,060	708	FY 2012 FY 2013
Quantity	Total number of schools with the same MMR rating	N/A	31	FY 2012 FY 2013
Quantity	Total number of schools with improving Focus rating changes	854	697	FY 2012 FY 2013
Quantity	Total number of schools with declining Focus rating changes	574	653	FY 2012 FY 2013
Quantity	Total number of schools with the same Focus rating	N/A	30	FY 2012 FY 2013

No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002)
CFDA 84.010; CFDA 84.365; CFDA 84.011; CFDA 84.287; CFDA 84.366; CFDA 84.358; CFDA 84.367;

Program: Special Teacher and Student Programs

Activity: Miscellaneous Federal Grants

AT A GLANCE

- Federal funds are available for charter schools.
- Federal funds are available to help pay for the additional costs of educating the homeless.
- Federal funds are available to help small rural schools.

PURPOSE & CONTEXT

This budget activity summarizes other miscellaneous federal programs that fund various activities in school districts and charter schools.

SERVICES PROVIDED

Charter School Program (CFDA 84.282A). This federal grant will be used to increase charter school quality and accountability of the authorizers that oversee them. Over the course of the five-year project, MDE will:

1. Increase the number of high-quality charter schools.
2. Establish an accountability framework to increase academic performance and decrease the achievement gap in charter schools.
3. Build authorizers' capacity to authorize, monitor, and hold charter schools accountable.
4. Disseminate promising and innovative practices of high-quality charter schools to each Local Educational Agency (LEA) in the state.

Homeless Children and Youth Grants (CFDA 84.196). This program is used to ensure that homeless children, including preschoolers, have equal access to free and appropriate public education. Grants are used to address problems related to enrollment, attendance, and success of homeless children in school.

Rural and Low-Income Schools Grant, Title VI Part B (CFDA 84.358). This program helps very small rural districts with high concentrations of poverty that may lack the personnel and resources to effectively compete for federal competitive grants.

Tech Literacy Challenge CFDA (CFDA 84.318). The primary goal of this part of the program is to improve student academic achievement through the use of technology in elementary schools and secondary schools.

MDE awards, monitors and pays these federal grants.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2013</i>	<i>FY 2014</i>
Quantity	Number of Charter School Grants awarded	14	11
Quantity	Number of Rural and Low Income School Grants awarded	15	16

McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B (Homeless);
Elementary and Secondary Education Act of 1965, as amended, Title V Part B, Subpart 1 (Charter School)

Program: Special Education

Activity: Special Education

<http://education.state.mn.us/MDE/StuSuc/SpecEdProg/index.html>

AT A GLANCE

- In FY 2014, 129,646 children and youth, ages birth-21, received special education services.
- In FY 2014, 113,619 K-12 students (13.6 percent of total K-12 students) received special education services.
- In FY 2012, 21,743 full-time equivalent special education teachers and paraprofessional staff were employed.

PURPOSE & CONTEXT

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

Districts also receive federal funds through the Individuals with Disabilities Education Act (IDEA) for special education services.

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

Most of the program costs are for staff, services, and support.

SERVICES PROVIDED

Goals of special education:

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

Special education students must have an Individualized Education Program (IEP). The IEP helps students with disabilities with schoolwork and helps them make progress toward graduation according to their individualized goals.

Students are eligible for IDEA Part B services if they meet specific state eligibility requirements under one or more of 13 disability categories as defined in Minnesota Rules.

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

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

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

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

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

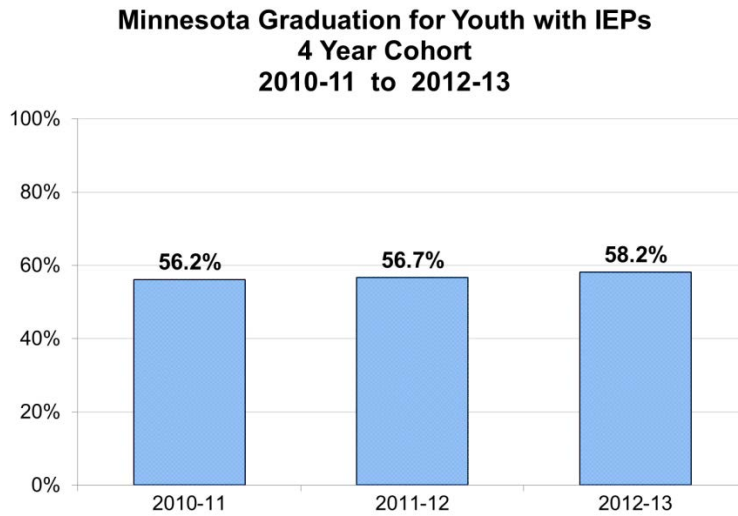
- Based on eligibility and need.
- Written into an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP).
- Provided in the least restrictive environment possible and at no cost to parents.

MDE calculates and processes aid payments and provides technical support for this program.

RESULTS

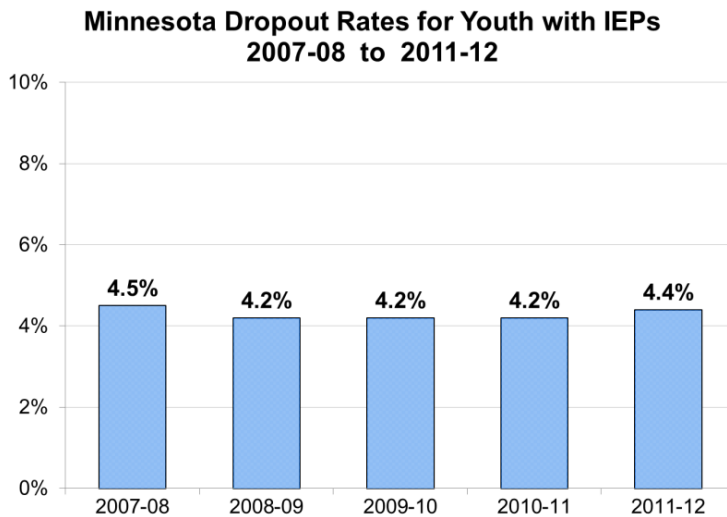
Goal: To increase the graduation rate of students with disabilities.

Measure: Graduation rate of students with disabilities.



Goal: To decrease the dropout rate of students with disabilities.

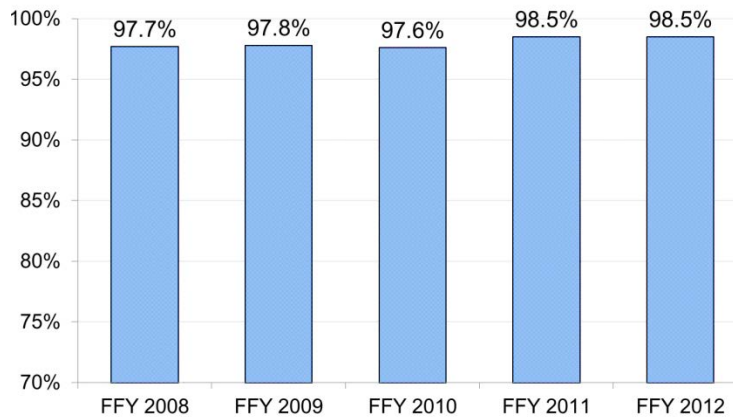
Measure: Dropout rate of students with disabilities.



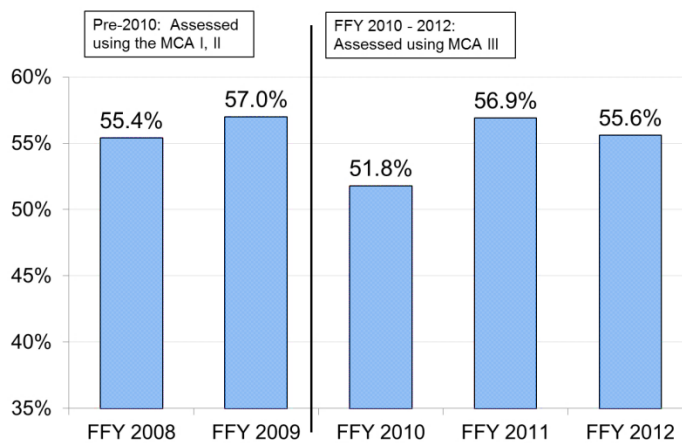
Goal: To support the inclusion of students with disabilities in the statewide assessment system.

Measure: Participation and performance rates on statewide assessments (MCA and MTAS).

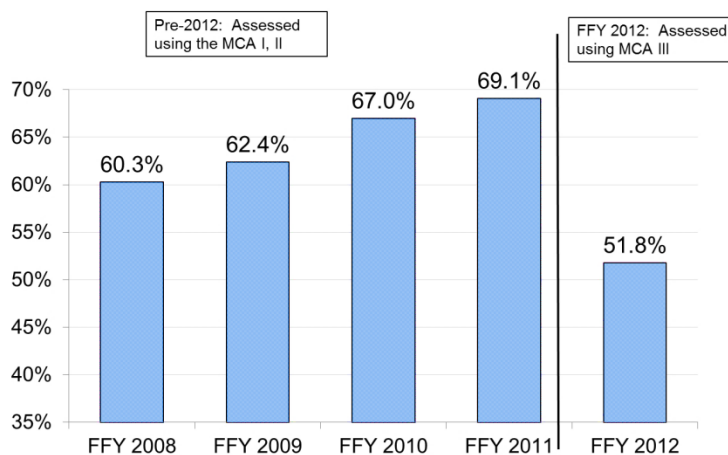
**Overall Assessment Participation
FFY 2008 - FFY 2012**



**Math Proficiency Rates
FFY 2008 - FFY 2012**



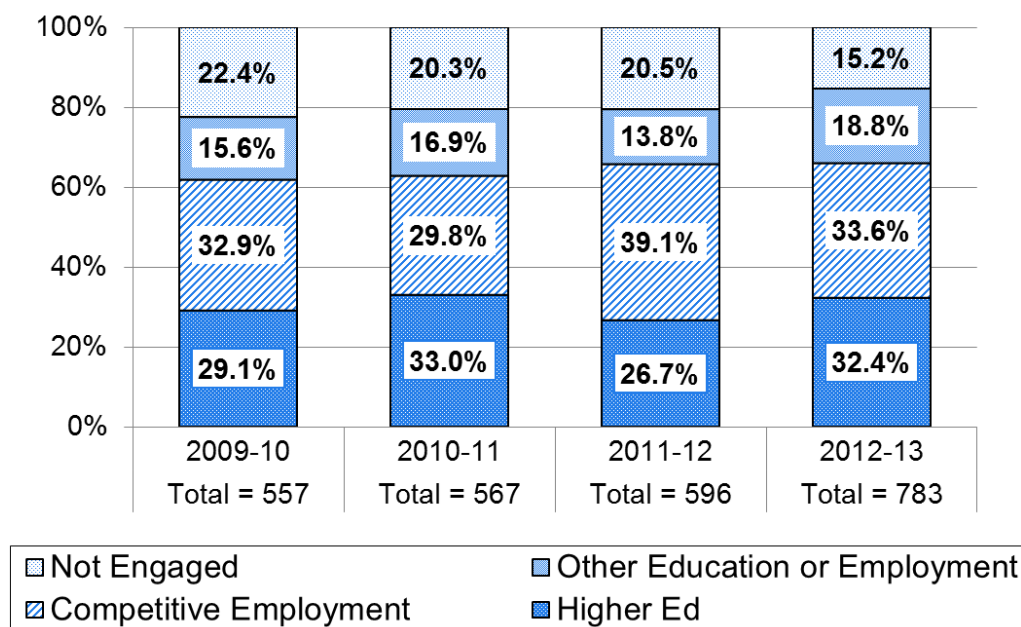
**Reading Proficiency Rates
FFY 2008 - FFY 2012**



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

Measure: Participation rate one year after exiting high school.

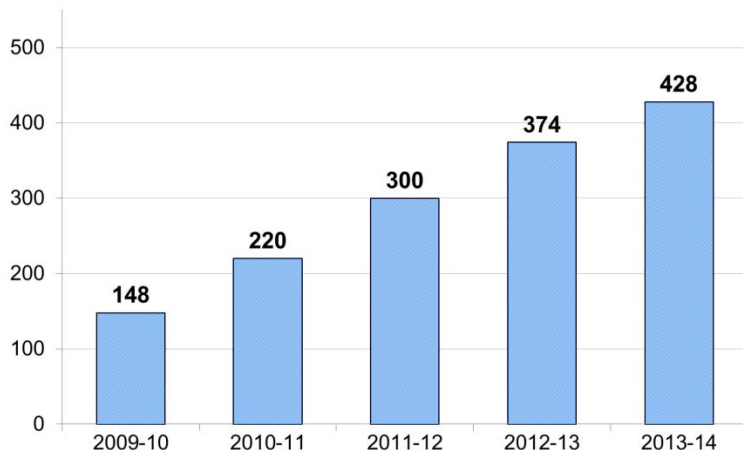
Post School Outcome Trends Sp Ed Students 1 Year After Exiting



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

Measure: Number of schools implementing PBIS.

Number of PBIS Schools 2009-10 to 2013-14



M.S.125A.02; M.S.125A.03; M.S.125A.75; MN Rules 3525;
 Special Education disability categories MN Rules 3525.1325 to 3525.1348;
 Eligibility criteria for infant and toddler intervention services MN Rule 3525.1350

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

Program: Special Education

Activity: Special Ed Child W Disability

AT A GLANCE

- 175 students with disabilities were placed in care and treatment facilities in FY 2013.
- 34 students without disabilities were placed in care and treatment programs in FY 2013.
- In FY 2013, the average length of stay in a foster facility for care and treatment for students both with and without disabilities was 64 school days, at an average cost of \$23,902 per stay.

PURPOSE & CONTEXT

This state aid program provides funding for individuals with and without disabilities, who are placed for care and treatment in a licensed residential facility or foster facility, and for whom no district of residence can be determined.

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

SERVICES PROVIDED

This program ensures a free and appropriate education for eligible children.

Children *with disabilities* are eligible if no district of residence can be determined because:

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

Children *without disabilities* are eligible if no district of residence can be determined because:

- Parental rights have been terminated by court order.

Districts are reimbursed for 100 percent of the additional costs of educating these children; they are reimbursed the year after they provide the services.

MDE processes reimbursement requests and provides technical support for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Number of eligible Average Daily Memberships (ADM) with disabilities in placement.	89.86	69.07	73.19	63.98
Quantity	Number of eligible Average Daily Memberships (ADM) without disabilities in placement.	13.1	9.90	6.07	6.86

Note: Average daily membership (ADM) represents the portion of the year that a student is enrolled in a school or program. A student enrolled for less than a year, will be represented as less than 1.

Program: Special Education

Activity: Special Ed - Home Based Svs

AT A GLANCE

- 13,727 ECSE (Birth-4) children served in FY 2013.
- Workers traveling to provide home-based services for children with disabilities are partially reimbursed through this program,
- Federal funding may supplement this state aid program.

PURPOSE & CONTEXT

This state aid program reimburses school districts for travel costs associated with early childhood special education (ECSE) services.

SERVICES PROVIDED

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

- For very young children, services may also include parent consultation and training.

Federal funding may be used for this purpose.

MDE calculates and processes aid payments and provides technical support for this program.

RESULTS

The number of children under age five identified as having disabilities and receiving special education services increased from 9,438 in FY 2000 to 13,727 in FY 2013. Most of these services are provided in the child's home or in a center-based site in the community.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Number of Children under age five receiving Special Education Services	12,160	12,866	13,269	13,743	13,842	13,727

M.S. 125A.75, Subd. 1

IDEA (P.L. 108-466); Preschool Incentive Program (P.L. 108-466, Sec. 619); Infants and Toddlers Program (P.L. 108-466, Part C);

Program: Special Education
Activity: Special Ed Court Placed

<http://education.state.mn.us/MDE/SchSup/SchFin/SpecEd/StateFund/index.html>

AT A GLANCE

- In FY 2013, Minnesota courts did not place any 'non-Minnesota' students with Individual Education Plans into care and treatment facilities.

PURPOSE & CONTEXT

This program pays for special education for non-Minnesota students with Individual Education Plans (IEP) when the school district is unable to collect tuition from the responsible state, school district or other non-Minnesota agency.

Without this aid, a school district would have to pay for it out of their general fund.

SERVICES PROVIDED

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

- Districts must document that they tried to collect tuition from the students' resident districts or states, and submit the proof to MDE.

As of FY 2002, this program reimburses school districts for the prior year's costs.

MDE processes reimbursement requests and provides technical support for this program.

RESULTS

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

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2009 Placement/ FY 2010 Aid</i>	<i>FY 2010 Placement/ FY 2011 Aid</i>	<i>FY 2011 Placement/ FY 2012 Aid</i>	<i>FY 2012 Placement/ FY 2013 Aid</i>	<i>FY 2013 Placement/ FY 2014 Aid</i>
Quantity	Number of Eligible Students in Placement	11	8	9	2	0
Quantity	Partial year students Aggregated to determine the Number of Eligible Full Year Students (ADM) in Placement	3.85	.95	2.9	.65	.00

M.S. 125A.79, Subd. 4

Program: Special Education

Activity: Special Ed Out State Tuition

<http://education.state.mn.us/MDE/SchSup/SchFin/SpecEd/StateFund/index.html>

AT A GLANCE

- In FY 2013, court action placed 182 Minnesota students out of state.

PURPOSE & CONTEXT

This program provides education funding for Minnesota resident students placed by court action in out-of-state care and treatment facilities, in a state that does not have a reciprocity agreement. Students are placed in specialized care

and treatment services when those services are not available in Minnesota, either because the facilities are full, or Minnesota does not have the specialized treatment center available. This program helps to ensure that students with disabilities receive the most appropriate education to enable them to succeed to their highest potential.

SERVICES PROVIDED

When a Minnesota student is placed in an out-of-state care and treatment facility:

1. The out-of-state care and treatment facilities submit tuition bills to the Minnesota resident district based on the actual cost of providing education.
2. The Minnesota resident district submits the tuition bills to MDE.
3. MDE calculates state aid and processes aid payments to the district.
4. The aid is paid as a reimbursement in the year after the services are provided.

MDE also provides technical support for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2011</i>	<i>FY 2013</i>
Quantity	Partial year students aggregated to determine average daily membership (ADM) placed out-of-state for care and treatment.	41.11	69.54

M.S. 125A.79, Subd.8

Program: Special Education

Activity: Other Federal Sp Ed Programs

AT A GLANCE

- Deaf blindness is the categorical area of special education with the lowest percentage of students (.007%).
- In 2013, 282 special education students had both vision and hearing loss reported as disabilities.

PURPOSE & CONTEXT

This budget activity summarizes other federal special education programs that fund activities throughout Minnesota.

SERVICES PROVIDED

The Minnesota Deaf Blind Technical Assistance Project is a federally funded formula grant received by MDE to support services for students with both vision and hearing loss and their families.

- The project provides support to teams, including educators and parents, to enhance their ability to address the unique education and service needs of children with deaf blindness. Specific activities are identified through a grant application to the Office of Special Education Programs, based on their grant requirements.

The State Improvement Grant (SIG) grant is a federally funded, five-year State Personnel Development Grant (SPDG). The funds are used to provide pre-service and in-service training initiatives for Minnesota educators in special education. The grant focuses on the disparities within special education and includes several distinct projects designed to achieve two goals:

- To improve educational results for children and youth with disabilities from diverse communities through the delivery of effective high-quality instruction.
- To ensure the recruitment, hiring, and retention of a diverse highly qualified special education workforce.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Unduplicated Child Count where Deaf/Blind is listed as the primary disability	63	70

P.L. 108-446 IDEA

Program: Facilities and Technology
Activity: Debt Service Equalization

AT A GLANCE

- In FY 2014, 291 districts had debt levies.
- In FY 2014, 48 districts received state aid.
- In FY 2014, 2.3 percent of eligible debt service revenue was state aid.

PURPOSE & CONTEXT

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

Debt service (disasters) revenue is available to districts that suffered a natural disaster beginning in fiscal year 2017.

School districts must receive approval from a majority of those voting in a school bond referendum before issuing bonds to construct, acquire or improve school facilities. Exceptions include alternative facilities bonding and special legislation for Minneapolis and St. Paul.

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

SERVICES PROVIDED

The debt service program includes several components:

- Required Debt Service Levy
 - A school district must levy for the principal and interest payments on its general obligation bonds, plus an additional 5 percent to cover potential tax delinquencies, for the following fiscal year.
 - The required debt service levy for all years is established and approved by the local school board at the time that bonds are sold.
- Gross Equalization Revenue
 - For districts without capital loans, the gross equalization revenue equals the sum of the following:
 - the eligible required debt service levy,
 - the gross annual (pay as you go) alternative facilities levy,
 - the energy conservation levy, and
 - the eligible lease purchase levy.
 - For capital loan districts the maximum effort debt service levy applies in addition to the components mentioned above.
- Debt Service Equalization Revenue
 - School districts qualify for state debt service equalization aid if the eligible debt service levy exceeds 15.74 percent of the district's tax base as measured by Adjusted Net Tax Capacity (ANTC) and the district's tax base per student is below the guaranteed tax base per student set in law.
 - There is no state aid on the portion of the levy falling below 15.74 percent of the district's ANTC.
 - The state provides aid to pay a portion of the levy exceeding 15.74 percent of the district's ANTC using a two-tiered sliding scale that varies with district tax base per student. As the district tax base per student declines, the state share of equalized revenue increases.
 - Aid received by districts is classified as either Tier 1 (for the levy portion between 15.74 percent and 26.24 percent of the district's ANTC) or Tier 2 (for the levy portion exceeding 26.24 percent of the district's ANTC). The state guaranteed tax base per student is higher for tier 2 than for Tier 1, so more districts are eligible for aid in Tier 2 than Tier 1, and the state share of revenue is higher.
 - Debt service equalization aid equals the difference between the revenue and the levy.

To be eligible for the natural disaster debt service program a district must:

- Have been impacted by a natural disaster occurring after January 1, 2005, in an area eligible for Federal Emergency Management Agency (FEMA) payments.

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

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

RESULTS

MDE does not collect data regarding unmet facility needs.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quality	Percentage of Districts ineligible for Tier 1 debt service equalization because tax base exceeds statutory Tier 1 equalizing factor	95%	91%	FY 2013 FY 2014
Quantity	Districts receiving debt service equalization aid	50	48	FY 2013 FY 2014

M.S.123B.53; M.S.123B.54; M.S.123B.55; M.S.123B.59; M.S.123B.61; M.S.123B.62; M.S.126C.40;
M.S.126C.63; M.S.126C.68; M.S.475.61; MN Laws 2014, Chapter 312, Article 18, section 5; M.S. 123B.535

Program: Facilities and Technology
Activity: Health and Safety Revenue

AT A GLANCE

In FY 2014, there were 8,248 health and safety projects approved.

PURPOSE & CONTEXT

Students need a safe place to learn and staff need a safe place to work. The health and safety program is a state aid and levy program to address facility and grounds issues that impact safety and health concerns. School districts and intermediate school districts (through their member districts) are eligible to participate in this program.

SERVICES PROVIDED

Program revenue may be used to address health and safety issues identified in Minnesota Statutes, section 123B.57, in any existing public school building or site. However, the district must own or have contractually agreed to purchase (lease-purchase) any building or facility where program-funded remediation is made. New construction and portable classrooms are not eligible for funding. In addition (with the exception of calamity bonds), revenues cannot be used to make principal and/or interest payments on any other debt instrument.

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

- Asbestos removal or encapsulation.
- Hazardous substance, including provisions for fuel storage repairs, cleanup, or storage tank removal, and lead removal.
- Fire safety, including compliance with state fire marshal orders.
- Indoor air quality.
- Environmental health and safety management.
- Physical hazard control, including indoor air quality.

The program was modified by the 2003 legislature by transferring funding for large projects (over \$500,000 per building) from the health and safety program to the alternative facilities program. While these projects are still approved within the existing health and safety system, districts now have the ability to issue bonds or make an annual levy to fund large projects over a longer period of time.

The Minnesota Department of Education (MDE) reviews and approves projects and calculates state aids and property tax levies for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2011</i>	<i>FY 2014</i>
Quantity	Districts receiving revenue for approved projects	326	321
Quantity	Districts receiving state aid	6	15
Quantity	State aid as a percentage of revenue	0.17%	1.0%

M.S. 123B.57

Program: Facilities and Technology

Activity: Alternative Facilities

AT A GLANCE

Alternative Facility Districts – 1A

- Number of eligible large districts: 25
- Minimum square feet required: 1.5 million

Alternative Facility Districts – 1B

- Number of districts that requested new projects in FY 2014: 13

PURPOSE & CONTEXT

The alternative facilities program is a state aid and local levy program that applies to two different groups of school districts. It enables large school districts (1A districts) qualifying under Minnesota Statutes, section 123B.59, subdivision 1a, to complete deferred maintenance, health and safety, and disabled accessibility projects that cannot be completed with other available funds. For smaller school districts (1B districts) qualifying under Minnesota Statutes, section 123B.59, subdivision 1b, it provides a method of financing larger scale health and safety projects.

In 2003, the program was modified to allow all school districts to issue bonds or make a pay-as-you-go levy. However, 1B districts are limited to projects of \$500,000 or more per building approved under the health and safety program.

SERVICES PROVIDED

To receive alternative bonding revenue, 1A districts must submit a 10-year facility plan and 1B districts must submit a five-year plan to the Minnesota Department of Education (MDE) for approval. The plan must describe eligible projects and the district's timetable for undertaking them. Once MDE approval is obtained, the district must decide if it will:

- Issue bonds to finance improvements and retire them over time with a debt service levy;
- Make an annual general fund (pay-as-you-go) levy to fund projects on an annual basis; or
- Some combination of these two options.

Voter approval is not required to access this revenue. This program is funded by a combination of state aid and local property tax levies. Qualifying districts may sell bonds and make a levy to repay the bonds, or may annually levy for the costs in the ten-year plan without voter approval. In FY 2014, no 1A or 1B districts qualified for formula health and safety aid. For both district types, alternative facilities revenue may not be used for the construction of new facilities or the purchase of portable classrooms.

MDE approves the 10-year facilities plan submitted by each district receiving alternative facilities revenue. In addition, MDE reviews and approves projects and calculates state aid and levy for the program.

RESULTS

MDE does not collect data regarding school district facilities. The intent of facility funding is to provide a revenue stream for facility maintenance. MDE can report only on how much state aid and district property tax is being utilized by districts.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2005</i>	<i>FY 2014</i>
Quantity	Total Debt Service and Pay-As-You-Go levies, for Large (1A) Districts	\$83.8 mil	\$145.4 mil
Quantity	State Aid, for Large (1A) Districts	\$19.3 mil	\$19.3 mil
Quantity	Total Debt Service and Pay-As-You-Go levies, for all other (1B) Districts	\$14.2 mil	\$44.1 mil

Program: Facilities and Technology

Activity: Deferred Maintenance

<http://education.state.mn.us/MDE/SchSup/SchFin/index.html>

ACTIVITY AT A GLANCE

In FY 2014:

- 131 districts qualified for Deferred Maintenance aid.
- 305 districts qualified for Deferred Maintenance levy.

PURPOSE & CONTEXT

This program provides additional revenue for facility maintenance to school districts that are not eligible for the alternative facilities bonding and levy program.

SERVICES PROVIDED

Eligible uses of the revenue include:

- Health and safety projects.
- Disabled accessibility projects.
- Deferred maintenance projects.

Districts must levy a local property tax to participate in this program and receive aid, if eligible.

- Eligible school districts with an average school building age of 35 years or older qualify for \$64 per student of deferred maintenance revenue.
- For school districts where the average age of school buildings is less than 35 years, the revenue per student is prorated based on the ratio of the district's average school building age to 35 years. This reflects an assumption that newer buildings are less costly to maintain.

The state provides aid to pay a portion of the deferred maintenance revenue based on a sliding scale that varies inversely with district tax base per student.

MDE calculates and processes aid payments for this program.

RESULTS

The Minnesota Department of Education does not collect data on the condition of school district facilities. MDE can only report on how much state aid and district property tax is being used by districts.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2010</i>	<i>FY 2015</i>
Quantity	Average Health and Safety and Alternative Facility Revenue per adjusted pupil unit in the districts eligible for deferred maintenance projects (305 districts)	\$199	\$207
Quantity	Average Health and Safety and Alternative Facility Revenue per adjusted pupil unit in the districts not eligible for deferred maintenance projects (largest 25 districts: 1A)	\$428	\$472
Quality	Ratio of above: theoretical measure of unmet need	0.464	0.439

M.S. 123B.591

Program: Facilities and Technology
Activity: Telecommunications Access

AT A GLANCE

- In FY 2014, school districts combined into 15 telecommunications clusters and one individual school received telecommunications access aid.

PURPOSE & CONTEXT

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

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

SERVICES PROVIDED

Schools and districts can be reimbursed for the following costs:

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

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

MDE calculates and processes aid payments for this program.

RESULTS

The Minnesota Department of Education does not collect information regarding connectivity of individual schools.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2009</i>	<i>FY 2014</i>
Quantity	Number of independent public schools receiving aid	298	298
Quantity	Number of charter schools receiving aid	9	2

M.S.125B.26

Program: Nutrition Programs

Activity: School Lunch

<http://education.state.mn.us/MDE/SchSup/FNS/SNP/index.html>

AT A GLANCE

- Over 96 million lunches served in FY 2013.
- School lunch participation decreased by over three million meals between FY 2012 and FY 2013.
- Commodities equaling \$26,417,122 received by schools in FY 2013.

PURPOSE & CONTEXT

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

The federal government provides funding for the National School Lunch Program (NSLP). The afterschool snack component of the NSLP provides reimbursement for

snacks served to children in afterschool educational and enrichment programs. The state of Minnesota provides additional funding to schools to keep lunch prices affordable..

SERVICES PROVIDED

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

- School lunch menus are planned and reviewed according to federal meal pattern guidelines.
- Students from families with incomes under 185 percent of federal poverty guidelines receive free or reduced-price meals.
- Commodities such as meat, cheese, poultry, fruits, and vegetables are donated by the U.S. Department of Agriculture (USDA) to contribute to the school lunch menu.
- Schools complete commodity preference surveys for over 1,000 raw processed products as well as for commercial products that have commodities in them (Minnesota Rebate Program).

School lunch programs are supported financially and administratively through:

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

Reimbursement Rates:

State:	free lunch	\$0.125	Federal:	free lunch	\$2.70
	reduced price	\$0.525*		reduced price	\$2.30
	fully paid	\$0.125		fully paid	\$0.28 or \$0.30**

*Beginning in fiscal year 2015, students receive either a free lunch or fully paid lunch. An increase in the state reimbursement fully reimburses for the cost of what had been reduced price lunches.

**additional 2 cents for sites that serve over 60 percent free/reduced price lunches

MDE:

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

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Percent of lunches sold that are free or reduced price	45%	46%
Quality	Percent of schools needing additional monitoring reviews to assure compliance	9%	Reviews suspended due to new meal patterns

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

Program: Nutrition Programs

Activity: School Breakfast

<http://education.state.mn.us/MDE/SchSup/FNS/SNP/index.html>

AT A GLANCE

In FY 2013:

- Almost 29 million breakfasts were served.
- 513 public school districts, charter schools, private schools, and residential child care institutions participated.

PURPOSE & CONTEXT

This program provides nutritious breakfasts to school children to help meet children's nutritional needs and foster lifelong healthy eating habits.

The federal government provides funding for the School Breakfast Program (SBP), which is augmented with state funding.

SERVICES PROVIDED

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

School breakfast programs are supported through:

- Federal and state reimbursements for school breakfasts.
- United States Department of Agriculture (USDA) commodity food items.
- "CLICS" (Cyber-Linked Interactive Child Nutrition System) — a website that allows schools to meet their application and claims requirements online.

Reimbursement rates:

State:	free breakfast	\$0	Federal:	free breakfast	\$1.62 or \$1.93**
	reduced price	\$.30		reduced price	\$1.32 or \$1.63**
	fully paid	\$.55 or \$1.30*		fully paid	\$0.28

*All Kindergarten students receive free, fully paid breakfasts.

**severe-need sites receive higher reimbursement.

MDE:

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

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Percent of school breakfasts served that are free or reduced price	74.1%	74.2%
Quality	Percent of schools needing additional monitoring reviews to assure compliance	9%	Reviews suspended due to new meal patterns

Program: Nutrition Programs

Activity: Summer Food

AT A GLANCE

- Approximately 2.4 million meals served during the summer of 2013.

PURPOSE & CONTEXT

The summer food service program (SFSP) helps children who rely on the school breakfast and lunch programs to get the healthy food they need outside the school year.

The federal government funds the program.

State funds are available to supplement meals and snacks.

SERVICES PROVIDED

Meals and snacks are provided at no charge to children in low-income areas during the summer. Menus for healthy meals and snacks are planned according to federal guidelines. Children's health is improved by nutritional meals and snacks.

Reimbursement rates:

Federal: breakfast \$2.0225* or \$1.985
 lunch/supper \$3.545* or \$3.4875
 snack \$0.84* or \$0.8225

State: reimbursed based on total meals served by approved sponsors on a pro rata basis

*reimbursement for rural or self-prep sites

MDE:

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

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Number of sponsors	129	142
Quantity	Number of sites	555	576
Quality	Percent of sponsors needing additional monitoring reviews to assure compliance with federal and state requirements.	13%	8%

M.S. 124D.119

National School Lunch Act (7 CFR 225)

Program: Nutrition Programs

Activity: Commodities

AT A GLANCE

- Minnesota schools receive an estimated 26 million pounds of commodity foods each year.
- 323,284 students in Minnesota are eligible to receive a free or reduced price lunch and may benefit from the commodity program (FY14 estimate).

PURPOSE & CONTEXT

The commodity program began in the early 1930's as an outgrowth of federal agriculture policies designed to shore up farm prices and help American farmers suffering from the Great Depression. When the National School Lunch Act was passed in 1946, it had as its stated purpose both to improve the health of children and to provide a market for agricultural production.

The federal government provides the entire funding for the program.

SERVICES PROVIDED

Schools participating in the National School Lunch Program (NSLP):

- receive commodity foods, called "entitlement" foods, at a value of 24.75 cents (July 2014) for each lunch served; and
- may also get "bonus" commodities such as meat, cheese, poultry, grains, rice, fruits and vegetables, as they are available through United States Department of Agriculture (USDA). These foods are offered periodically, but only as they become available through agricultural surpluses.

A state revolving fund was established in 2001 for the cash received for commodity donated foods that have been lost, damaged, recalled or diverted for processing.

- Minnesota uses the fund to issue payments for the value of the lost, damaged, recalled or diverted commodity donated foods and related costs.

MDE assists schools with their entitlements through technical assistance, food ordering, deliveries, inventories, monitoring and other issues concerning the USDA Foods program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Total dollar amount of commodities received by schools	\$26,417,122	\$24,309,058	FY 2013 FY 2014

M.S. 124D.1195

Program: Nutrition Programs

Activity: Child and Adult Food Care

AT A GLANCE

FY 2013:

- 9,069 family child care homes, 695 child care centers, 19 adult care centers, and 10 emergency shelters participated in the CACFP.
- 56 million meals and snacks were served.

PURPOSE & CONTEXT

The Child and Adult Care Food Program (CACFP) helps ensure that young children and older adults receiving organized care services have access to nutritious meals and snacks.

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

The federal government provides all funding for the program. United States Department of Agriculture (USDA) administers CACFP through MDE.

SERVICES PROVIDED

Health is improved through access to nutritional meals and snacks.

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

CACFP is supported through:

- Federal reimbursement for meals and snacks.
- Federal administrative reimbursements to CACFP sponsors of family child care homes.

Reimbursement rates:

free breakfast	\$1.62	reduced breakfast	\$1.32	paid breakfast	\$0.28
free lunch/supper	\$2.98	reduced lunch/supper	\$2.58	paid lunch/supper	\$0.28
free snack	\$0.82	reduced snack	\$0.41	paid snack	\$0.07

MDE:

- Assists in meeting program requirements.
- Conducts administrative reviews of milk programs.
- Provides technical assistance, workshops on regulations, and resource materials.
- Processes reimbursement claims for cartons of milk served

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Total number meals served, all settings	56,277,212	56,273,139
Quantity	Number of participating child care centers	305	296
Quantity	Number of participating family day care homes	9,436	9,069
Quantity	Number of participating adult day care centers	21	19
Quantity	Number of participating emergency shelters	10	10

Program: Nutrition Programs

Activity: Kindergarten Milk

AT A GLANCE

- 3,910,049 half-pints of milk were subsidized in FY 2013 by the Special Milk Program
- 4,909,309 half-pints were subsidized in FY 2013 through the Minnesota Kindergarten Milk Program

PURPOSE & CONTEXT

Providing milk during the school day helps meet children's nutritional needs and fosters lifelong healthy eating habits. The health and achievement of preschoolers and kindergarteners are improved through daily access to milk.

The Minnesota Kindergarten Milk Program (MKMP) is funded by state aid at 20 cents per half pint.

The Special Milk Program (SMP) is funded by the U.S. Department of Agriculture at 23 cents per half pint.

Schools that participate in the SMP may also participate in the MKMP, allowing participating districts to be reimbursed up to 43 cents per half-pint of milk served to children

SERVICES PROVIDED

Special milk and kindergarten milk programs are supported financially and administratively through:

- Federal and state reimbursements for half pints of milk served.
- "CLICS" (Cyber-Linked Interactive Child Nutrition System) — a website which allows participants to meet their application and claims requirements online.

MDE:

- Conducts administrative reviews of milk programs.
- Provides technical assistance and resource materials.
- Processes reimbursement claims for cartons of milk served.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quality	Percent of schools needing additional monitoring reviews to ensure compliance	9%	Reviews suspended due to new meal patterns

M.S. 124D.118

National School Lunch Act (7 CFR 215)

Program: Libraries

Activity: Basic Support and Federal Grants

<http://education.state.mn.us/MDE/StuSuc/Lib/StateLibServ/RegionalLibrarySystems/index.htm>

AT A GLANCE

- Public library services are available in all 87 counties.
- Twelve regional public library systems support 356 public libraries.
- In FY 2013, public libraries circulated approximately 53.4 million books, DVDs, or magazines in all formats.
- In 2013, more than 3.1 million Minnesotans had a library card and public libraries were visited 24 million times.
- Ebook circulation grew 65 percent between 2012 and 2013, reflecting 5 percent of total circulation.

PURPOSE & CONTEXT

Minnesota libraries are designed to ensure all residents have access to information regardless of educational or economic status or location in the state. This program helps Minnesota's public libraries offer free and equitable access to a variety of educational, cultural and informational resources, programs and activities.

SERVICES PROVIDED

Public libraries collect and make information available in a number of different formats — print book, magazine, DVD, CD, and download-only formats. Trained staff help Minnesotans of all ages and abilities to access this information.

Regional library basic system support includes:

- providing incentive such as access to regionally-administered programs (i.e. interlibrary loans) for counties and cities to work together in regional public library systems, extending service across jurisdictions at the most reasonable cost.
- distributing funding between cooperating jurisdictions and encouraging sharing the library materials through library-to-library lending and borrowing.
- maintaining and improving library programs, materials, and outreach to diverse residents.

The Minnesota Department of Education administers all aspects of the aid program. Services include:

- developing application and report forms for aid recipients.
- providing technical assistance to applicants/recipients.
- calculating and processing aid payments.
- providing guidance as it relates to Minnesota Statutes.
- managing the statutory library annual report program.
- giving technical assistance and training to all public libraries and regional library systems.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of Minnesotans attending library programs including story times, summer reading programs, digital literacy, job search and more.	1,326,976	1,332,420	2012 2013
Quantity	Circulation of downloadable books, movies and music	2,083,331	3,155,951	2012 2013
Quantity	Number of weekly open hours	14,669	14,474	2012 2013

M.S. 134.31; M.S. 134.32; M.S. 134.34; M.S. 134.355;

Program: Libraries
Activity: Multicounty Multitype

<http://education.state.mn.us/MDE/StuSuc/Lib/StateLibServ/MultiLibSys/index.html>

AT A GLANCE

- Seven multicounty multi-type library systems serve approximately 1,900 libraries
- Multicounty multi-type libraries exist in all 87 Minnesota counties

PURPOSE & CONTEXT

Minnesota's multicounty multi-type library systems promote excellence in library services in schools, colleges and universities so that library staff can better serve residents.

State aid provides operating funds based on a formula that includes population and land square miles served. Multicounty multi-type library systems may increase revenue through grants and/or cost-recovery fees for workshops and other continuing education activities.

SERVICES PROVIDED

Multicounty multi-type library systems activities include:

- organizing and promoting professional development and continuing education activities for library staff;
- identifying and responding to regional needs across types of libraries;
- encouraging communication and increasing knowledge of best practices among libraries; and
- supporting resource sharing and collaborative projects among participating libraries.

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

- developing application and report forms for aid recipients;
- providing technical assistance to applicants/recipients;
- calculating and processing payments; and
- providing guidance as it relates to Minnesota Statutes.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of multicounty multi-type libraries	1,931	1,930	FY 2012 FY 2013
Quantity	Number of scholarships awarded to library staff for participation in professional development and continuing education	144	92	FY 2012 FY 2013
Quantity	Number of multicounty multi-type-sponsored professional development activities offered	50	69	FY 2012 FY 2013

M.S. 134.351; M.S. 134.353; M.S.134.354

Program: Libraries

Activity: Electronic Library for Minnesota

www.elm4you.org

AT A GLANCE

- In 2013, ELM had resources available through 48 searchable resources, allowing access to millions of articles, books, images, and other information.
- These resources are accessible to Minnesotans through schools, school library media centers, academic and public libraries as well as from home computers.

PURPOSE & CONTEXT

The Electronic Library for Minnesota (ELM) provides all Minnesotans with access to online information resources from all locations (local, state and federal government agencies, and public libraries).

SERVICES PROVIDED

ELM offers free and equitable online access to millions of magazine, journal, newspaper, and encyclopedia articles, eBooks and other information resources to Minnesota residents.

- Statewide database licenses reduce the total cost of access.

ELM's selected resources:

- support K-12 and postsecondary students and teachers.
- provide the research and information needs of any resident on many topics.
- are available 24 hours a day, seven days a week.
- are consistent between locations, ensuring that research and discovery can be started in one location, and continued in another.
- connect teachers and students to how ELM supports Minnesota's academic standards.

MDE, through State Library Services, recommends and/or approves school and public library representatives on ELM's selection taskforce and makes final approval of the resources recommended. MDE sets up and processes payments and compiles report information annually.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of ELM searches conducted by Minnesotans	26.8 million	50.8 million	FY 2011 FY 2014
Quantity	Number of ELM full text retrievals	8.9 million	20.1 million	FY 2011 FY 2014

Minn. Laws 2013 chap. 116, art. 7, sec. 21, subd. 8

Program: Libraries
Activity: Reg Library Telecommunication

AT A GLANCE

- 342 public library buildings in all 87 counties benefit from regional library telecommunications aid.
- Statewide, average available bandwidth grew from 47.6mb to 56.6mb from 2012 to 2013. Amounts per library range from 1.54mb to 1000mb.

PURPOSE & CONTEXT

The Regional Library Telecommunications Aid program (RLTA) helps regional public library systems and their branch or member libraries provide broadband access to public library buildings statewide.

SERVICES PROVIDED

This program:

- Helps libraries make use of federal, state, and local investments in technology infrastructure.
- Facilitates optimal and equitable access to the statewide electronic infrastructure for loans between libraries and electronic delivery of information such as the Electronic Library for Minnesota.

Activities that rely on internet access and benefit from this program include:

- Automation systems that improve cost-effectiveness in resource sharing.
- Access to online resources through the Electronic Library for Minnesota.
- Government-related activities and information.
- Connection to and use with school districts, postsecondary education or other governmental agencies.
- Community access to high-speed Internet links.

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

- Developing application and report forms for aid recipients.
- Providing technical assistance to applicants/recipients.
- Calculating and processing payments.
- Providing technical assistance on the federal e-rate program as it relates to regional library telecommunications aid.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Number of libraries directly benefitting from RLTA	346	342
Quantity	Internet sessions in public libraries	6,420,100	5,721,965

M.S. 134.355

Program: Early Childhood and Family Support

Activity: Early Child Family Ed

<http://education.state.mn.us/MDE/StuSuc/EarlyLearn/ECFE/index.html>

AT A GLANCE

In FY 2013:

- 112,798 children and 120,312 parents participated in ECFE activities.
- 22,628 referrals were made to ECFE from other community programs.
- 16,728 home visits were conducted.

PURPOSE & CONTEXT

The purpose of the program is to educate parents to support children's learning and development. All families with children prenatal to kindergarten are eligible for services. Programs with PreK-3rd grade initiatives may continue to serve families through 3rd grade.

SERVICES PROVIDED

There are 3 state funded programs that provide funding and support for early childhood family education:

Early Childhood and Family Education (ECFE)

Educate Parents Partnership

Parent-Child Home program

Early Childhood and Family Education (ECFE) programs typically include the following:

- Parent discussion groups.
- Parent-child activities
- Play and learning activities that help child development.
- Home visits.
- In-person visits to parents of newborns.
- Special events for the entire family.
- Information on community resources.

If there is not enough money to provide programs for all young children, ECFE providers should emphasize programming for children birth to age three. They should encourage parents to involve four- and five-year-old children in school readiness programs and other public and nonpublic early learning programs.

This program requires districts to do a community needs assessment to identify new and underserved populations, and identifies child and family risk factors. Programming and services must be tailored to the results of the needs assessment, with an emphasis on at-risk children birth to three.

ECFE revenue is a combination of state aid and local property tax levy. It is 2.3 percent of the general education formula allowance times 150 or the number of children under age five who lived in the district as of October 1 of the previous school year, whichever is greater.

The Educate Parents Partnership program provides parents of newborns with informational materials on a wide range of subjects before they are discharged from the hospital.

Help Me Grow, an infant and toddler intervention and preschool special education program, disseminates information to families and professionals who have concerns about their child's development.

The Parent-Child Home Program is a national model focusing on early literacy, parenting, and school readiness, and families are eligible for up to 60 home visits per year for two years.

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

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Parents participating in regular parent/child weekly sessions*	84,015	79,007
Quantity	Referrals from ECFE to community resources and partner organizations	17,216	19,488
Quantity	Class offerings for parents	11,516	11,188

*Decreased parent participation likely due to smaller class sizes for infants and toddlers, serving families with higher needs, and decreased class offerings for parents.

M.S. 124D.13; M.S. 124D.135; M.S. 124D.15 M.S. 124D.129; MN Session Law 2013, Chapter 113, Article 8, Section 5, Subd. 9.s

Program: Early Childhood and Family Support

Activity: School Readiness

<http://education.state.mn.us/mde/StuSuc/EarlyLearn/SchReadiK/index.html>

AT A GLANCE

In FY 2013:

- The estimated population of 3- and 4-year-olds in Minnesota was 146,386.
- 28,700 children and 23,586 parents participated in the program.
- 24,280 referrals were made to and from other community services and programs.
- 25,257 children received 30 or more hours per year of services.

PURPOSE & CONTEXT

The purpose of the school readiness program is to prepare children to enter kindergarten by creating greater access to educational opportunities for children with high needs and to make progress on closing the achievement gap upon school entrance. The state funded program is established through the school district and serves children age three years to kindergarten entrance with high needs.

SERVICES PROVIDED

Most school-based classroom programs are two and a half hours long and meet one to five days per week.

Other program models include:

- Kindergarten transition classes for children and parents.
- One or two days of child-only activities added to early childhood family education.
- Early childhood special education and school readiness integrated classrooms.
- Coordination of referrals and follow-up to early childhood screening.
- Staff development and consultation for family child care providers.
- Head Start and family literacy/English language learner programs.

Programs include the following requirements:

- Assess each child's cognitive skills at entrance to and exit from the program.
- Provide a program based on early childhood research and professional practice that prepares children to move into kindergarten.

School Readiness aid is calculated in two parts:

- Fifty percent based on the number of four-year-old children living in the district as of October 1 of the previous school year.
- Fifty percent based on the number of students enrolled in the school district and eligible for free or reduced price meals.

MDE calculates and processes aid payments and provides technical support to districts for this program.

RESULTS

MDE is planning to gather statistics on the number of participants that are kindergarten ready, pending the revision of the School Readiness study and additional assessments.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quality	Percentage of preschoolers served:		
	3-year-olds	9.3%	9.3%
	4-year-olds	25.9%	26.9%

Program: Early Childhood and Family Support

Activity: Kindergarten Readiness

<http://education.state.mn.us/mde/StuSuc/EarlyLearn/SchReadiK/index.html>

AT A GLANCE

- In 2012, 7,700 (11.7%) of the 65,820 kindergarteners were assessed at the beginning of the school year.

PURPOSE & CONTEXT

The readiness assessment is given to a sample of incoming kindergarteners. It is designed to show kindergarten readiness and track readiness trends over time.

SERVICES PROVIDED

Kindergarten teachers observe children during the first six weeks of kindergarten. The skills, knowledge and accomplishments measured include: personal and social development, language and literacy, mathematical thinking, physical development and the arts. They record their observations of the children in five areas of child development. Results are compiled, analyzed and given to participating school sites.

Total school results are used to inform interested parties about children's readiness for kindergarten. Site results are used to plan children's transition from home to school, prepare for teacher conferences, and improve instruction and services to families.

MDE:

- Provides information for parents, early childhood and parenting educators, care givers and community members so that children are fully-prepared to begin their formal education
- Provides strategies and resources to help families and others support students as they enter kindergarten
- Compiles, analyzes and distributes the results of the assessments
- Pays stipends to teachers who participate in this program

RESULTS

The Kindergarten Readiness Study helps predict 3rd grade standardized test scores in reading and math. Children ready for kindergarten were at least twice as likely to exceed standards in both reading and math compared to kindergarteners who were not ready.

Children not ready for kindergarten were more than twice as likely to have been in special education or retained by third grade when compared to kindergarteners who were ready.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2011</i>	<i>FY 2012*</i>
Quantity	Percentage of schools recruited to participate in assessments.	10.3%	13.5%
Quality	Percentage of participating principals reporting satisfaction with delivery of the study.	89%	89%
Quality	Percentage of participating teachers reporting satisfaction with delivery of the study.	89.6%	93%

*More recent data is not collected at this point since the Kindergarten Entrance Assessment is being revised and data analyzed over a two-year period to provide recommendations for improved data collection to link to the Statewide Longitudinal Data System.

Program: Early Learning and Family Support
Activity: Access to Quality Early Learning

AT A GLANCE

- 809 children received a Race to the Top-Early Learning Challenge scholarship in 2013.
- Approximately 10 percent of the eligible 3- and 4-year-olds in the state are served by the Early Learning Education Scholarship program.
- In FY 2015, scholarships are available in 56 counties.

PURPOSE & CONTEXT

The Race to the Top-Early Learning Challenge (RTT-ELC) federal grant improves early care and education programs for young children. It is intended to improve school readiness outcomes for all Minnesota children, especially children with high needs.

The Early Learning Education Scholarship program is a state-funded program that seeks to improve school readiness for 3 and 4-year-old children with high needs by increasing access to high-quality early learning programs.

SERVICES PROVIDED

The RTT-ELC grant supports various activities designed to improve early learning and development programs for young children such as Parent Aware, and Early Learning Scholarships.

Early Learning Education Scholarship program has two pathways:

- Pathway I scholarships are awarded directly to eligible families.
 - Families are granted a scholarship for up to \$5,000 to help cover the cost of attending a high-quality early learning program.
 - Scholarships "follow the child" to their chosen program, and are awarded for up to 12 months.
 - Scholarship funds are paid directly to the early childhood program the family chooses
- Pathway II scholarships are awarded to families through an eligible Four-Star Parent Aware-rated program.
 - Early learning program quality is based on Parent Aware, Minnesota's tiered quality rating and improvement system.
 - Participating programs receive funding for a specified number of scholarship eligible children, and the funds are awarded for up to 12 months.

Beginning in fiscal year 2016, the \$5,000 per student cap is eliminated and scholarship amounts will be based on the results of a market-based survey.

MDE:

- Awards and implements grants and programs, revises standards, develops and revises assessments and provides technical support for the Race-to-the-Top program.
- Manages the implementation of all grant activities for the early learning scholarships, and reports to the federal government on Minnesota's progress.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Jan 1, 2013</i>	<i>Jan 1, 2014</i>
Quantity	Number of early care and education programs participating in Parent Aware.	575	1,467
Quantity	Number of early care and education programs with a 3- or 4-Star Parent Aware rating.	483	1,119
Quantity	Number of children attending a 3- or 4-Star Parent Aware rated early care or education program.	22,744	43,336
Quantity	Number of children receiving a scholarship	509	5,869

Program: Early Childhood and Family Support
Activity: Health and Developmental Screen

<http://education.state.mn.us/MDE/StuSuc/EarlyLearn/EarlyChildScreen/index.html>

AT A GLANCE

- In FY 2013, a total of 60,300 children were screened
Outcomes included:
- 6,500 children referred to the school readiness program
- 4,866 families referred to early childhood family education
- 1,669 children referred to head start
- 316 parents referred to adult education/literacy
- 14,331 referrals to special education

PURPOSE & CONTEXT

The purpose of this program is to detect factors that may impede children's learning, growth, and development.

Every school board must provide for a mandatory program of early childhood health and developmental screening for children before they start school.

Districts receive state aid for every child screened prior to starting kindergarten, or within 30 days after first entering kindergarten.

SERVICES PROVIDED

A screening program must include the following components:

- developmental assessments,
- hearing and vision screening or referral,
- immunization review and referral,
- the child's height and weight,
- identification of risk factors that may influence learning,
- an interview with the parent about the child, and
- referral for assessment, diagnosis, and treatment when potential needs are identified.

A district may also offer additional health evaluation components.

Families may opt out by submitting a signed statement of conscientiously held beliefs.

A district must provide the parent or guardian of the child screened with a record indicating the month and year the child received screening and the results of the screening.

MDE calculates and processes aid payments and provides technical support to districts for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quality	Percentage of three-year-old children receiving health and developmental screening.	40%	41%	FY 2012 FY 2013
Quality	Percentage of districts providing interpreter assistance for diverse populations to access screening.	42%	41%	FY 2012 FY 2013
Quantity	Referrals for further assistance made for children identified as having possible health and/or development problems or needs.*	27,344	21,014	FY 2012 FY 2013

Performance Measures Notes:

*Referrals are for the total number of possible problems or needs identified at the time of screening and are not the number of children, as children may have more than one problem.

Program: Early Childhood & Family Support

Activity: Head Start

<http://eclkc.ohs.acf.hhs.gov/hslc>

AT A GLANCE

- 33 Head Start and Early Head Start grantees served 17,574 children and families in FY 2014
- 13 percent of Head Start and 9.7 percent Early Head Start children had a diagnosed disability in FY 2014
- 1,301 homeless children received services in FY 2014

PURPOSE & CONTEXT

Head Start and Early Head Start are state and federally funded programs that promote school readiness of children ages birth to five from low-income families by enhancing their cognitive, social and emotional development.

SERVICES PROVIDED

Head start provides a comprehensive program to children and families, including:

- health and nutrition,
- education,
- parent involvement, and
- social services.

Programs operate a center-based, home-based, and/or combination option.

- Head Start center-based programs must operate at least 3.5 hours per day, four days per week, for 128 days per year, and have at least two home visits.
- Early Head Start home-based programs must offer at least 48 home visits of 1.5 hours each, and have at least two socialization activities each month.
- Some programs also offer some full-day, full-year services through head start-child care partnerships.

MDE houses the state's Head Start Collaboration director and we work together to coordinate and integrate federal Head Start funding and services with state Head Start funding and services across the state. MDE provides leadership to Head Start agencies across the state in the implementation of Parent Aware, as well as other early learning services. MDE calculates and processes aid payments and provides technical support to grantees for the implementation of this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Results	Percentage of children meeting developmental benchmarks upon exiting Head Start*	N/A	88%	FY2012 FY2013
Quantity	Number of children assessed*	N/A	3,062	FY2012 FY2013

Performance Measures Notes:

*This is a new measurement beginning with results in 2013. Results are based on using three research based assessment tools: Teaching Gold Strategies; High Scope/Cor and Work Sampling.

M.S.119A.50 - M.S.119A.545

U.S.C.9840 et seq.

Program: Early Childhood and Family Support
Activity: Infant and Toddler Intervention

<http://helpmegrowmn.org/HMG/index.htm>

AT A GLANCE

- 5,126 Minnesota infants and toddlers with disabilities were counted as being served through Individual Family Service Plans (IFSP) on December 1, 2013.
- The number of referrals received through MDE's Help Me Grow referral portal increased by 63.8 percent in 2013-2014.

PURPOSE & CONTEXT

The Infants and Toddlers program provides individualized family-centered services to eligible children and their families in order to aid in the development of very young children showing delays in development.

Funds for Part C services are a combination of federal grant dollars, state special education aid and general education revenue.

SERVICES PROVIDED

The Infants and Toddler program identifies and serves Minnesota's youngest learners with disabilities and their families. Specific services are determined for each eligible child and family based on the child's needs and family priorities.

The program is federally regulated. Federal funds support 12 Interagency Early Intervention Committees (IEICs) that conduct public awareness and outreach activities.

Services are typically provided in the home of the child.

Services most often include special instruction, speech therapy and occupational or physical therapy.

MDE is responsible for:

- Individualized family service plans and service coordination;
- Personnel development to ensure that personnel are appropriately and adequately prepared and trained;
- Carrying out general administration and supervision;
- Policy for contracting or otherwise arranging for services, and procedure for securing timely reimbursement of funds.

RESULTS

Performance Measure 1:

Child Outcomes	FFY 2010	FFY 2011	FFY 2012
Children will demonstrate positive relationships			
(A) Greater than expected progress	63%	63%	57.7%
(B) Exited Part C within age expectations	42%	44%	48.5%
Children will acquire and use knowledge and skills			
(A) Greater than expected progress	65%	65%	61.2%
(B) Exited Part C within age expectations	42%	41%	45.1%
Children will take action to meet needs			
(A) Greater than expected progress	67%	66%	67.7%
(B) Exited Part C within age expectations	44%	46%	49.7%

Performance Measure 2:

Family Outcome	FFY 2010	FFY 2011	FFY 2012
Percent of participating families who report that the Infants and Toddlers program has helped their child develop and learn.	92%	87%	86.6%

M.S. 125A.26 – 48

Part C of the Individuals with Disabilities Education Act

Program: Early Childhood and Family Support

Activity: Preschool Special Ed

<http://helpmegrowmn.org/HMG/index.htm>

AT A GLANCE

- 15,159 children ages 3-5 with disabilities were counted as being served through Individual Education Program plans on December 1, 2013.
- The number of referrals received through MDE's Help Me Grow referral portal increased by 63.8 percent in 2013-2014.

PURPOSE & CONTEXT

The Preschool Special Education program provides individualized education services to preschool children with disabilities.

Funding for services is a combination of federal funds, state special education aid and general education revenue.

SERVICES PROVIDED

The program is federally mandated. Federal funds support statewide efforts to:

- seek out and identify potentially eligible children; and
- provide professional development opportunities promoting evidence-based practices through the Centers of Excellence.

Services are provided to each eligible child through an Individualized Education Program plan. The goal is to increase each child's ability to actively and independently participate in current and future environments such as home, preschool and kindergarten.

Most children receive services in settings that include children without disabilities.

Services most often include special instruction, speech therapy, occupational or physical therapy, and transportation.

MDE:

- Processes payments/reimbursements;
- Provides professional development;
- Collects and reports data;
- Interprets regulations, statutes and rules; and
- Connects children and families to appropriate local programs and monitors local implementation.

RESULTS

The table below shows Minnesota's performance on the federally-required child outcomes for federal fiscal years 2010-2012. While data demonstrates a downward performance trend, we attribute some of the slippage to state efforts to improve the quality of data reported by districts.

Child Outcomes	FFY 2010	FFY 2011	FFY 2012
Children will demonstrate positive relationships			
(A) Greater than expected progress	79%	76%	71.9%
(B) Exited Part C within age expectations	51%	53%	54.7%
Children will acquire and use knowledge and skills			
(A) Greater than expected progress	78%	75%	72.9%
(C) Exited Part C within age expectations	52%	54%	53.8%
Children will take action to meet needs			
(A) Greater than expected progress	80%	76%	73.1%
(B) Exited Part C within age expectations	66%	65%	65.1%

Program: Early Childhood and Family Support
Activity: Special Family Opportunities

AT A GLANCE

- These programs were implemented in FY 2015.
- Promise Neighborhood is a federal designation for eligible neighborhoods that seek to improve educational and developmental outcomes of children and youth in those communities.

PURPOSE & CONTEXT

The Northside Achievement Zone and St Paul Promise Neighborhood programs are annual grants designed to reduce multigenerational poverty and the educational achievement gap.

The Northside Achievement Zone program is available to Minneapolis residents living within the geographic boundaries of the Northside Achievement Zone.

This St. Paul Promise Neighborhood program is available to residents of the St. Paul Promise Neighborhood, a 250 square block area in the central neighborhoods of St. Paul.

SERVICES PROVIDED

These programs provide the Northside Achievement Zone and St. Paul Promise Neighborhood with annual grants for programming and services consistent with federal Promise Neighborhood program requirements.

The Northside Achievement Zone and St. Paul Promise Neighborhood must each submit a report by January 15, 2016 that summarizes program activities, specifies performance measures, and analyzes program outcomes.

MDE processes aid payments for these programs.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of families enrolled in the Northside Achievement Zone	n/a	548	2013 year-end
Quantity	Number of scholars enrolled in the Northside Achievement Zone	n/a	1,390	2013 year-end
Quantity	Number of students participating in the St. Paul Promise Neighborhood Freedom School	224	485	Summer 2012 Summer 2013
Quantity	Number of Freedom School* Sites	1	3	Summer 2012 Summer 2013

Notes

*The Children's Defense Fund Freedom Schools provide summer and after-school enrichment programs.

MN Laws 2014, ch.312, art.20, sec.21, subd.2; MN Laws 2014, ch.312, art.20, sec.21, subd.3

Program: Community Education

Activity: Community Education

<http://education.state.mn.us/MDE/SchSup/SchFin/CommEd/index.html>

AT A GLANCE

- Every Minnesota school district operates a community education program.

PURPOSE & CONTEXT

The community education program is a state aid and local property tax levy program, designed to maximize the community's use of public schools and to promote the use of school facilities beyond the regular school day.

Programs serve participants of all ages from preschool through senior citizens.

SERVICES PROVIDED

Community education provides services beyond the regular K-12 program. Programs may include:

- adults with disabilities;
- adult basic education (ABE);
- youth development and youth service;
- early childhood family education (ECFE) and school readiness programs;
- school-age care;
- summer programs for elementary and secondary pupils and youth after-school enrichment programs; and
- non-vocational, recreational, and leisure activities.

School boards must establish a community education advisory council and, with some exceptions, must employ a licensed community education director.

An annual report is required from each district that provides a community education program.

Total community education revenue includes a district's general community education revenue, youth service program revenue, and youth after-school enrichment revenue. These revenues are calculated based on a school district's population and its property tax capacity.

MDE calculates and processes aid payments for this program.

RESULTS

MDE does not collect data to show impact of the programming other than the number of individuals that received services.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of districts submitting general annual report	265	300	FY 2009 FY 2013
Quantity	Number of participants*	180,000	182,025	FY 2009 FY 2013

*Number of participants does not include those reported separately under ECFE, ABE and early childhood screening. Community Education participation numbers are self-reported by districts in the Community Education annual report.

Program: Community Education

Activity: Adults W Disabilities

AT A GLANCE

- 37 districts participated in this program in FY 2013.
- 13 of the 37 participating school districts are in the seven-county metropolitan area.

PURPOSE & CONTEXT

This aid and property tax levy program provides revenue to a select number of school districts to support community education programs and services for adults with disabilities.

SERVICES PROVIDED

This program funds local community education programs for adults with disabilities.

Approved programs may receive revenue equal to the lesser of \$60,000 or actual expenditures.

- Revenue is based on 50 percent state aid and 50 percent local property tax levy.
- Four districts have a pilot program and receive \$10,000 each in aid with no matching property tax levy.

Programs use the following service strategies:

- Help for adults to participate in community activities (including one-on-one assistance, Braille, and interpreter services)
- Classes specifically for adults with disabilities
- Outreach to identify adults needing services
- Activities to increase public awareness of the roles of people with disabilities

MDE calculates and processes aid payments to districts and determines their property tax levy for this program.

RESULTS

This funding has been available to the same districts since the program began in 1989. Program performance data are not collected by MDE and school districts are not required to report on the details of their programs. Districts reporting of their use of funds is limited to the reporting of expenditures in the Uniform Financial Accounting and Reporting System.

M.S. 124D.56

Program: Community Education
Activity: Hearing Impaired Adults

<http://education.state.mn.us/mde/EdExc/SpecEdClass/DisabCateg/HardHear/index.html>

AT A GLANCE

- In 2013, 11 sites submitted qualified requests for funds under this program.
- Demand exceeded the \$70,000 appropriation in four of the previous eight years.

PURPOSE & CONTEXT

The hearing impaired adults program provides educational opportunities for deaf and hard-of-hearing adults. This program provides assistance with one-time costs for interpreter and note-taker services for deaf and hard-of-hearing adults participating in school district adult education classes, adult technical college programs, or private community agencies.

SERVICES PROVIDED

- This program provides assistance with the one-time costs of interpreter and note-taker services.
- The program is not meant to support all the interpreter services for deaf and hard-of-hearing adult learners, but to help in unforeseen situations.

MDE calculates and processes aid payments for this program.

RESULTS

The rate at which sites request funds in consecutive years provides a gauge whether providers are anticipating, and budgeting for, support for individuals with hearing impairments. It is difficult to draw assumptions regarding the true statewide demand for services, since most districts or non-profit providers seek other resources to meet their needs as well.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of educational programs for which interpreter and note-taker services costs were reimbursed	207	113	FY 2012 FY 2013

M.S. 124D.57

Program: Community Education

Activity: School Age Care

<http://education.state.mn.us/MDE/SchSup/FNS/CACFPCenter/index.html>

AT A GLANCE

- School Age Care revenue was funded totally by local property tax levy in FY 2013 (\$0 state aid).

PURPOSE & CONTEXT

School Age Care is program that helps to ensure that all students within a district have equal access to after-school care and summer educational programming.

School districts with school age care programs are served by this program.

SERVICES PROVIDED

School Age Care revenue reimburses districts for approved additional costs incurred to provide school age care to children with disabilities or children experiencing family or related problems of a temporary nature.

The School Age Care program is an equalized levy program.

Because of the low equalizing factor that offsets property taxes with state aid, all revenue has been in the form of local property tax.

MDE calculates aid and property tax levies, and makes state aid payments for this program.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2011</i>	<i>FY 2012</i>	<i>FY 2013</i>
Quantity	Number of districts with school age care expenditures	147	109	150

M.S.124D.19; M.S.124D.22

Program: Self Sufficient and Lifelong Learning

Activity: Adult Basic Education

<http://education.state.mn.us/MDE/StuSuc/AdultEd/index.html>

AT A GLANCE

- 1,125 licensed teachers and 2,320 volunteers served over 69,623 students in FY 2013
- GEDs and adult diplomas accounted for 14 percent of all diplomas issued in Minnesota during 2013
- 40 percent of all enrollees were English as a Second Language (ESL) students, 9 percent have never attended school, and 30 percent were unemployed

PURPOSE & CONTEXT

Adult basic education (ABE) is a state- and federally funded program that gives adults educational opportunities to acquire and improve the literacy skills they need to become self-sufficient.

SERVICES PROVIDED

ABE program options:

- GED (General Education Development diploma)
- Adult Diploma
- English as a Second Language
- Family Literacy
- Basic Skills Education
- Workforce Preparation
- U.S. Citizenship and Civics
- Transition to Postsecondary Education

ABE is provided at over 500 sites located in every Minnesota county, at public schools, workforce centers, community/technical colleges, prisons/jails, libraries, learning centers, tribal centers, and nonprofit organizations. Programs have voluntarily formed ABE consortia (51 administrative units) to maximize efficiency and to share resources.

MDE provides technical support, calculates aid entitlements, and pays aid to districts and consortia.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2011</i>	<i>FY 2013</i>
Quantity	Clients who obtained a high school diploma or GED	2,674	3,932
Quantity	Clients who entered post-secondary education	1,235	2,971
Quantity	Clients who obtained employment	1,216	4,551
Quantity	Clients who retained employment	1,309	8,190

M.S. 124D.52 and M.S. 124D.531

Program: Self Sufficient and Lifelong Learning

Activity: GED Tests

<http://education.state.mn.us/MDE/StuSuc/AdultEd/index.html>

AT A GLANCE

- 42 GED testing centers, including nine at state correctional facilities.
- In 2009, individuals who pass the GED earned about \$4,100 more per year than individuals who do not have a GED or diploma.
- Individuals earning a GED are eligible to receive federal financial aid, including Pell Grants, if they also meet income requirements.

PURPOSE & CONTEXT

This state aid program provides increased access for eligible individuals to complete the General Education Development (GED) battery of tests by paying a portion of the student's testing fees. Ten percent of Minnesotans over 18 years old lack a high school diploma or GED diploma. The percent of Minnesota adults without high school equivalency varies by ethnic group: Hispanic – 39%, Native American – 37 %, Black – 19%, Asian – 14%, White – 13%.

SERVICES PROVIDED

This program provides supplemental funds to GED testing centers to help offset the cost of GED testing for eligible students. As a result of this subsidy, fees for individual GED examinees are reduced.

The GED examination consists of five tests that measure outcomes associated with a high school education. The five tests (social studies, science, language arts reading, language arts writing, and mathematics) employ a multiple-choice format with the two-part mathematics test also using alternative format questions. The writing skills test requires an essay. Most GED candidates are from low-income backgrounds and the cost of the GED is a disincentive to testing.

Successful completion of the GED tests results in the awarding of a state of Minnesota GED diploma by MDE. A high school diploma or GED is required by many employers and virtually all of Minnesota's postsecondary educational institutions accept the GED as a valid high school credential.

RESULTS

One out of every ten high school credentials issued in Minnesota last year was issued through Adult Basic Education programming and includes GED diplomas and adult high school diploma attainment.

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2010</i>	<i>FY 2012</i>
Quantity	GED candidates tested (any amount of GED tests)	10,225	9,712
Quantity	GED candidates completing all five GED tests	7,351	6,859
Results	GED candidates passing all five GED tests	6,181	5,562

M.S. 124D.55

Program: General Education

Activity: E-12 Education Shifts (info only)

AT A GLANCE

- The Property Tax Recognition Shift and the State Aids Payment Shift has been instated and repaid three times between FY 1983 and FY 2014.

PURPOSE & CONTEXT

The E-12 Education shifts are accounting mechanisms that have helped balance the state's budget during periods of state budget crisis.

Aid payment shifts affect all school districts and charter schools.

Property tax shift payments affect school districts.

SERVICES PROVIDED

The state uses two types of education shifts.

Aid Payment Shift:

- Since most school revenue is tied to current year data, including the number and characteristics of students served by the district and expenditures for special education, a portion of the funding must be held back until final student data is available to avoid overpayments.
 - Since 1997, in years when there is not an aid payment shift, state appropriations for formula-driven school aids equal 90 percent of current year entitlement plus 10 percent of adjusted prior year entitlement.
 - Larger holdbacks have been enacted to help balance the state budget. Most of the savings to the state occur in the year that the current aid percentage is reduced, when the sum of the current year aid percent and the prior year final aid percent is less than 100 percent.
 - Statute automatically appropriates positive forecast balances to shift repayment.

Property Tax Recognition Shift:

- School districts' May property tax collections are normally held and recognized as revenue in the following fiscal year, beginning July 1. With a property tax shift, a portion of the spring proceeds is recognized as revenue in the fiscal year of collection.
 - This accounting change provides the state with one-time savings in state aid appropriations, without reducing the overall revenue recognized by a school district.
 - The shift provision was structured to be revenue-neutral to school districts by adjusting state aid payments by the difference between the current year's early levy recognition amount and the previous year's early levy recognition amount.
 - In subsequent years, the state repays the revenue neutral portion of the tax shift (buying back the shift) that had previously been reduced from state aid payments.
- Statute automatically appropriates positive forecast balances to shift repayment.

The most recent education shifts were enacted in the 2010 and 2011 legislative sessions when the school aid payment was ultimately shifted from 90 percent in the current year to 60 percent, and the property tax recognition shift required districts to recognize 48.6 percent of property tax revenue early. These shifts generated a total of \$2.6 billion in budgetary savings for the state. Both of these shifts have since been fully repaid; as a result of positive forecast balances in 2012 and 2013 and legislative changes in 2013, the state repaid a total of \$2.8 billion.

MDE calculates aid payment and property tax shift and repayment amounts needed to balance the state budget, and calculates school district and charter school aid payments and property tax shifts amounts for state aid payments to the districts.

Program: Special Teacher and Student Programs
Activity: Miscellaneous Federal Grants (info only)

AT A GLANCE

- Federal funds are available for charter schools.
- Federal funds are available to help pay for the additional costs of educating the homeless.

PURPOSE & CONTEXT

This budget activity summarizes other miscellaneous federal programs that fund various activities in school districts and charter schools.

SERVICES PROVIDED

Charter School Program (CFDA 84.282A). This federal grant will be used to increase charter school quality and accountability of the authorizers that oversee them. Over the course of the five-year project, MDE will:

1. Increase the number of high-quality charter schools.
2. Establish an accountability framework to increase academic performance and decrease the achievement gap in charter schools.
3. Build authorizers' capacity to authorize, monitor, and hold charter schools accountable.
4. Disseminate promising and innovative practices of high-quality charter schools to each Local Educational Agency (LEA) in the state.

Homeless Children and Youth Grants (CFDA 84.196). This program is used to ensure that homeless children, including preschoolers, have equal access to free and appropriate public education. Grants are used to address problems related to enrollment, attendance, and success of homeless children in school.

MDE awards, monitors and pays these federal grants.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>FY 2013</i>	<i>FY 2014</i>
Quantity	Number of Charter School Grants awarded	14	11
Quantity	Number of Homeless Children	12,247	13,428

McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B (Homeless);
 Elementary and Secondary Education Act of 1965, as amended, Title V Part B, Subpart 1 (Charter School)

Program: Other General Education

Activity: Miscellaneous Levies (info only)

<http://education.state.mn.us/mde/SchSup/SchFin/LevyCertProc/index.html>

AT A GLANCE

- 14 levy programs have estimated levies for FY 2015.

PURPOSE & CONTEXT

These programs provide additional local property tax levy revenue to school districts to fund specific obligations of the district's general fund.

SERVICES PROVIDED

The following levies are currently in effect:

- Reemployment Insurance Levy
 - A school district may levy for unemployment insurance and for job placement services offered to eligible employees.
- Judgment Levy
 - A school district may levy for judgments against the district, including interest costs or for its proportionate share of the costs of a judgment against an intermediate district.
- Health Benefit Levy
 - A school district may levy for health insurance and unreimbursed medical expenses of employees who retired before 7-1-92.
- Additional Retirement Levy
 - The Minneapolis and St. Paul school districts may levy for certain increased costs of Teachers Retirement Association contributions.
- Minneapolis Health Insurance Subsidy Levy
 - The Minneapolis school district may levy to subsidize health insurance costs for eligible retired teachers.
- St. Paul Severance Levy
 - The St. Paul school district may levy to pay for severance costs.
- Safe Schools Levy
 - A school district may levy up to provide a drug abuse prevention program in the elementary schools, to provide police liaison services in the schools, to provide a gang resistance education program in the schools, to pay the costs for security on school property, and/or pay for other crime prevention, drug abuse, student and staff to pay costs for licensed school counselors, licensed school nurses, licensed school social workers, licensed school psychologists, and licensed alcohol and chemical dependency counselors to help provide early responses to problems.
- Ice Arena Levy
 - A school district may levy for the net operational costs of the ice arena for the previous fiscal year.
- Severance Levies
 - A school district that reorganizes under dissolution and attachment may levy the costs of severance pay or early retirement incentives for licensed and nonlicensed employees who resign or retire early as a result of the reorganization. A school district with a secondary agreement with another district must pay severance to licensed employees placed on unrequested leave and may levy for the expenses. Districts with an agreement to allow pupils to attend school in an adjoining state may levy for severance costs resulting from the agreement.
- Swimming Pool Levy
 - A school district may levy for the net operational costs of a swimming pool not to exceed the net actual costs of operation of the swimming pool for the previous year.
- Economic Development Abatement Levy
 - The governing body of a political subdivision may grant an abatement of the taxes imposed by the political subdivision on a parcel of property, or defer the payments of the taxes and abate the interest and penalty that otherwise would apply. The political subdivision must add to its levy amount for the current year the total estimated amount of all current year abatements granted. No abatement aid is generated for these abatements.
- Tree Growth Replacement Levy

- Districts may levy an amount not to exceed its tree growth revenue for taxes payable in 2001.
- Reorganization Operating Debt Levy
 - A school district that reorganizes under consolidation or dissolution and attachment may levy to retire the net negative undesignated fund balance in the operating funds.
- Annual Other Postemployment Benefits Levy
 - A school district may levy for other postemployment benefit expenses if the district 1) has created an actuarial liability to pay postemployment benefits, and 2) has a sunset clause in affect for the current collective bargaining agreement.
- Consolidation Retirement Levies
 - For a school district that consolidates under 123A.48, consolidation transition aid is equal to a maximum of \$200 per resident pupil unit for the first year of consolidation and \$100 per resident pupil unit for the second year of consolidation. If the cost of the early retirement incentives offered by the district under M.S. 123A.48, Subd. 23, exceeds the amount of consolidation transition aid, the district may levy for the difference for a period not to exceed three years.
- Consolidation/Transition Levies
 - The board(s) of districts combining or combined under M.S. 123.37, Subd. 2, may levy over three years or less for costs directly related to the transition from cooperation to combination.
- Administrative Services Levy
 - The school district may levy for costs of retirement incentives or severance pay or other costs related to the discontinuance of administrative positions, under certain circumstances.

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

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous (in thousands)</i>	<i>Current (in thousands)</i>	<i>Dates</i>
Quantity	Reemployment Insurance Levy	\$11,029.1	\$8,090.5	2012 pay 2013 2013 pay 2014
Quantity	Judgment Levy	\$564.2	\$483.9	2012 pay 2013 2013 pay 2014
Quantity	Health Benefit Levy	\$2,990.7	\$2,655.5	2012 pay 2013 2013 pay 2014
Quantity	Additional Retirement Levy	\$19,676.7	\$20,281.5	2012 pay 2013 2013 pay 2014
Quantity	Minneapolis Health Insurance Subsidy Levy	\$373.5	\$373.7	2012 pay 2013 2013 pay 2014
Quantity	St. Paul Severance Levy	\$830.9	\$788.0	2012 pay 2013 2013 pay 2014
Quantity	Safe Schools Levy	\$29,135.2	\$32,851.8	2012 pay 2013 2013 pay 2014
Quantity	Ice Arena Levy	\$1,954.9	\$1,891.3	2012 pay 2013 2013 pay 2014
Quantity	Severance Levies	\$984.5	\$1,166.6	2012 pay 2013 2013 pay 2014
Quantity	Swimming Pool Levy	\$541.3	\$527.1	2012 pay 2013 2013 pay 2014
Quantity	Economic Development Abatement Levy	\$941.1	\$960.5	2012 pay 2013 2013 pay 2014
Quantity	Tree Growth Replacement Levy	\$683.0	\$694.9	2012 pay 2013 2013 pay 2014

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous (in thousands)</i>	<i>Current (in thousands)</i>	<i>Dates</i>
Quantity	Reorganization Operating Debt Levy	\$118.5	\$168.5	2012 pay 2013 2013 pay 2014
Quantity	Annual other Postemployment Benefits Levy	\$22,361.5	\$28,944.1	2012 pay 2013 2013 pay 2014
Quantity	Consolidation Retirement Levies	\$0	\$0	2012 pay 2013 2013 pay 2014
Quantity	Consolidation/Transition Levies	\$0	\$0	2012 pay 2013 2013 pay 2014
Quantity	Administrative Services Levy	\$0	\$0	2012 pay 2013 2013 pay 2014

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

Program: Facilities and Technology

Activity: Miscellaneous Facilities Levies (info only)

AT A GLANCE

- In FY 2014, Building/Land Lease levies were \$58.75 million
- In FY 2014, Capital Projects levies were \$60.85 million
- In FY 2014, there were no Cooperative Building Repair levies
- In FY 2014, Disabled Access levies were \$120 thousand
- In FY 2014, Specific Legislation levies were \$30 thousand

PURPOSE & CONTEXT

Minnesota school districts generate additional revenue through local property tax levies for various capital expenditure obligations. This budget activity summarizes five miscellaneous facilities/levy programs. These programs aid the delivery of educational services by providing districts with flexible local revenue sources for changing facility needs.

Eligible districts with levy authority may participate in these programs. All students in participating districts are served by these programs.

SERVICES PROVIDED

Building and Land Lease

- Districts may levy to rent or lease a building or land for instructional purposes, school storage, or furniture repair if the district determines that the total operating capital revenue authorized is insufficient for this purpose.
- The levy must not exceed \$212 per student. Districts that are members of an intermediate district may levy an additional amount not to exceed \$65 per student for intermediate district leases.

Capital Project Referendum

- A school district may hold a referendum election to ask voters to increase property taxes for a capital project.
- All proceeds from the levy must be transferred to the capital project referendum account in the building construction fund or general fund.
- This program has been used primarily for deferred maintenance and technology improvements.

Cooperative Building Repair

- A school district that has a cooperative agreement may levy for the repair costs of a building located in another district that is a party to the agreement.
- There currently are no active cooperative building repair levies.

Disabled Access Levy

- The 1990 federal Americans with Disabilities Act (ADA) facilitates the removal of architectural barriers for persons with disabilities in public schools and helps school districts modify school buildings.
- A school district may levy up to \$300,000 over a time period not to exceed eight years to provide disabled accessibility for all facilities.
- Some newly consolidated districts have maximum levy authority of \$450,000 or \$600,000.
- The commissioner must approve the levy amount.
- For most districts, the eight year time period has expired or the dollar maximum levy authority has been reached.

Special Legislation

- Special legislation provides selected districts with additional capital levy for specific purposes.
- Currently provides additional capital levy for Independent School District 319, Nashwauk-Keewatin.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of districts levying for building leases	209	214	FY 2010 FY 2014
Quantity	Number of districts levying for capital projects	22	33	FY 2010 FY 2014
Quantity	Number of districts levying for disabled access	4	1	FY 2010 FY 2014

M.S.126C.40,subd.1; M.S.123B.63; M.S.126C.40,subd.3; M.S.123B.58;
MN Laws 2001 First Special Session, Chapter 5, Article 3, Section 87;

Program: Nutrition Programs

Activity: Other Federal Food and Nutrition Programs (info only)

AT A GLANCE

- Fresh Fruits and Vegetables is a nationwide program in selected schools in all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands.
- In FY 2014, 118 schools participated in the Fresh Fruits and Vegetables program.

PURPOSE & CONTEXT

This budget activity summarizes miscellaneous federal food and nutrition programs that fund activities throughout Minnesota.

SERVICES PROVIDED

State Administrative Expenses

- Administrative funds to supervise school, district, and institutional child nutrition programs and give them technical assistance.
- Fresh Fruits and Vegetables
- Selected low-income public and nonprofit private elementary schools are reimbursed for produce served to school children outside of the lunch or breakfast food service times.

Meal Pattern Technical Assistance

- School lunch program to reimburse participating public and nonprofit private schools for lunches meeting the new nutritional meal pattern requirements. Schools serving high school grades or under, including residential child care institutions, are eligible.

Meal Pattern Technical Assistance State Administrative Expenses

- Administrative funds to supervise and give technical assistance to local schools, school districts and institutions with their new meal pattern changes.

Team Nutrition Training

- Team Nutrition Competitive Training Grants offer funding to state agencies to establish or enhance sustainable infrastructures for implementing Team Nutrition's goal of improving children's lifelong eating and physical activity habits.

RESULTS

See narratives on school lunch, school breakfast, summer food, milk and CACFP.

P.L. 110-234, section 19;

Program: Libraries

Activity: Other Federal Library Programs (info only)

<http://education.state.mn.us/MDE/StuSuc/Lib/StateLibServ/LSTA/index.html>

AT A GLANCE

- Federal LSTA funding for FFY 2014 is \$2,709,174.
- Funding is based on population.

PURPOSE & CONTEXT

The Library Services and Technology Act's (LSTA) Grants to States Program is a federal program administered by MDE.

The Nation of Leaders Demonstration federal grant program offers applicants the opportunity to pilot new programs that create replicable models for library services in needed areas.

SERVICES PROVIDED

Minnesota's Five-Year LSTA Plan (2013-2017) directs the use of funds, with the goals of:

- Increasing access to resources in libraries to expand programs and services.
- Supporting development or improvement of coordination between libraries and other entities.

The Minnesota Department of Education:

- Administers federal funds, completes required federal reporting, develops, implements and evaluates the Five-Year Plan, processes payments and provides technical assistance to sub-grantees.
- Develops and manages statewide projects.
- Develops and administers competitive grants.

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of Minnesotans who use the Minnesota Braille and Talking Book Library	10,281	10,058	FFY 2012 FFY 2013
Quantity	Number of competitive and statewide grants awarded	11	28	2013 2014
Quantity	Number of interlibrary loan requests from public, hospital, museum and school libraries	154,912	149,841	2013 2014

M.S. 134.31; M.S.134.32;

CFDA 45.310; Museum and Library Services Act, 20 USC Ch 72 Sec 9141 and 9162; 45 CFR Part 1183; CFDA 45.312;

RESULTS

<i>Type of Measure</i>	<i>Name of Measure</i>	<i>Previous</i>	<i>Current</i>	<i>Dates</i>
Quantity	Number of Students Participating in Online Learning	14,703	15,528	FY 2013 FY 2014
Quantity	Number of Students Participating in Open Enrollment	72,030	76,940	FY 2012 FY 2013
Quantity	Number of Students Participating in PSEO	8,520	9,177	FY 2012 FY 2013
Quantity	Number of Students Participating in Learning Year Programs	5,001	5,890	FY 2012 FY 2013
Quantity	Number of Students Participating in State-Approved Alternative Programs	168,985	166,975	FY 2012 FY 2013
Quality	Average Tax Credit per Claimant	\$273	\$275	FY 2011 FY 2012
Quality	Average Tax Deduction per Claimant	\$1,157	\$1,171	FY 2011 FY 2012

M.S.124D.095; M.S.124D.03; M.S.124D.10; M.S.124D.09; M.S.124D.128; M.S.123A.05; M.S.123A.06;
M.S.123A.08; M.S.126C.05,subd.15; M.S.124D.128; M.S.124D.68; M.S.124D.69; M.S.290.067;
M.S.290.01,subd.19b(3);

Program: Special Student and Teacher Programs

Activity: Student Choice/Tax Incentives (info only)

AT A GLANCE

- In FY 2013, over 273,000 students participated in various choice programs (not including charter school participation).
- 53,492 households claimed K-12 Education Credit in Tax Year 2012.
- 221,961 households claimed K-12 Education Deductions in Tax Year 2012.

PURPOSE & CONTEXT

These state programs provide learners with a wide range of educational choices and opportunities, which allows learners and their families to play an active role in determining educational goals, student needs and interests, and the school's ability to provide an appropriate educational experience.

These programs are available to all students.

SERVICES PROVIDED

Minnesota's choice programs include the following:

- Online Learning (OLL)
 - Allows public school students to access state-approved online courses in another district, charter school, or joint powers district
- Open Enrollment
 - Allows all public school-eligible students to apply to attend a school outside their district
- Charter Schools
 - (detailed in its own budget activity narrative)
- Postsecondary Enrollment Options (PSEO)
 - Allows high school juniors and seniors to take courses at eligible Minnesota post-secondary institutions
- Learning Year Programs
 - Extends the education program from the traditional nine-month calendar to a 12-month calendar, allowing students to graduate early or make up courses
- State-Approved Alternative Programs
 - Area Learning Centers (ALC)
 - Offer a wide array of options/services (K-12)
 - Alternative Learning Programs (ALP)
 - Can designate what grades they want to serve
 - Contracted Alternatives
 - Nonpublic, nonsectarian schools that have contracted with the serving school district to provide educational services
- Tax Credits
 - A refundable credit for income qualify households equaling 75% of eligible education expenses for a qualifying K-grade 12 child
- Tax Deductions
 - A subtraction from federal taxable income for certain educational expenses paid for a qualifying K-grade 12 child

RESULTS

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M.S.123A.08; M.S.126C.05,subd.15; M.S.124D.128; M.S.124D.68; M.S.124D.69; M.S.290.067;
M.S.290.01,subd.19b(3);