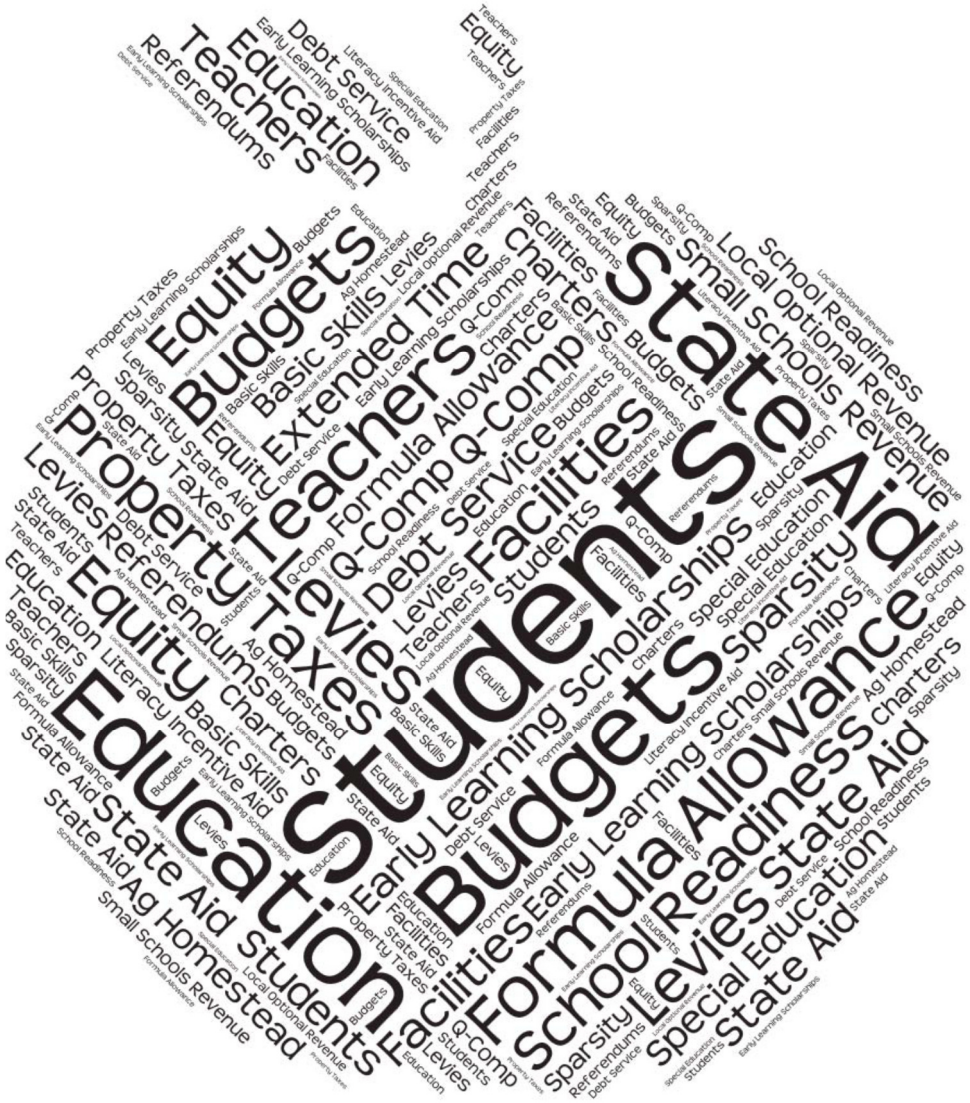
Financing Education In Minnesota 2017-2018



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For additional information, contact:

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

(651) 296-4178
emily.adriaens@house.mn

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Introduction



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

- Minnesota Constitution, Article XIII, Section 1

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

1. State Education Finance Appropriations (funded with state-collected taxes)

   A. General Education Aid - The largest share of the education finance appropriation, general education aid, is intended to provide the basic financial support for the education program.

   B. Categorical Aids - Categorical revenue formulas are generally used to meet costs that vary significantly between districts (i.e., special education) or promote certain types of programs (i.e., literacy incentive aid, adult basic education aid).



2. State Paid Property Tax Credits (funded with state-collected taxes)

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

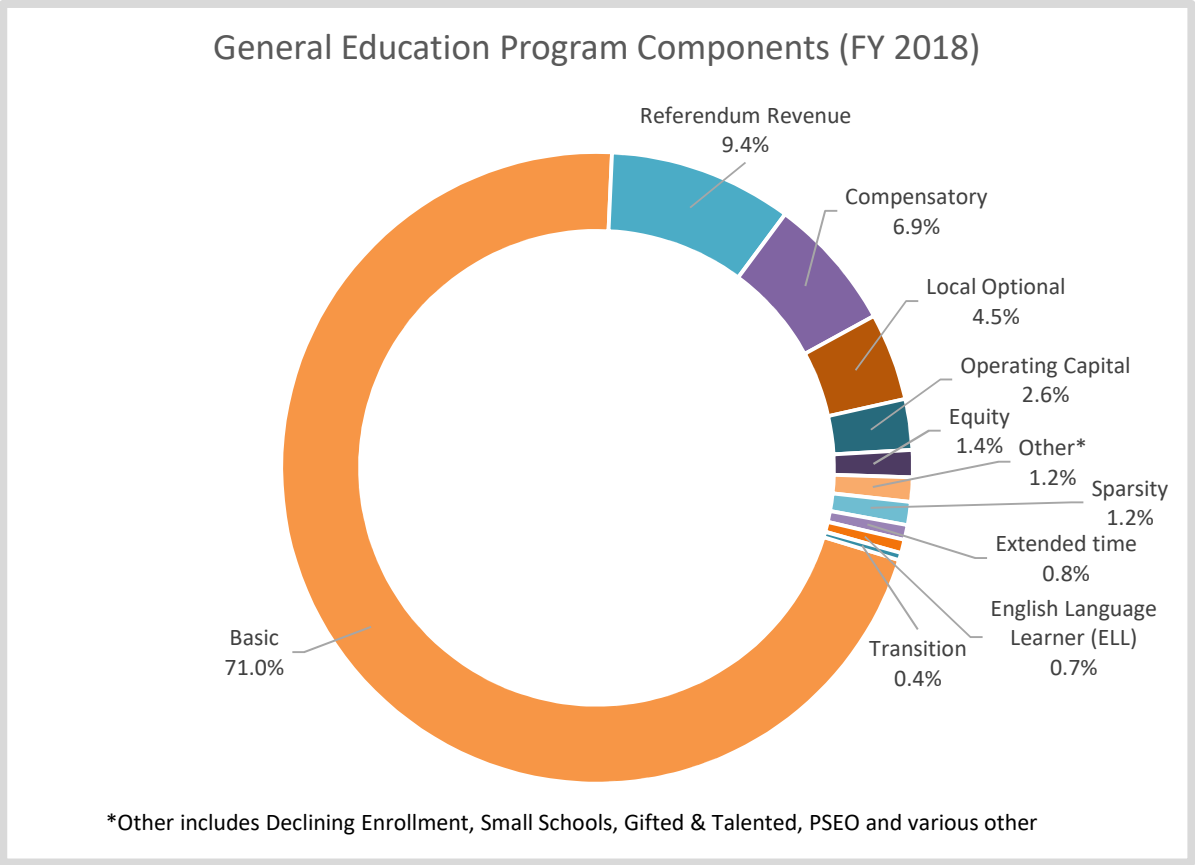
3. Property Tax Levies

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

Minnesota Education Finance Terms

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

Note: FY 2018 is the 2017-2018 school year.



1. Basic General Education Formula Revenue and Student Achievement Levy

The basic general education formula establishes the minimum level of funding for school districts. Basic general education aid is determined by multiplying the formula allowance by adjusted pupil units. The basic formula allowance is set for each year in legislation. For FY 2018, the basic formula allowance is $6,188. School districts and charter schools will receive $5.8 billion in basic formula allowance revenue in FY 2018.

Prior to FY 2015, the general education formula revenue was funded solely with state aid. The Student Achievement Levy, which was first effective for the 2014-15 school year, was designed to raise $20,000,000 annually, statewide. The 2015 Legislature passed legislation that phases out the Student Achievement Levy over two years, raising $10,000,000 in FY 2018 and $0 in FY 2019. See further explanation and district example on page 35.

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

School Year	Basic Formula Allowance	Tax Rate
2006-07	$4,974	0.00%
2007-08	$5,074	0.00%
2008-09	$5,124	0.00%
2009-10	$5,124	0.00%
2010-11	$5,124	0.00%
2011-12	$5,174	0.00%
2012-13	$5,224	0.00%
2013-14	$5,302	0.00%
2014-15	$5,831	0.35%
2015-16	$5,948	0.33%
2016-17	$6,067	0.30%
2017-18	$6,188	0.14%
2018-19	$6,312	0.00%

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

2. Extended Time Revenue

Extended time revenue replaced the former learning year pupil program, where a district that had students enrolled for more than a standard school year equivalent could generate additional revenue for those students. Under prior law, learning year pupils could generate up to a total of 1.5 headcount students in average daily membership (ADM) for a school district. Currently, extended time revenue allows students to generate up to an additional 0.2 (for a total of 1.2 maximum) ADM, which is then used to calculate the district's weighted pupil count, which is multiplied by the extended time formula amount of $5,117 to calculate extended time revenue. The revenue can be used for extended day, week or year programs, as well as vacation break academies and summer term academies. Charter schools operating an extended day, extended week or summer program are eligible for extended time revenue equal to 25 percent of the statewide average extended time revenue per adjusted pupil. For FY 2018, charter schools will receive $17 per adjusted pupil unit. 135 districts and all charter schools qualify for a total of $62.3 million in extended time revenue.



3. Gifted and Talented Revenue

Districts qualify for $13 per pupil for gifted and talented revenue. Gifted and talented revenue must be used to identify gifted and talented students, to provide programming for those students and to provide staff development for teachers of those students. All districts and charter schools qualify for a total of $12.28 million in gifted and talented revenue.

4. Declining Enrollment Revenue

Districts that experience declining enrollment from year to year are eligible for declining enrollment revenue. Previously, declining enrollment revenue was captured as part of "marginal cost pupil unit" calculations in many funding formulas. Due to pupil weighting simplification effective for fiscal year 2015, a separate declining enrollment category was established. Declining enrollment revenue acknowledges that lost per pupil funding due to fewer students does not always align neatly with the district's ability to cut its personnel and other operating costs. The declining enrollment formula is 28 percent ($1,733 for FY 2018) of the current year formula allowance times the difference between the current year and previous year weighted pupil count. 162 districts and 25 charter schools qualify for a total of $12.07 million in declining enrollment revenue.



5. Basic Skills Revenue

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

- **Compensatory revenue.** School sites where pupils eligible for free and reduced priced lunches attend generate compensatory revenue based on the number of eligible pupils at the site. Compensatory revenue per pupil increases as the percent of free and reduced price pupils at a particular school site increases (however, the percent is capped). Beginning in FY 2016, school boards may allocate up to 50 percent of compensatory revenue on a district-wide basis.

- **English Learner (EL) revenue**. Districts receive EL revenue based on the number of English Learners enrolled in their district. ***Beginning in FY 2017, EL students are eligible for EL revenue for up to seven years (increased from 6 years).*** In addition, a per pupil amount is provided to districts with concentrations of EL students. The per pupil funding increases as the concentration increases (though the concentration percentage is capped).

All school districts receive some portion of $620.96 million in basic skills revenue, which includes $564.46 million in compensatory revenue and $56.5 million in the EL revenue.

6. Sparsity Revenue

Sparsity revenue provides additional revenue for small and isolated schools. This revenue acknowledges the higher cost of necessarily small education programs, where options to increase the number of students in a school would require students to travel an unacceptable amount of time. There are two parts to the sparsity formula, one for secondary schools and one for elementary schools. The secondary school sparsity formula takes into account a secondary school's enrollment, distance from the secondary school to the nearest secondary school and the geographic area of the secondary school attendance area. The elementary sparsity formula provides additional funding for elementary schools that average 20 or fewer pupils per grade and that are 19 miles or more from the nearest elementary school. Districts that are relatively small in enrollment and large in geographic area tend to have the largest sparsity allowances. Charter schools are eligible for sparsity revenue based on the state average sparsity revenue per pupil. 100 districts and all charter schools receive a total of $27.5 million in sparsity revenue.



7. Transportation Sparsity Revenue

Transportation sparsity revenue provides districts with additional funding based on the number of pupils per square mile in a school district. $70 million of transportation sparsity revenue is divided among 305 districts and 59 charter schools, with revenue amounts up to $1,171 per pupil unit.

8. Operating Capital Revenue

Operating capital revenue replaced the capital expenditure facilities and capital expenditure equipment formulas. The operating capital formula has a component representing the former equipment and technology formulas ($79 per pupil unit), and a component representing the former facilities formula ($109 times the district's maintenance cost index). Operating capital revenue is an equalized formula. The equalizing factor for fiscal year 2018 is $20,548; in FY 2019 it will increase to $24,241; and in FY 2020 it will increase to $22,912. Operating capital revenue ranges from $201 to $288 per adjusted pupil unit per district and totals $213.6 million statewide.

9. Equity Revenue



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

districts in cities of the first class as of 7/1/99 (Minneapolis, St. Paul and Duluth), which are automatically excluded. Equity revenue is an equalized formula, equalized at the same rate as the second tier of referendum revenue, or $510,000 of referendum market value per pupil.

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

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

For FY 2017, FY 2018 and FY2019, the revenue amount resulting from both the regular and low-referendum equity calculations is multiplied by 1.25 for metro districts and 1.16 for non-metro districts. For FY 2017 only, the 1.16 adjustment for non-metro districts came in the form of 100 percent state aid. Beginning in FY 2020, <u>all</u> districts are eligible for the 1.25 adjustment. Prior to FY 2017, only districts located in the seven county metropolitan area were eligible for the 1.25 adjustment.

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

Statewide, all districts qualify for equity revenue, sharing a total of $114.2 million, with revenue amounts ranging from $53 to $184 per pupil per district.

10. Small Schools Revenue

School districts (excluding charter schools) with fewer than 960 pupil units qualify for small schools revenue, with the revenue amount per pupil increasing as the enrollment size of the district decreases. The maximum amount a district could theoretically qualify for under the formula is $544 per pupil. 158 school districts qualify for $16.5 million in aid. The small schools revenue program includes small high schools in districts with more than one high school in geographically isolated areas.



11. Transition Revenue

Transition revenue guarantees a district that changes to various funding formulas will not result in the district receiving less money in the current year than it received in the prior year. It is in essence a "hold harmless" provision. For example, the 2013 legislature made changes to the special education revenue program. A district that received special education revenue under the pre-2013 funding formulas would be able to continue funding its program at the same level as the previous year, regardless of changes to the formula that would otherwise indicate that the district was eligible for less revenue. Transition revenue is undesignated revenue which may be used for any general

fund purpose. Transition revenue is a mix of aid and levy, levied against referendum market value using $510,000 per pupil as the equalizing factor. $30.3 million of transition revenue is divided among 199 school districts and 37 charter schools.

12. Referendum Revenue

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

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

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

- First tier revenue (up to $300 per pupil) equalized at $880,000
- Second tier revenue (between $300 to $760 per pupil unit) equalized at $510,000
- Third tier revenue (revenue from $760 to 25 percent of the basic formula allowance - $1,547 for FY 2018) equalized at $290,000. Districts that qualify for sparsity revenue are not subject to the third tier revenue limit of $1,547 for equalization. All revenue above $760 is eligible for equalization at the $290,000 level for sparsity districts.



Equalization is used to apply the same property tax burden to districts that have similar per pupil referendum revenues, but varying tax bases. The relationship of a district's referendum market value per pupil unit to the equalizing factor ($880,000 in the case of the first $300 of referendum revenue) indicates how much referendum revenue the district will receive from property taxes. If a district's property valuation per pupil unit were $440,000 for example (50 percent of $880,000), the district would receive 50 percent of its revenue from its referendum levy and 50 percent from state equalization aid. If a district's referendum market value per pupil unit is greater than $880,000, that district will receive all of its referendum revenue from the local levy. The closer a district's referendum market value per pupil is to $0, the higher the percentage of state aid the district receives for referendum levies below $300 per pupil. The same district with $440,000 per pupil in market value would levy 86 percent ($440,000 / $510,000 = .86) of the revenue for a referendum amount between $300 and $760 per pupil, and 100 percent of the revenue for a referendum amount between $760 and $1,547 per pupil.

School boards may convert up to $300 per pupil of existing referendum authority to "board approved" authority. The board may retain this authority for up to five years, at which time the board must vote to reauthorize the referendum revenue authority. A district that has less than $300 in referendum authority may convert that existing authority to board approved authority and add new board approved authority up to the $300 limit. Districts with no existing referendum revenue authority may authorize the full $300 per pupil in board approved authority.

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

The maximum amount per pupil that districts can generate in referendum revenue is capped by statute. For fiscal year 2018, the standard cap is $1,929. The standard cap is adjusted annually based on changes in the Consumer Price Index. Districts eligible for sparsity revenue are *not* subject to the standard referendum cap.

For fiscal year 2018, 331 school districts have referendum authority totaling $772.6 million in revenue, with amounts up to $3,846 per pupil unit. Some districts with referendum revenue receive referendum equalization aid, which totals $152.6 million statewide (and is included in the $772.6 million).

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

13. Local Optional Revenue



The 2013 Legislature added an additional component to the general education program called location equity/local optional revenue. It allows school districts to access up to $424 per adjusted pupil unit in board-approved revenue. Initially in FY15 the revenue authority was available only to metro and regional center districts. In FY 2016 the revenue authority was expanded to all districts and retitled local optional revenue.

Like referendum revenue, local optional revenue is an equalized levy formula certified on referendum market value. It is equalized at the same rate as the second tier of referendum revenue, or $510,000 of referendum market value per pupil. For fiscal year 2018, an estimated 314 districts chose to access local optional revenue. Total local optional revenue is projected to be $368.5 million - $309.2 million coming from local levy and $59.3 million coming from state aid.

Equalizing Factor - The dollar amount used to calculate the state and local shares in formulas that are equalized. Most equalizing factors are fixed, such as that for operating capital revenue, which is set at $20,548 for FY 2018. A fixed equalizing factor is a guarantee by the state that a certain tax rate will generate a certain amount of revenue for a school district, regardless of the district's property value. In the case of operating capital revenue, the state guarantees that a 1 percent tax rate will generate $205 (0.01 x $20,548) in revenue for the district, whether it is raised via the local property tax, or provided by the state. The percent of revenue in a given formula which will be raised through local levies is equal to the district's property value (in ANTC or market value for referendum) divided by the equalizing factor. In the case of operating capital revenue, for example, a district with $7,870 in ANTC per pupil unit will raise 38 percent of its revenue locally ($7,870 / $20,548 = 0.38), with the balance being provided as state aid.

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

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

A Preschool Pupil with Disabilities is counted as 1.0 pupil unit for the ratio of hours of service to 825, with a minimum of .28 ADM and a maximum of 1.0 pupil unit.

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



General Education Program Revenue

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

The basic general education formula for FY 2018 is $6,188 per pupil unit and the student achievement levy is 0.14 percent times the adjusted net tax capacity (ANTC) of the district. Basic general education revenue plus several additional components (extended time, gifted and talented, declining enrollment, small schools, basic skills, secondary sparsity, elementary sparsity, transportation sparsity, operating capital, equity, pension adjustment, transition, referendum and local optional) make up total general education revenue.



Example - General Education Program Revenue
Gopherville School District
($ per pupil unit)

Number of Pupil Units *	=	900
Basic Revenue	=	$6,188
Extended Time Revenue	=	$30
Gifted & Talented Revenue	=	$13
Declining Enrollment	=	$85
Small Schools	=	144
Basic Skills Revenue	=	$50
Secondary Sparsity Revenue	=	$10
Elementary Sparsity Revenue	=	$0
Operating Capital Revenue	=	$200
Transportation Sparsity Revenue	=	$62
Equity Revenue	=	$100
Transition Revenue	=	$16
Referendum Revenue (board approved)	=	$300
Referendum Revenue (voter-approved)	=	$100
Local Optional Revenue	=	$424

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

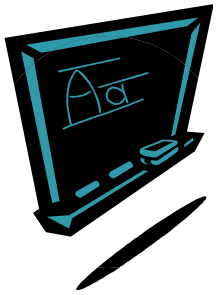
= ($6,188 + $30 + $13 + $85 + $144 + $50 + $10 + $0 + $200 + $62 + $100 + $16 +$300 + $100 + $424) x 900

= $7,722 x 900

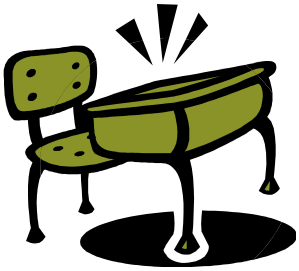
= $6,949,800

**As noted earlier, all references to "pupil units" are references to adjusted pupil units.*

Basic Aid



Basic aid is calculated as the basic formula allowance ($6,188 for fiscal year 2018) times the district's adjusted pupil units (APU). Basic aid is also referred to as basic formula aid, or formula revenue. [126C.10, subd. 2]



Example – Basic General Education Aid

Gopherville School District

FY 2018 Adjusted Pupil Units (APU)	1,000
General Education Formula Allowance	$6,188

Formula Calculation

Basic Revenue	=	Adjusted Pupil Units	x	General Education Formula Allowance
	=	1,000	x	$6,188
	=	$6,188,000		

Extended Time Revenue



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

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

Examples – Extended Time Revenue

Gopherville School District

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

Extended Time Revenue

= APU for ADM between 1.0 and 1.2 x Extended Time Formula Allowance

= 10 x $5,117

= $51,170

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

Gopherville Charter School

Adjusted Pupil Units	=	200
Statewide Average Extended Time Revenue per APU	=	$71

Extended Time Revenue

= APU x 25% of Statewide Average Extended Time Revenue per APU

= 200 x (0.25 x $71)

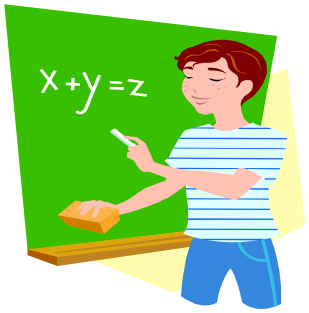
= 200 x $17.75

= $3,550

Gifted and Talented Revenue



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



Example – Gifted and Talented Revenue

Gopherville School District

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

Gifted and Talented Revenue

= APU x Gifted & Talented Formula Allowance

= 1,000 x $13

= $13,000

Declining Enrollment Revenue



Districts that experience declining enrollment from year to year are eligible for declining enrollment revenue. Previously, declining enrollment revenue was captured as part of "marginal cost pupil unit" calculations in many funding formulas. Declining enrollment revenue acknowledges that lost per pupil funding due to fewer students does not always align neatly with the district's ability to scale back its personnel and other operating costs. The declining enrollment formula is 28 percent of the current year formula allowance ($1,733 for the fiscal year 2018) times the difference between the current year and previous year weighted pupil count. [126C.10, 2d]

Example – Declining Enrollment Revenue

Gopherville School District

Adjusted Pupil Units - Current Year (2017-18)	= 950
Adjusted Pupil Units - Previous Year (2016-17)	= 1,000
General Education Formula Allowance	= $6,188

Declining Enrollment Revenue

= (28% of Formula Allowance) x the greater of (a) Zero or
(b) APU Previous Year – APU Current Year

= (0.28 x $6,188) x (1,000 – 950)

= $1,733 x 50

= $86,650

Basic Skills Revenue

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

Compensatory revenue. Districts receive additional funding, called compensatory revenue, for students eligible to receive free and reduced price lunches, based on the count on October 1 of the previous year. Districts, with board approval, may allocate up to 50 percent of the compensatory revenue on a district-wide basis; the other 50 percent must be allocated to the school site in which the pupil who generated the revenue receives instruction. The revenue must be used to meet the educational needs of pupils whose educational progress related to state or local content or performance standards is below the level that is appropriate for pupils at that age level. Each school's site decision-making team, or instruction and curriculum advisory committee if there is no site decision-making team, must make recommendations on how the revenue is to be spent. Districts that receive compensatory revenue must maintain separate accounts for the revenue and report on its expenditure. ***Beginning in fiscal year 2018, a percentage of this revenue must be used for extended time activities: 1.7 percent in FY 2018, 3.5 percent in FY 2019, and 3.5 percent plus the percentage change in the formula allowance from FY 2019 in FY 2020 and later.***



Compensatory revenue for each building in the district is calculated by multiplying compensatory pupil units times the total of the general education formula allowance minus $839 ($5,349 for FY 2018). Compensatory pupil units equal 0.6 x [the sum of the number of students receiving free lunch and 0.5 x students receiving reduced price lunches] x the lesser of (a) 1, or (b) the quotient of the following calculation divided by 80: the number of free lunch pupils plus half the number of reduced price lunch pupils divided by the total number of pupils times 100. ***Beginning in fiscal year 2018, a district's compensatory revenue is the sum of the compensatory revenue calculation and the amounts designated under Laws 2015, 1st Special Session chapter 3, article 2, section 70, subd. 8, if applicable.***

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

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

Example – Compensatory Component of Basic Skills

Gopherville School District, Central School

Number of Pupils (October 1st Enrollment)	=	800
Number of Pupils Receiving Free Lunches	=	100
Number of Pupils Receiving Reduced Price Lunches	=	200
General Education Formula Allowance	=	$6,188

Compensation Pupil Units = [(100 + (200/2)) x 0.6] x the lesser of (a) 1 or (b) $\frac{(100 + (200/2))}{100 \times \frac{800}{80}}$

= 120 x the lesser of (a) 1 or (b) $\frac{25.0}{80}$

= 12 x the lesser of (a) 1 or (b) 0.313

= 120 x 0.313 = 37.6

Maximum Compensatory Revenue = Compensatory Pupil Units x General Ed Formula Allowance - $839

= 37.6 x $6,188 - $839

= 37.6 x $5,349

= $201,122

Gopherville School District, Country School

Number of Pupils (October 1st Enrollment)	=	200
Number of Pupils Receiving Free Lunches	=	10
Number of Pupils Receiving Reduced Price Lunches	=	20
General Education Formula Allowance	=	$6,188

Compensation Pupil Units = (10 + (20/2)) x 0.6 x the lesser of (a) 1 or (b) $\frac{(10 + (20/2))}{100 \times \frac{200}{80}}$

= 12 x the lesser of (a) 1 or (b) $\frac{10.0}{80}$

= 12 x the lesser of (a) 1 or (b) 0.125

= 12 x 0.125 = 1.5

Maximum Compensatory Revenue = Compensatory Pupil Units x General Ed Formula Allowance - $839

= 1.5 x $6,188 - $839

= 1.5 x $5,349

= $8,024

Example – **English Learner** Component of Basic Skills

Gopherville School District

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

EL Revenue = Regular Revenue + EL Concentration Revenue

EL Regular Revenue

= $704 x the greater of (a) 20 or (b) Eligible EL Pupil Units

= $704 x the greater of (a) 20 or (b) 68

= $704 x 68

= $47,872

EL Concentration Revenue

= 2017-18 EL Students x Concentration Formula x Concentration Pupil Units

= 68 x $250 x the lesser of (a) 1 or (b) $\frac{100 \times (68/1000)}{11.5}$

= 68 x $250 x the lesser of (a) 1 or (b) 0.59

= 68 x $250 x 0.59

= $10,030

EL Total Revenue = EL Regular Revenue + EL Concentration Revenue

= $47,872 + $10,030

= $57,902

Example – Total Basic Skills Revenue

Gopherville School District

Compensatory Revenue (Central School Site)	=	$201,122
Compensatory Revenue (Country School Site)	=	$8,024
EL Revenue	=	$57,902

Basic Skills Revenue = Compensatory Revenue (Central + Country) + EL Revenue
= ($201,122+ $8,024) + $57,902
= $267,048

Secondary Sparsity Revenue

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

Example – Secondary Sparsity Revenue
Gopherville School District

Adjusted Pupil Units	=	700
Secondary Average Daily Membership (ADM)	=	300
General Education Formula Allowance for Sparsity	=	$5,658 ($6,188 - $530)
High School Attendance Area	=	356 Square Miles
Distance from High School to Nearest High School	=	22 Miles

Isolation Index (ii) $= \sqrt{.55 x Attendance_Area} +$ Miles to Nearest High School

$= \sqrt{.55 x 356} + 22$

$= \sqrt{196} + 22$

$= 14 + 22$

$= 36$

$$\text{Secondary Sparsity Revenue} = \text{Formula Allowance} \times \text{Sec. ADM} \times \frac{(400-\text{Sec ADM})}{(400+\text{Sec ADM})} \times \text{the lesser of (a) 1.5 or (b) } \frac{\text{ii}-23}{10}$$

$$= \$5{,}658 \times 300 \times \frac{(400-300)}{(400+300)} \times \text{the lesser of (a) 1.5 or (b) } \frac{36-23}{10}$$

$$= \$5{,}658 \times 300 \times \frac{100}{700} \times \text{the lesser of (a) 1.5 or (b) } (13/10)$$

$= \$5{,}658 \times 300 \times 0.14 \times$ the lesser of (a) 1.5 or (b) 1.3

$= \$5{,}658 \times 300 \times 0.14 \times 1.3$

$= \$5{,}658 \times 300 \times 0.182$

$= \$5{,}658 \times 54.6$

$= \$308{,}927$

Secondary Sparsity Revenue per Pupil Unit = $308,927/700 = $441.32

Elementary Sparsity Revenue



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

Example – Elementary Sparsity Revenue

Gopherville School District
ABC Elementary School

Grades K-6 Pupil (ADM)	=	100
General Education Formula Allowance for Sparsity	=	$5,658 ($6,188 - $530)
Distance to Nearest Elementary School	=	23 miles

Elementary Sparsity Revenue

$$= \text{Elementary ADM} \times \text{Formula Allowance} \times \frac{(140 - \text{Elem ADM})}{(140 + \text{Elem ADM})}$$

$$= 100 \times \$5{,}658 \times \frac{(140 - 100)}{(140 + 100)}$$

$$= 100 \times \$5{,}658 \times \frac{40}{240}$$

$$= 100 \times \$5{,}658 \times 0.1667$$

$$= 100 \times \$943$$

$$= \$94{,}300$$

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

Operating Capital Revenue

Operating capital revenue is available for repair and betterment of facilities, acquisition of land, purchase or lease of equipment, and purchase of books. Operating capital revenue is placed in the operating capital account in the general fund. Operating capital revenue is based on the two former components of a capital expenditure funding formula: facilities revenue and equipment revenue. The facilities component of the formula generates revenue of $109 per pupil unit plus a weighting for the average age of the district's buildings. The equipment revenue component is $79 per pupil unit. In addition, a district with a learning year program receives an additional $31 per pupil unit at the site a program is in place. Operating capital revenue is an equalized formula, with an equalizing factor of $20,548 of ANTC per pupil for FY 2018. In FY 2019 the equalizing factor will increase to $24,241 and in FY 2020 it will increase to $22,912. [126C.10, 13]

Example – Operating Capital Revenue
Gopherville School District

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

Operating Capital Revenue per Pupil
= Equipment Component + (Facilities Component x Maintenance Cost Index)

= $79 + ($109 x 1.25)

= $79 + $136
= $215

Revenue = Pupil Units x Operating Capital per Pupil Revenue

= 1,000 x $215
= $215,000

Levy = Revenue x (ANTC per Pupil / Operating Capital Equalizing Factor)

= $215,000 x ($6,000 / $20,548)

= $215,000 x 0.292
= $62,780



Aid = Revenue – Levy

= $215,000 – $62,780

= $152,220

Transportation Sparsity Revenue



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

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

Example – Transportation Sparsity Revenue

Gopherville School District

Adjusted Pupil Units (APU)	=	1,000
Number of Square Miles	=	90
General Education Formula Allowance	=	$6,188
District Sparsity Index	=	0.20
District Density Index	=	0.09

Transportation Sparsity Revenue per Pupil Unit = [(Formula Allowance x 0.141) x (District Sparsity Index raised to the 0.26 power) x (District Density Index raised to the 0.13 power)] - (Formula Allowance x 0.0466)

= [($6,188 x 0.141) x (0.20 ^ 0.26) x (0.09 ^ 0.13)] - ($6,188 x 0.0466)

= [$873 x 0.658063 x 0.731226] - $283

= $420 - $283

= $137

Total Transportation Sparsity Revenue = Revenue per APU x APU

= $137 x 1,000

= $137,000

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

Example – Pupil Transportation Adjustment

Gopherville School District

Transportation Costs (2018)	=	$2,740,000
Transportation Costs (2017)	=	$2,700,000
Basic Revenue (2018)	=	$10,000,000
Transportation Sparsity Revenue (2018)	=	$500,000
Charter School Transportation Adjustment (2018)	=	$0

Pupil Transportation Adjustment = 0.182 x [(the lesser of (a) Previous Year Transportation Costs or (b) 1.05 x Second Previous Year Transportation Costs) – ((Previous Year Basic Revenue x 0.0466) + Previous Year Transportation Sparsity Revenue + Previous Year Charter School Transportation Adjustment)]

= 0.182 x [(the lesser of (a) $2,740,000 or (b) $2,835,000) – (($10,000,000 x 0.0466) + $500,000 + 0)]

= 0.182 x [$2,740,000 – ($466,000 + $500,000 + 0)]

= 0.182 x [$2,740,000 – $966,000]

= 0.182 x [$1,774,000]

= $322,868

Equity Revenue



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

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

Low-referendum equity was created to provide additional aid for districts with referendum amounts per pupil below ten percent of the state average referendum amount (state average referendum revenue per pupil is $875 for FY 2018). Low-referendum equity is equal to difference between a district's referendum per pupil and 10 percent of the state average referendum amount, with the total low-referendum supplemental equity amount not to exceed $100,000 for any one district.

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

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

Equity revenue is equalized at the same rate as the second tier of referendum revenue, using $510,000 of referendum market value (RMV) per pupil as the equalizing factor. [126C.10, subd. 24-30]



Example – Equity Revenue
Gopherville School District

Number of Pupil Units	=	1,000
Basic Revenue	=	$6,188
Local Optional Revenue per Pupil	=	$424
Referendum Revenue per Pupil	=	$300
7-County Metro Area	=	no
Rural 95th Percentile	=	$8,115
Rural 5th Percentile	=	$6,488
Metro 95th Percentile	=	$8,111
Metro 5th Percentile	=	$6,488
State Average Referendum Revenue per Pupil	=	$875
Gopherville Referendum Market Value (RMV) per Pupil	=	$300,000

Regular Equity Revenue

Regional Equity Gap (Rural) = 95th Percentile - 5th Percentile
$8,115 - $6,488 = $1,627

District Equity Gap = 95th Percentile – (Dist. Basic + Referendum + Local Optional)
$8,115 - $6,912 = $1,203

Equity Index = [District Equity Gap / Regional Equity Gap]
$1,203 / $1,627 = 0.739

Regular Equity Rev. = Pupil Units x [$14 + ($80 x Equity Index)]

= 1,000 x [$14 + ($80 x 0.739)]

= 1,000 x [$14 + $59.12]

= 1,000 x $73.12

= $73,120

Supplemental Low-Referendum Equity Revenue

Low-Referendum Equity Revenue = Pupils x [($875 x 10%) – District Ref.]

= 1,000 x [($875 x 0.10) - $300]

= 1,000 x ($87.50 - $300)

District ref. authority less than 10% of statewide average? = No. ($300 > $87.50)

= $0

Subtotal - Equity Revenue (Regular and Low-Referendum)

Subtotal Equity Revenue = Regular Equity Revenue + Low-Referendum Equity Revenue

= $73,120 + $0

= $73,120

16% Equity Revenue Adjustment

16% Adjustment = Equity Revenue (Parts 1 &2) x 0.16

= $73,120 x 0.16

= $11,699



Supplemental Equity Revenue

Supplemental Equity Rev. = Pupils x Supplemental Equity Formula Amount

= 1,000 x $50

= $50,000

Grand Total Equity Revenue

Grand Total Equity Rev = Regular Equity Revenue + Low-Referendum Equity Revenue + 16% Equity Revenue Adjustment + Supplemental Equity Revenue

= $73,120 + $0 + $11,699 + $50,000

= $134,819

Equity Revenue – Aid and Levy Calculation

Equity Levy = Grand Total Equity Rev. – 16% Adjust.* x $\frac{\text{RMV/Pupil Unit}}{\$510{,}000}$

= \$134,819 - \$11,699* x $\frac{\$300{,}000}{\$510{,}000}$

= \$123,120 x 0.588

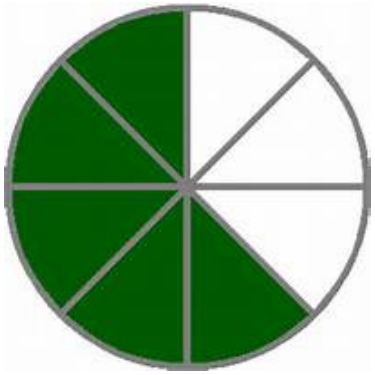
= \$72,395

Equity Aid = Total Equity Revenue - Equity Levy

= \$134,819 - \$72,395

= \$62,424

**For FY 2017 only, the 16 percent adjustment for non-metro districts was 100 percent state aid.*



Small Schools Revenue



Small Schools revenue is allocated to school districts (excluding charter schools) based on their enrollment. Districts with more than 959 adjusted pupil units do not qualify for the revenue. The formula for the revenue is $544 times the district's adjusted pupil units, multiplied by a factor that allocates more revenue per pupil to smaller school districts on a sliding scale. The definition of a "district" for small schools revenue purposes includes a high school that is eligible for sparsity aid in a district with at least two high schools. [126C.10, 2c]

Examples – Small Schools Revenue

Gopherville School District

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

$$\text{Small Schools Revenue} = (\text{Small Schools Allowance} \times \text{APU}) \times \frac{(960-\text{APU})}{960}$$

$$= (\$544 \times 200) \times \frac{(960 - 200)}{960}$$

$$= \$108{,}800 \times 0.79$$

$$= \$85{,}952$$

Gopher City School District

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

$$\text{Small Schools Revenue} = (\text{Small Schools Allowance} \times \text{APU}) \times \frac{(960-\text{APU})}{960}$$

$$= (\$544 \times 750) \times \frac{(960 - 750)}{960}$$

$$= \$408{,}000 \times 0.22$$

$$= \$89{,}760$$

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

Transition Revenue

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

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

Example – Transition Revenue
Gopherville School District

FY 2018 Pupil Units	=	1,000
FY 2015 Old Law Transition Revenue	=	$20,000
FY 2015 Old Law Revenue (includes the sum of what the district would have received for general education revenue, integration revenue, pension adjustments, special education aid and excess cost aid under 2012 Statutes)	=	$6,750,000
FY 2018 New Law Revenue (includes the sum of general education revenue – excluding transition revenue – and achievement and integration revenue and special education aid)	=	$6,740,000
Referendum Market Value Per Pupil Unit	=	$400,000

FY 2018 Transition Allowance = [FY 2015 Old Law Transition Revenue + the greater of (a) $0 or (b) the difference between FY 2015 Old Law Revenue and FY 2018 New Law Revenue] / FY 2018 Adjusted Pupil Units

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

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

=$30,000 / 1,000

=$30



Total Transition Revenue = Transition Allowance x Adjusted Pupil Units

= $30 x $1,000

= $30,000

Transition Levy = Transition Revenue x $\frac{\text{RMV per Pupil}}{\$510{,}000}$

= $30,000 x $\frac{\$400{,}000}{\$510{,}000}$

= $30,000 x 0.784

= $23,520

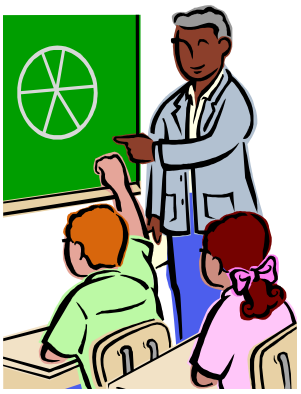
Transition Aid = Transition Revenue – Transition Levy

= $30,000 – $23,520

= $6,480



General Education Revenue - Reserved Revenue and Reductions



Learning and Development Revenue

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

Revenue for Staff Development

An amount equal to two percent of the per pupil basic formula amount ($123.76 for fiscal year 2018) must be spent for staff development. Staff development revenue may be used for teacher evaluation activities. Each year, if a district's licensed teachers and school board agree via a vote, this reserve may be waived. In addition, a district in statutory operating debt is exempt from this reserve requirement. [122A.61]

Referendum Revenue



Referendum revenue allows districts to increase the revenue available in the district's general fund with the approval of the voters in the district, and in limited cases, by board approval. Referendum revenue up to $300 per pupil unit is equalized at $880,000 of market value, referendum revenue between $300 and $760 per pupil unit is equalized at $510,000 of market value and revenue above $760, up to 25 percent of the basic formula allowance ($1,547 for FY 2018), is equalized at $290,000. Districts that qualify for sparsity revenue are eligible for equalization of $290,000 on the entire amount of referendum authority above $760.

Referendum revenue is subject to an annual cap. For fiscal year 2018, the standard cap is estimated to be $1,929 per adjusted pupil unit. The cap is adjusted annually for inflation based on the urban consumer price index. District referendum revenue, except in districts eligible for sparsity revenue, may not exceed this cap. For most non-sparsity eligible districts, $1,929 is the effective cap. [126C.17]

Example – Referendum Revenue
Gopherville School District

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

Adjusted Pupil Units	=	1,000
Referendum Market Value	=	$285,000,000
Referendum Market Value per Pupil	=	$285,000
Referendum Revenue per Pupil Unit	=	$800
First Tier Equalization Factor	=	$880,000
Second Tier Equalization Factor	=	$510,000
Third Tier Equalization Factor	=	$290,000

To calculate a district's total referendum levy, and the amount that will be paid to the district from the state in the form of referendum equalization aid, first calculate referendum revenue in each tier (remembering that if the district's referendum revenue per pupil is less than $300, the $300 in the first tier calculation would be replaced with the actual approved amount, and the second tier calculation would be unnecessary):

First Tier Referendum Revenue	=	$300 x Pupil Units
	=	$300 x 1,000
	=	$300,000
Second Tier Referendum Revenue	=	$460 x Pupil Units
	=	$460 x 1,000
	=	$460,000
Third Tier Referendum Revenue	=	(Referendum per Pupil Unit - $760) x Pupil Units
	=	($800 - $760) x 1,000
	=	$40 x 1,000
	=	$40,000

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

First Tier Levy = First Tier Revenue x $\frac{\text{Referendum Market Value per Pupil}}{\text{First Tier Equalizing Factor}}$

= \$300,000 x $\frac{\$285,000}{\$880,000}$

= \$300,000 x 0.32
= \$96,000

Second Tier Levy = Second Tier Revenue x $\frac{\text{Referendum Market Value per Pupil}}{\text{Second Tier Equalizing Factor}}$

= \$460,000 x $\frac{\$285,000}{\$510,000}$

= \$460,000 x 0.56
= \$257,600

Third Tier Levy = Third Tier Revenue x $\frac{\text{Referendum Market Value per Pupil}}{\text{Second Tier Equalizing Factor}}$

= \$40,000 x $\frac{\$285,000}{\$290,000}$

= \$40,000 x 0.98
= \$39,200

Total Levy = First Tier Levy + Second Tier Levy + Third Tier Levy

= \$96,000 + \$257,600 + \$39,200
= \$392,800

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

Aid = Referendum Revenue - Referendum Levy

= \$800,000 - \$392,800
= \$407,200

This aid amount may be reduced by the amount of referendum tax base replacement aid that the district receives. (See page 66 for a discussion of referendum tax base replacement aid).

Referendum Equalization Examples

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

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

	School District Referendum Market Value		
	Low	Medium	High
Market Value per Pupil Unit	$250,000	$500,000	$750,000
Referendum Amount per Pupil Unit	$900	$900	$900
Referendum Pupil units	750	2,000	10,000
Total Revenue	$675,000	$1,800,000	$9,000,000
First Tier Revenue	$225,000	$600,000	$3,000,000
Second Tier Revenue	$345,000	$920,000	$4,600,000
Third Tier Revenue	$105,000	$280,000	$1,400,000
First Tier Levy	$63,000	$342,000	$2,550,000
Second Tier Levy	$169,050	$901,600	$4,600,000
Third Tier Levy	$90,300	$280,000	$1,400,000
First Tier Aid	$162,000	$258,000	$450,000
Second Tier Aid	$175,950	$18,400	$0
Third Tier Aid	$14,700	$0	$0
Total Levy	$322,350	$1,523,600	$8,550,000
Total Aid	$352,650	$276,400	$450,000
Percent Levy	47.8%	84.6%	95.0%
Percent Aid	52.2%	15.4%	5.0%
Tax Rate	0.172%	0.152%	0.114%

Local Optional Revenue

Districts are eligible for up to $424 per pupil in local optional revenue. This revenue is a mix of local property tax levy and state aid. [126C.10, subd. 2e]

Example – Local Optional Revenue

Gopherville School District

Adjusted Pupil Units (APU)	=	2,500
Local Optional Revenue Authority	=	$424
Referendum Market Value per APU	=	$475,000
Local Optional Revenue Equalizing Factor	=	$510,000
Existing Referendum Revenue Authority	=	$500
Referendum Authority after Local Optional Offset	=	$76

Local Optional Aid and Levy

Local Optional Revenue = APU x Local Optional Revenue Allowance

= 2,500 x $424

= $1,060,000

Local Optional Levy = Local Optional Revenue x $\frac{\text{RMV per Pupil Unit}}{\$510,000}$

= $1,060,000 x $\frac{\$475,000}{\$510,000}$

= $1,060,000 x 0.931

= $986,860

Local Optional Aid = Local Optional Revenue - Local Optional Levy

= $1,060,000 - $986,860

= $73,140



Student Achievement Levy

The student achievement levy is a limited version of the old "general education" levy that was in place prior to 2003. It is intended to raise $10 million statewide in fiscal year 2018 and $0 in fiscal year 2019. This levy is based on adjusted net tax capacity and is set at a rate of 0.14 percent for FY 2018. Districts may choose to levy all or part of this levy. If a district chooses to levy less than the maximum in this category, its share of total general education revenue not subject to an aid/levy split is reduced proportionately. [126C.13, subd. 3b]



Example – Student Achievement Levy

Gopherville School District

Student Achievement Levy Rate	=	0.14%
Total Adjusted Net Tax Capacity (ANTC) - Prior Year	=	$40,000,000

Student Achievement Levy	=	Student Achievement Levy Rate	x	ANTC – Prior Year
	=	0.0014	x	$40,000,000
	=	$56,000		

K-12 Categorical Programs

Special Education

Districts receive funding to recognize a portion of the additional costs of providing required services to students with disabilities. All operating districts receive some special education aid, but the amount can vary greatly between districts. The total aid entitlement for FY 2018 is $1.4 billion.

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

The three average cost categories for serving different primary disabilities are:

1) $10,400 times the December 1 child count for the primary disability areas of: autism spectrum disorder, developmental delay and severely multiply impaired (*Category 1*);
2) $18,000 times the December 1 child count for primary disability areas of deaf and hard-of-hearing and emotional behavioral disorders, (*Category 2*); and
3) $27,000 times the December 1 child count for primary disability areas of developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired and deafblind (*Category 3*).

Initial Aid includes the *least* of:

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

Example – Special Education Initial Aid

Gopherville School District

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

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

(a) 62% x Total "Old Formula" Special Education Expenditures
= 0.62 x $1,900,000
= $1,178,000

(b) 50% x Total Nonfederal Special Education Expenditures (Prior Year)
= 0.50 x $2,300,000
= $1,150,000

(c) 56% x (Census-Based Allocation* + Category 1 + Category 2 + Category 3)

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

= 1,000 ADM served x [($450 + (1,000 x .008) + ($400 x 0.33)]
= 1,000 ADM served x [$450 + 8 + $132]
= 1,000 x $590
= $590,000

Category 1 Students x $10,400
= 35 x $10,400
= $364,000

Category 2 Students x $18,000
=12 x $18,000
=$216,000

Category 3 Students x $27,000
= 5 X $27,000
= $135,000



= $590,000 + $364,000 + $216,000 + $135,000
= $1,305,000
= 0.56 x $1,305,000
= $730,800

The least of: (a) $1,178,000
(b) $1,150,000 or
(c) $730,800

Total Special Education Initial Aid = $730,800

Special Education - Excess Cost Aid

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

Excess cost aid is calculated as the greatest of:

(1) 56 percent of the difference between the district's unreimbursed nonfederal special education costs and 7 percent of the district's general education revenue, OR

(2) 62 percent of the difference between the district's unreimbursed "old formula" special education costs and 2.5 percent of the district's general education revenue, OR

(3) Zero

Example – Excess Cost Aid – Gopherville School District

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

Excess Cost Aid, the greatest of:

(1) 56% x [Unreimbursed Nonfederal Expend. - (7% of General Ed. Revenue)]
0.56 x [$2,300,000 – (0.07 x $7,300,000)]
0.56 x [$2,300,000 - $511,000]
0.56 x $1,789,000
= $1,001,840

(2) 62% x [Unreimbursed Old Formula Expend. - (2.5% of General Ed Revenue)]
0.62 x [$1,900,000 – (0.025 x $7,300,000)]
0.62 x [$1,900,000 - $182,500]
0.62 x $1,717,500
= $1,064,850

(3) = Zero

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



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

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



American Indian Education Aid

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

Example – American Indian Education Aid

Gopherville School District

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

American Indian Education Aid = $20,000 + ($358 x Eligible Students Greater than 20)

= $20,000 + [$358 x (250 – 20)]

= $20,000 + [$358 x 230]

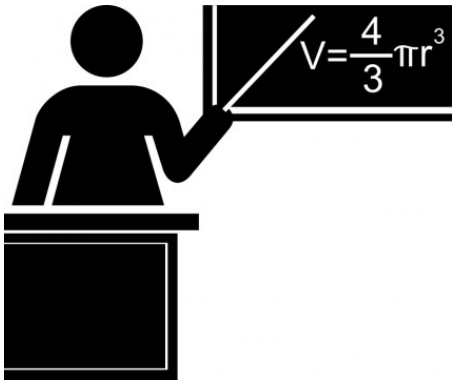
= $20,000 + $82,340

= $102,340

Total American Indian formula aid = $102,340



Alternative Teacher Compensation Revenue (QComp)



Alternative teacher compensation (also commonly called "QComp Revenue") was created to encourage districts to adopt alternative pay structures for teachers. QComp revenue of $260 per prior year unweighted pupils is available to school districts, intermediate school districts and charter schools that develop and implement an alternative teacher pay system by October 1st of that school year. In general, in order to qualify for the revenue, the district must, one full school year prior to the year of implementation, notify the Commissioner of Education of the district's intent to implement an alternative pay system. Individual school sites may also qualify for alternative teacher compensation revenue, even if the school district in which the site is located does not qualify. The state aid cap for QComp was increased from $75.6 million to $88.1 million in FY 2017. Revenue is projected to go to 108 school districts, 79 charter schools and one intermediate district.

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

The $260 per pupil of revenue is a mix of aid and levy, with 65 percent of the per pupil amount, $169, coming in the form of state aid and the balance, $91 per pupil, in the form of equalized levy revenue. The levy revenue is equalized using an equalizing factor of $6,100 of adjusted net tax capacity per pupil. Qualifying districts may choose to receive only the basic aid portion of the revenue (the $169 per pupil) or at the district's discretion, may opt to also access the additional equalized levy (the $91 per pupil). In addition, charter schools (which do *not* have levy authority) receive a prorated aid amount based on the percentage of $260 per pupil that all districts receive. [122A.413-416]

Sample – Alternative Teacher Compensation Revenue

Gopherville School District

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

Alternative Compensation Revenue

= Alternative Compensation Formula x Prior Year October 1st Enrollment

= $260 x 1,000

= $260,000

Alternative Compensation Basic Aid

= $169 x Prior Year October 1st Enrollment

= $169 x 1,000

= $169,000



Alternative Compensation Equalized Levy Revenue

= $91 x Prior Year October 1st Enrollment

= $91 x 1,000

= $91,000

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

Alternative Compensation Equalized Levy Revenue

= Alternative Compensation Levy + Alternative Compensation Equalization Aid

Alternative Compensation Levy

$$= \text{Alternative Compensation Equalized Levy Revenue} \times \frac{\text{ANTC per Pupil Unit}}{\$6{,}100}$$

$$= \$91{,}000 \times \frac{\$4{,}000}{\$6{,}100}$$

= $91,000 x 0.656

= $59,696

Alternative Compensation Equalization Aid

= Alternative Compensation Equalized Levy Revenue – Alternative Compensation Levy

= $91,000 - $59,696

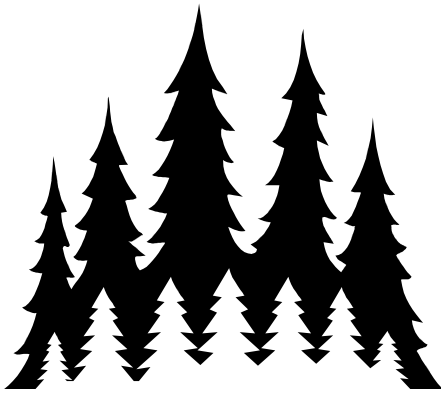
= $31,304

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

= $169,000 + $59,696 + $31,304

= $260,000

Permanent School Fund Revenue



School Districts and charter schools receive revenue from the state's Permanent School Fund, which is established in the state constitution (Article XI, section 8). The constitution makes provisions for the proceeds from school trust fund lands that were placed in trust after being granted from the federal government to the state in 1857, 1860 and 1866 for that purpose. The constitution requires that trust fund lands be managed to generate income for the Permanent School Fund. Initially, much of the land was sold, and the money deposited in the school trust fund. In addition to sale proceeds, income generated by the land (primarily through logging and mining activities) is deposited into the fund. The estimated FY 2017 trust fund balance is $1.3 billion. (State Board of Investment Comprehensive Performance Report, June 2017). The constitution requires that the principal remain in the fund "perpetual and inviolate forever." Any interest generated by the investment of the principal in the fund is allocated based on the number of students in the district.

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

In FY 2018, an estimated $32.8 million is expected to be allocated to school districts, with each district receiving approximately $38.52 per student served in average daily membership.
[MN Constitution, Art. XI, section 8; M.S. 127A.33]

Example – Permanent School Fund Revenue

Gopherville School District

2016-17 Adjusted (Served) ADM	= 1,000
2017-18 Permanent School Fund Formula	= $38.52

Permanent School Fund Revenue:

= Adjusted (Served) ADM x Permanent School Fund Formula

= 1,000 x $38.52

= $38,520

Capital Expenditure Related Programs

Long-Term Facilities Maintenance Revenue



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

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

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

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

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

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

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

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

which lowers the local property tax impact. The equalizing factor is 123 percent of statewide average adjusted net tax capacity (ANTC) per adjust pupil unit.

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

For School Districts
For FY 2017: $193 x Adjusted Pupil Units (APU)
For FY 2018: $292 x APU
For FY 2019: $380 x APU

For Charter Schools
For FY 2017: $34 x APU
For FY 2018: $85 x APU
For FY 2019: $132 x APU



Example – Long-Term Facilities Maintenance Revenue

Gopherville School District

Number of APU	=	1,000
District Average Building Age	=	20 years
Average Building Age Index	=	35 years
Old Law Deferred Maintenance Revenue	=	$34,000
Old Law Alternative Facilities Revenue	=	$0
Old Law Health & Safety Revenue	=	$0
FY18 Approved Health & Safety Projects*	=	$125,000
Adj. Net Tax Capacity (ANTC) Value	=	$5,000,000
Class 2a Agricultural Land Value	=	$2,000,000
LTFM Adjusted ANTC	=	$4,000,000
Adjusted ANTC per Pupil	=	$4,000
State Average ANTC per Pupil	=	$7,373
123% of State Average ANTC	=	$9,069
Member of an Intermediate District?	=	No
Pre-K Program Approved Remodeling Cost	=	$40,000

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

For FY 2018, the LTFM Revenue for a district equals the greater of:

a) ($292 x Adjusted Pupil Units x Building Age Index) + Approved Health & Safety Capital Projects + Approved Voluntary Pre-K Allowed Remodeling Cost

or

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

a) = ($292 x $1,000 x the lesser of i) 1 or ii) 20/35) + $125,000 + $40,000

= ($292 x $1,000 x 0.5714) + $165,000

= ($292,000 x 0.5714) + $165,000

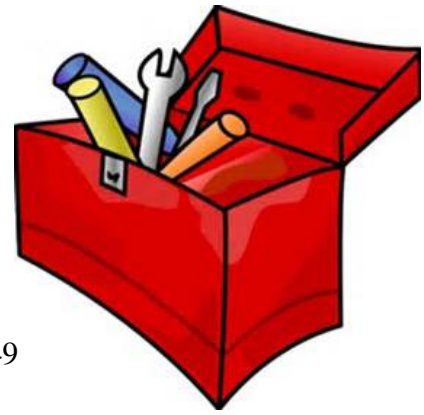
= $166,849 + $165,000

= $331,849

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

= $34,000

The greater of (a) $331,849 or (b) $34,000 = $331,849



Next, calculate the district's LTFM Equalization Revenue:

LTFM Equalization Revenue = the lesser of (a) $292 x APU or (b) LTFM Revenue

(a) = $292,000
(b) = $331,849

The lesser of (a) $292,000 or (b) $331,849 = $292,000

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

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

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

a) = the lesser of i) LTFM Equalization Revenue or ii) Old Law Alternative Facilities Aid

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

a) = the lesser of i) $292,000 or ii) $0 = $0

b) = $292,000 x the greater of i) 0 or ii) 1 - $\frac{\$4,000}{\$9,069}$

= $292,000 x 0.559

= $163,228



The greater of (i) $0 or (ii) $163,228 = $163,228

$292,000 - $163,228 = $128,772

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

LTFM Equalized Aid = LTFM Equalized Revenue – LTFM Equalized Levy

= $292,000 - $128,772

= $163,228

Next, determine total LTFM Unequalized Levy:

LTFM Unequalized Levy = LTFM Revenue – LTFM Equalization Revenue

= $331,849 - $292,000

= $39,849

Next, calculate the total LTFM Levy.

LTFM Total Levy = LTFM Equalized Levy + LTFM Unequalized Levy

= $128,772 + $39,849

= $168,621

In summary:		
	LTFM Total Levy	= $168,621
	LTFM Aid	= $163,228
	LTFM Revenue	= $331,849

Debt Service Revenue

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



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

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

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

Example – Debt Service Revenue

Gopherville School District

Number of Pupil Units	=	1,000	
Adjusted Net Tax Capacity (ANTC)	=	$2,000,000	
ANTC per Pupil Unit	=	$2,000	*
Debt Service Revenue for 2017-18	=	$700,000	
First Tier Equalization Factor	=	$4,430	
Second Tier Equalization Factor	=	$8,000	

** This example doesn't show a "typical" Minnesota school district. $2,000 of ANTC per pupil unit would be a very low-value district, and is used to display the entire debt service equalization aid calculation. For 2017-18, the average ANTC per pupil is roughly $7,373.*

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

First Tier Debt Service Revenue = Debt Revenue - 15.74% of ANTC - Second Tier Debt Revenue
= $700,000 – [0.1574 x $2,000,000] - $175,200
= $700,000 - $314,800 - $175,200
= $210,000

Second Tier Debt Service Revenue = Debt Service Revenue - 26.24% of District ANTC
= $700,000 - [0.2624 x $2,000,000]
= $700,000 - $524,800
= $175,200

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

Unequalized Debt Service Levy = 15.74% x ANTC
= 0.1574 x $2,000,000
= $314,800

First Tier Debt Service Levy = First Tier Debt Service Revenue x
$$\frac{\text{District ANTC/APU}}{\text{the greater of (a) \$4,430 or (b) 55.33\% of ANTC/APU}}$$
= $210,000 x $\frac{\$2,000}{\$4,430}$
= $210,000 x 0.452
= $94,920

Second Tier Debt Service Levy = Second Tier Debt Service Revenue x
$$\frac{\text{District ANTC/APU}}{\text{the greater of (a) \$8,000 or (b) 100\% of ANTC/APU}}$$
= $175,200 x $\frac{\$2,000}{\$8,000}$
= $175,200 x 0.25
= $43,800

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

Total Debt Service Levy =
Unequalized Debt Service Levy + First Tier Debt Service Levy + Second Tier Debt Service Levy

= $314,800 + $94,920 + $43,800
= $453,520

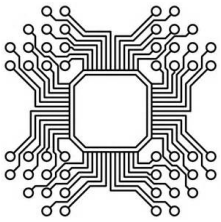
Finally, calculate the amount of aid by subtracting the levy total from the total revenue need for that year:

Debt Service Aid = Debt Service Revenue - Total Debt Service Levy

= $650,000 - $453,520

= $196,480

Telecommunications Access Revenue



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

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

Example – Telecommunications Access Revenue
Gopherville School District

Number of Pupil Units	=	1,000
Eligible Telecommunications Costs	=	$37,000
Federal E-Rate Funding	=	$1,000
Cluster Member?	=	No *
Statewide Initial Revenue (Est.)	=	$8,700,000
Available State Appropriation	=	$3,750,000

Initial Telecommunications Access Revenue

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

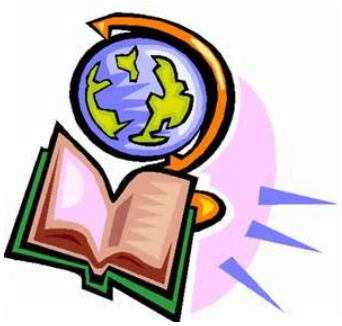
Telecommunications Access Revenue Proration Rate

=	Available State Appropriation / Initial Statewide Revenue
=	$3,750,000 / $8,700,000
=	43.1%

Net Telecommunications Access Revenue	=	Initial Revenue	x	Proration Rate
	=	$20,000	x	0.431
	=	$8,620		

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

Charter School Revenue



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

Charter school revenue sources include:

General Education Revenue – Charter schools receive general education revenue per pupil just as school districts do, with a few exceptions. First, if the charter school does not provide transportation services, the charter school receives $277 less per pupil (an amount equal to 4.66 percent of the basic formula) and will not receive their transportation sparsity revenue. (If transportation services are not provided by the charter school, the district in which the charter school is located must provide transportation to charter school students in the same way it provides transportation to students residing in or attending school in the public school district, and the school district receives the $277 per pupil and the charter's transportation sparsity aid to help pay for that transportation.) Basic skills, transportation sparsity, transition and pension adjustment revenues are calculated for the charter school, but a charter school receives the state average for all other components of general education revenue, except referendum revenue. Charter schools receive only the aid portion of referendum revenue, calculated based on the resident district of each charter school student. Finally, the operating capital component of general education revenue may be used for any purpose by the charter school. Charter schools operating an extended day, extended week or summer program are eligible for extended time revenue equal to 25 percent of the statewide average extended time revenue per adjusted pupil unit.

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

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

Long-Term Facilities Maintenance Revenue – New for FY 2017, charter schools are eligible for Long-Term Facilities Maintenance Revenue equal to $34 per adjusted pupil unit. Charter schools may use this revenue for any purpose related to the school. In FY 2018, the revenue per pupil will increase to $85. In FY 2019 the revenue per pupil will increase to $132.

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

Achievement and Integration Revenue (AIM)



Achievement and Integration Revenue is intended to pursue racial and economic integration, increase student achievement, and reduce academic disparities in Minnesota's public schools. An eligible district's initial achievement and integration revenue equals the sum of (1) $350 times the district's pupil units for that year times the ratio of the district's enrollment of protected students for the previous school year to total enrollment for the previous school year and (2) the greater of zero or 66 percent of the difference between the district's integration revenue for the prior year and the district's integration revenue for the current year. In addition, "incentive" revenue of $10 per pupil unit may be generated, provided the district is implementing a voluntary plan to reduce racial and economic enrollment disparities as part of its achievement and integration plan. Each year, .3 percent of a district's achievement and integration revenue is transferred to the department for oversight and accountability activities.

In order to receive this revenue districts must:

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

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

The revenue is paid approximately 70 percent from state aid and 30 percent from local levy. For FY 2018, 134 districts qualify for $101.7 million in Achievement and Integration Revenue. [124D.862]

Literacy Incentive Aid



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

Nutrition Programs

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



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

Library Programs

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

Multi-county, Multi-type Library System Grants – Multi-county or multi-type libraries are eligible to receive grants for development or operations. Consideration of costs for sparsely populated or large geographic areas must be made when the grants are made. [134.353]



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

Nonpublic Pupil Programs

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



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

Miscellaneous Revenue Programs

Abatement Revenue - A replacement for anticipated property tax receipts because property valuation has been reduced after the levies were certified. The aid applies to equalized levies only; districts may make an adjustment levy the next year for the remaining revenue loss. Districts may also levy for the shortfall in abatement aid. [126C.46]

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



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

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

Family and Early Childhood Categorical Programs

Adult Basic Education

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

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



- 84 percent for contact hour aid, distributed to ABE providers based on the total number of contact hours provided during the prior program year. Money is distributed based on the number of contact hours provided in the prior year multiplied by a variable dollar rate which is based on the total number of contact hours and the available funds. Contact hour aid cannot grow from the previous year by an amount equal to the greater of 11 percent of the prior year or $10,000.

- 8 percent for EL aid, distributed based on the proportion of the state's K-12 EL student enrollment at the ABE program.

- 8 percent for high school diploma aid based on the school district population of adults over age 25 who do not have a high school diploma.

Sample – Adult Basic Education Aid

Gopherville School District

District Population	=	39,000
Contact Hours	=	16,000
Contact Hour Rate *	=	$6.05
Prior Year Contact Hour Aid	=	$72,000

EL Enrollment	=	200
EL Rate *	=	$44.31
Over 25, No Diploma Count	=	1,000
Over 25, No Diploma Rate *	=	$7.99

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

Basic Population Aid = $1.73 x District Population
= $1.73 x 39,000
= $67,470

Contact Hour Aid = Contact Hour Rate x Contact Hours
= $6.05 x 16,000
= $96,800

EL Aid = EL Rate x EL Enrollment
= $44.31 x 200
= $8,862

Over 25, No Diploma = Over 25, No Diploma Rate x Over 25, No Diploma Count
= $7.99 x 1,000
= $7,990

ABE Aid Total = Basic Population Aid + Contact Hour Aid
+ EL Aid + Over 25, No Diploma Aid

= $67,470 + $96,800 + $8,862 + $7,990

= $181,122



Adults with Disabilities



As a part of the Community Education program, districts may offer programs for adults with disabilities. The adults with disabilities program supports activities such as increasing public awareness of the roles of people with disabilities, classes for adults with disabilities, outreach and marketing strategies to identify and encourage adults needing service, and services that meet consumer needs and enhance the role and contribution of people with disabilities in communities. Districts receive revenue equal to actual program expenditures up to $60,000, with that revenue split one-half aid and one-half levy. Districts may receive additional revenue from public or private sources that will not change the aid amount paid by the state. [124D.19, subd. 7 & 8, 124D.56]

Example – Adults with Disabilities Revenue

Gopherville School District

Adults with Disabilities Program Cost = $60,000

Revenue	=	Program Cost, up to $60,000
	=	$60,000
Levy	=	Revenue x 0.5
	=	$60,000 x 0.5
	=	$30,000
Aid	=	Revenue x 0.5
	=	$60,000 x 0.5
	=	$30,000

Early Learning Scholarships



The Early Learning Scholarships Program provides scholarships to high need, at-risk children between the ages of three and five, to expand access to high quality pre-school programs. The Department of Education's Office of Early Learning estimates that approximately 11,000 students will be awarded scholarships in fiscal year 2018. In order to qualify for a scholarship, a child's family must have income equal to or less than 185 percent of the federal poverty level or be able to demonstrate participation in other state or federal need based programs like nutrition assistance, child care assistance and/or Head Start.

For school year 2017-18, a total of $70.2 million will be awarded in scholarships. Each eligible child may be awarded a scholarship worth up to $7,500 per year. A student awarded a scholarship must continue to receive a scholarship until she/he enters kindergarten. Siblings of a student awarded a scholarship are eligible for scholarships as well, provided the siblings attend the same program.

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

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

Voluntary Pre-Kindergarten Program

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



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

There are a number of program requirements outlined in statute including: alignment with state early learning and K-3 academic standards, formative and summative assessment of students growth from beginning to the end of the year, coordination with other early learning programs and community based services, parent involvement in program and transition planning, staff-to-student ratios of

1:10, with a maximum of 20 students per classroom; salaries for pre-k instructors that are comparable to K-12 instructors; and alignment with outcomes of the district's World's Best Workforce plan.

The entitlement cap for voluntary pre-kindergarten revenue is $27.1 million. Funding will follow the per pupil unit funding model used for grades K-12, but the weighting for pre-k students is limited to a maximum of 0.60 pupil units. Highest priority for funding will go to high poverty schools.

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



The commissioner must divide eligible applications for new or expanded programs into 4 groups, as follows:

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

Within each of these 4 categories, the schools must be ordered by rank using a sliding scale based on the following criteria:

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

and

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

The application deadline is January 30 of the fiscal year prior to the fiscal year of anticipated program implementation. The program serves approximately 3,000 students. For the list of the programs selected, visit: www.education.state.mn.us/MDE/fam/vpk/.

Once a school site is approved for voluntary pre-k aid, it remains eligible if it continues to meet program requirements, regardless of changes in free and reduced-priced lunch concentration.

Community Education



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

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

First, the calculation for a district WITHOUT an After School Youth Enrichment Program:

Example – Community Education Revenue

Gopherville School District

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

Community Education Rate
= Community Education Rate + Youth Service Rate (if applicable)
= $5.42 + $1.00 = $6.42

Community Education Revenue
= Community Education Rate x the greater of (a) 1,335 or (b) District Population
= $6.42 x the greater of (a) 1,335 or (b) 12,000
= $6.42 x 12,000
= $77,040

Community Education Levy = 0.94 percent x ANTC
= 0.0094 x $5,000,000
= $47,000

Community Education Aid = Community Education Revenue – Community Education Levy
= $77,040 - $47,000
= $30,040

Now, the calculation for community education revenue for a district WITH an After School Youth Enrichment Program:

Loon Lake School District

District Population	=	14,000
Adjusted Net Tax Capacity (ANTC)	=	$7,000,000
Youth Service Program?	=	Yes
After School Enrichment Program?	=	Yes

Community Education Rate
= Community Education Rate + Youth Service Rate (if applicable)
= $5.42 + $1.00 = $6.42

Regular Community Education Revenue
= Community Education Rate x the greater of (a) 1,335 or (b) District Population
= $6.42 x the greater of (a) 1,335 or (b) 14,000
= $6.42 x 14,000
= $89,880

Youth After School Enrichment Program Revenue
= $1.85 x the lesser of (a) District Population or (b) 10,000
+ $0.43 x District Population over 10,000
= ($1.85 x 10,000) + (0.43 x 4,000)
= $18,500 + $1,720
= $20,220

Total Community Education Revenue = Regular Revenue + Youth After School Revenue
= $89,880 + $20,220
= $110,100

Community Education Levy = 0.94 percent x ANTC
= .0094 x $7,000,000
= $65,800

Community Education Aid = Community Education Revenue – Community Education Levy
= $110,100 - $65,800
= $44,300

Early Childhood and Family Education

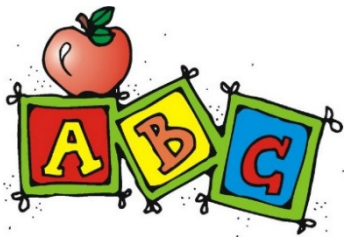
As a part of the Community Education program, districts may offer an Early Childhood and Family Education (ECFE) program providing educational services to expectant parents and the parents and other relatives of children between birth and kindergarten. To the extent that funds are insufficient to serve all eligible children, the program must focus on children from birth to age three. School districts must also establish a reasonable sliding fee for ECFE classes and must waive fees for any participant unable to pay. ECFE program revenue is equal to the formula allowance for the year ($6,188 for FY 2018) times 0.023, times the greater of 150 or the number of people under five years of age in the district on October 1 of the previous school year. For FY 2018, districts must certified a levy at a tax rate of .327606 percent to be eligible for the full ECFE revenue (but the total levy cannot exceed a district's total revenue for the year). The tax rate is based on a statutory requirement that in total, districts must levy $22.1 million statewide for ECFE revenue. In addition, a district may also levy an additional $1.60 per child under age 5 for a home visiting program. [124D.13; 124D.135]

Example – ECFE Revenue

Gopherville School District

Children under Age 5	=	1,000
Formula Allowance for FY 2017	=	$6,188
Adjusted Net Tax Capacity (ANTC)	=	$2,000,000

ECFE Revenue	=	Formula Allowance x 0.023 x Children Under Age 5
	=	$6,188 x 0.023 x 1,000
	=	$142.32 x 1,000
	=	$142,320
ECFE Levy	=	0.327606 percent x ANTC
	=	0.00327606 x $2,000,000
	=	$6,552
ECFE Aid	=	ECFE Revenue – ECFE Levy
	=	$142,320 - $6,552
	=	$135,768
Home Visiting Levy	=	Children Under Age 5 x $1.60
	=	1,000 x $1.60
	=	1,600



School Readiness



The School Readiness program prepares children ages three to five to enter kindergarten. A School Readiness program must assess each child at program entrance and exit, and provide a comprehensive program based on early childhood research and professional practice.

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

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

Example – School Readiness Revenue

Gopherville School District

Four Year Old Children in the District	=	500
Four Year Old Children in the State	=	60,000
District Students - Free or Reduced Lunch Families	=	1,500
State Students - Free or Reduced Lunch Families	=	300,000
State School Readiness Aid, 2017-18	=	$33,683,000

School Readiness Aid

= (District Four Year Olds / State Four Year Olds) x (50% of State School Readiness Aid)

\+ (District Free-Reduced Students / State Free-Reduced Students) x (50% of State School Readiness Aid)

= ((500 / 60,000) x (.5 x $33,683,000)) + ((1,500 / 300,000) x (.5 x $33,683,000))

= (0.008 x $16,841,500) + (0.005 x $16,841,500)

= $134,732 + $84,208

= $218,940

School Readiness Plus

The 2017 Legislature enacted the School Readiness Plus (SRP) program, which provides early education services to four and five-year old children who are not yet in kindergarten. Under current law, this is a two-year progam with appropriations of $21.4 million in FY 2018 and $28.6 million in FY 2019. Interested school sites apply under the same selection criteria used for the voluntary prekindergarten (VPK) program, and for FY 2018 the commissioner selected 95 school sites, serving approximately 3,000 children.

To be eligible, children must be at least four years old on September 1 and may participate on a fee-for service basis. If a child meets one of the following at-risk factors, he or she can attend the program at no cost:

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

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

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

Schools that qualify and are selected may choose between funding for School Readiness Plus or funding for VPK. In FY 2018, approximately 12 school sites that qualified chose SRP and the remaining sites will participate in VPK.

School Age Care / Disabled

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

Example – School Aged Care Revenue

Gopherville School District

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

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

Levy = Revenue x the lesser of (a) 1 or (b) $\frac{\text{District ANTC per Pupil Unit}}{\$2,318}$

= Revenue x the lesser of (a) 1 or (b) $\frac{\$2,300}{\$2,318}$

= Revenue x the lesser of (a) 1 or (b) 0.992

= $100,000 x 0.992

= $99,200

Aid = Revenue – Levy

= $100,000 - $99,200

= $800



Other Categorical Family and Early Childhood Revenues

Commissioner-Selected High School Equivalency Test Fees - Reimbursement of 60 percent of a fee charged for the full battery of the commissioner-selected high school equivalency tests (formerly general education development test). Reimbursement cannot exceed $40 per individual. [124D.55]

Head Start - Head Start is a federal program, with additional state funding, provided to low-income children ages birth to five and their families. The program is designed to meet emotional, social, health, nutritional and psychological needs of the children, and promote the economic self-sufficiency of the parents. There are 32 Head Start grantees, including 21 community action agencies, 3 single purpose agencies, 1 school district and 7 tribal governments. State funds are allocated based on: (1) grantees' share of federal Head Start funds, and; (2) grantees' proportion of eligible children in the grantee service area who are not being currently served. [119A.50; 119A.51; 119A.52; 119A.53]

Health and Development Screening Aid - School districts receive state aid for health and developmental screening services provided to children ages 3 through 6, prior to or within 30 days of enrollment in a public school kindergarten. The reimbursement rates are $75 for each three-year-old screened, $50 for each four-year-old screened and $40 for each five-year-old or six-year-old screened prior to kindergarten enrollment; and $30 for children who have not previously been screened and are screened within 30 days after first enrolling in kindergarten. Screening is required for public school enrollment. A child need not submit to developmental screening provided by a school district if the child's health records indicate they have received comparable developmental screening from a public or private health care organization or individual health care provider, or if the child's parent or guardian submits to the school a signed statement that the child has not been screened because of conscientiously held beliefs of the parent or guardian. [121A.16; 121A.17; 121A.18; 121A.19]

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



Property Taxes

Property Tax Relief Aids

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

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

Market Value Exclusion

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

Agricultural Credits

The **Agricultural Homestead Market Value Credit** reduces the overall property tax burdens for farmers, particularly for low-valued agricultural homesteads. The credit applies to all agricultural homesteads, but does not apply to the house, garage, and surrounding one acre of farmland, since that portion of the property benefits from the homestead market value exclusion. The credit equals 0.3 percent for the first $115,000 of value and 0.1 percent for market value above $115,000. The maximum credit is $490. The 2017 Legislature created a new tax credit called the **School Building Bond Agricultural Credit**, designed to limit the tax burden of school building projects on agricultural property. It applies to all property classified as agricultural, but does not apply to the house, garage, and surrounding one acre of farmland. The credit equals 40 percent of the property tax that is attributed to school district bonded debt levies. The projected state aid entitlement cost of this credit for taxes payable in 2018 is $40 million.

Referendum Tax Base Replacement Aid

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

Property Tax Calculation - Residential Property

Tax Calculation for Homestead Property in a City
(For Property Taxes Payable in 2017 for FY 2018)

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

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

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

* **Calculation of the Homestead Market Value Exclusion**

Maximum Exclusion = $30,400

Phase-Out Portion = ($185,000 – 76,000) x 0.09

= $109,000 x 0.09

= $9,810

Exclusion = $30,400 - $9,810 = $20,590

Property Tax Calculation - Agricultural Homestead Property



Tax Calculation for Agricultural Homestead
(For Property Taxes Payable in 2017 for FY 2018)

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

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

= $100,000 - $28,240
= $71,760

Tax Capacity = Taxable Market Value x Class Rate

Tax Capacity, Home = ($71,760 x 0.01)
= $718

Tax Capacity, Land = (260,000 x 0.005)
= $1,300

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

Tax Capacity Gross Tax = Tax Rate x Tax Capacity
= Tax Rate x $2,018

Market Value Net Tax = Tax Rate x Market Value
= Tax Rate x $100,000 ** (next page)

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

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

Homestead Market Value Exclusion

Maximum Exclusion = $30,400

Phase-out portion = ($100,000 – 76,000) x 0.09

= $24,000 x 0.09

= $2,160

Exclusion = $30,400 - $2,160 = $28,240

Agricultural Homestead Market Value Credit

Maximum Credit = $490

Part I = $115,000 x 0.003
= $345

Part II = ($260,000 - $115,000) x 0.001
= $145,000 x 0.001
= $145
= $345 + $145

Total Credit = $490

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



Effect of Tax Relief Aids on School District Revenue

Gopherville School District

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

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

Levy		Agricultural Homestead Credit		Net School Property Tax
$1,670,000	-	$100,000	=	$1,570,000

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

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

Direct State Aid Payments		Agricultural Homestead MV Credit		Total State Aid Payments
$2,435,000	+	$100,000	=	$2,535,000



Finances

Education Finance Appropriations

Fiscal Years 2018 and 2019
($ in thousands)

	FY 2018	FY 2019	Biennium
General Education	$7,101,315	$7,301,524	$14,402,839
Education Excellence	3625,254	355,091	$720,345
Special Programs	1,398,019	1,479,614	$2,877,633
Facilities & Technology	105,147	135,628	$240,775
Nutrition Programs	27,473	28,607	$56,080
Libraries	18,070	18,070	$36,140
Early Childhood Education	167,284	167,461	$334,745
Community Ed. & Prevention	4,338	4,263	$8,601
Self-Sufficiency & Lifelong Learning	48,845	50,234	$99,079
Education Dept.	27,199	24,874	$52,073
Prof. Ed. Licensing & Standards Board	3,481	3,493	$6,974
Minnesota State Academies	14,026	14,352	$28,378
Perpich Center for Arts Education	8,335	6,973	$15,308
	$9,288,786	$9,590,184	$18,878,970

State appropriations for programs are different than the revenue calculated based on the formula for those programs due to the statutory requirement that the state pay most education aids over a two year period, with a majority percentage of the current year's entitlement paid in the current year, plus the balance of the previous year's entitlement, which is adjusted for changes in formula variables (pupil counts, for example). For FY 2018, state appropriations equal 90 percent of the current year entitlement, and the final 10 percent payment from the prior year, FY 2017. [127A.45]

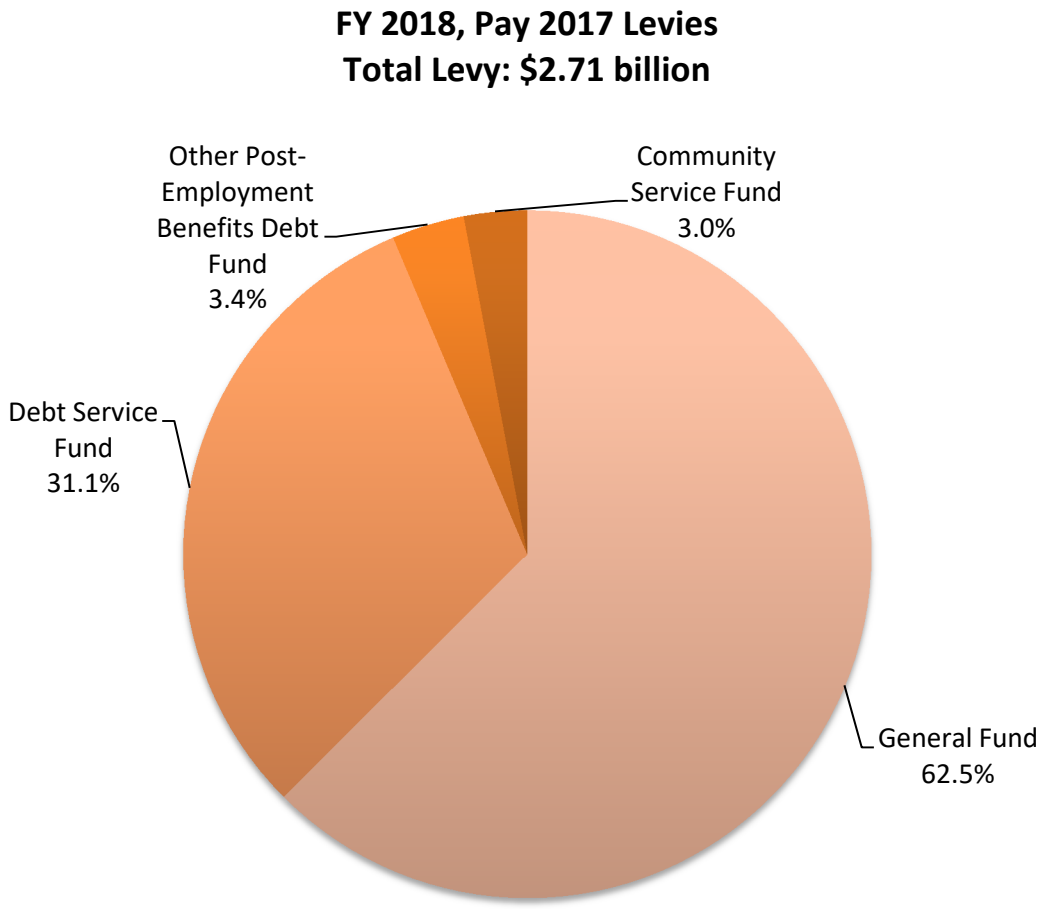
When these aid payment percentages are changed, there are significant changes in the state appropriations above, mostly on a one-time basis. For example, the increase in appropriation from 64.3 percent of current year entitlement to 86.4 percent in 2012-13 increased the state aid appropriation for that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



School District Property Tax Levies

	FY 2018 Payable 2017	FY 2019 Payable 2018
General Fund	$ 1,695,173,000	$ 1,815,651,700
Debt Service Fund	$ 843,524,600	$ 873,603,900
Other Post-Employment Benefits Debt Fund	$ 92,620,500	$ 92,241,200
Community Service Fund	$ 80,437,300	$ 83,298,700
Total Levies	$ 2,711,755,400	$ 2,864,795,500

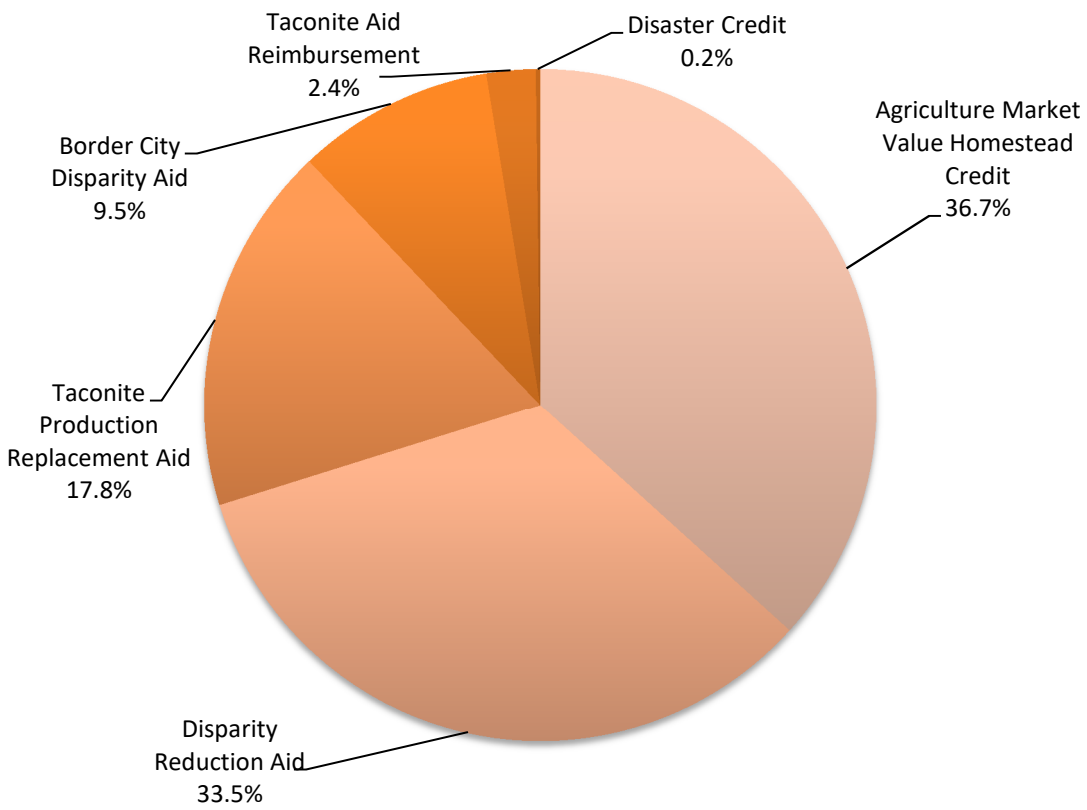
These are the levies certified (before applying the tax relief aids) for a specific year. Levy figures for payable 2017 are the amounts that are certified for 2017 in the fall of 2016 and levy figures for payable 2018 are the amounts certified for 2018 in the fall of 2017. Levies certified in the fall of 2016 are paid by taxpayers in May and October of 2017. Levies certified in the fall of 2017 are paid by taxpayers in May and October of 2018.



Property Tax Relief Aid Payments to School Districts

		FY 2018		FY 2019
Agriculture Market Value Homestead Credit	$	8,709,000	$	8,199,000
School Building Bond Agricultural Credit	$	-	$	33,260,000
Disparity Reduction Aid	$	7,942,000	$	7,942,000
Taconite Production Replacement Aid	$	4,215,000	$	4,112,000
Border City Disparity Aid	$	2,251,000	$	2,383,000
Taconite Aid Reimbursement	$	561,000	$	561,000
Disaster Credit	$	51,000	$	6,000
	$	23,729,000	$	56,463,000

Tax relief aids are appropriated based on a percentage of the current year's entitlement plus the balance of the previous year's entitlement adjusted for changes in formula variables. Under current law for FY 2018, state appropriations equal 90 percent of the current year entitlement, and the final 10 percent from FY 2017. [127A.45]



Education Revenue Sources

This chart shows the revenue available for education from state and local sources. All state education finance appropriations including the Department of Education, Minnesota State Academies, the Minnesota Center for Arts Education, tax relief aid payments to districts, various dedicated revenues, and net education property tax levies are included. (Net levies are certified levies minus tax relief aids.) Federal revenues and fees charged by districts are *not* included. These are total revenue figures, not revenue per pupil unit.

School District Revenue

	FY 2018	FY 2019
Appropriations (1)	9,288,786,000	9,590,184,000
Tax Credits (2)	23,729,000	56,463,000
Net Levy (3)	2,688,026,400	2,808,332,500
Dedicated Funds (4)	52,956,022	53,705,022
Total	12,053,497,422	12,508,684,522
Percent from State Sources	77.7%	77.5%
Percent from Local Sources	22.3%	22.5%

(1) State appropriations for programs are different than the revenue calculated based on the formula for those programs due to the statutory requirement that the state pay most education aids over a two year period, with a majority percentage of the current year's entitlement paid in the current year, plus the balance of the previous year's entitlement, which is adjusted for changes in formula variables (pupil counts, for example). Under current law, for FY 2018, state appropriations equal 90 percent of the current year entitlement, and the final 10 percent payment from FY 2017. The state appropriation includes K-12 education appropriations (including state agencies), early childhood and family education appropriations, special TRA contributions for first class cities and maximum effort debt service.

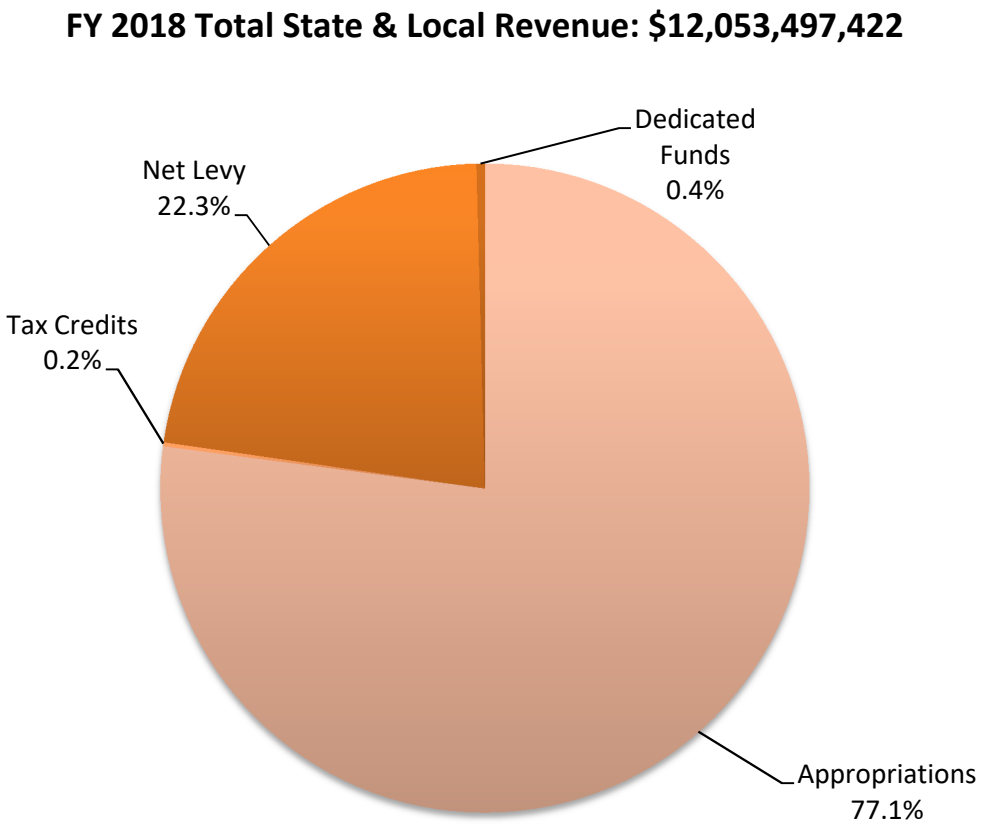
(2) Tax credits include border city disparity credits, disparity reduction aid credits, disaster credits, market value agricultural land education credits, replacement taconite production tax credits and taconite reimbursement aid credits.

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

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



State and Local Revenue Sources



Additional Resources

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

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

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

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