

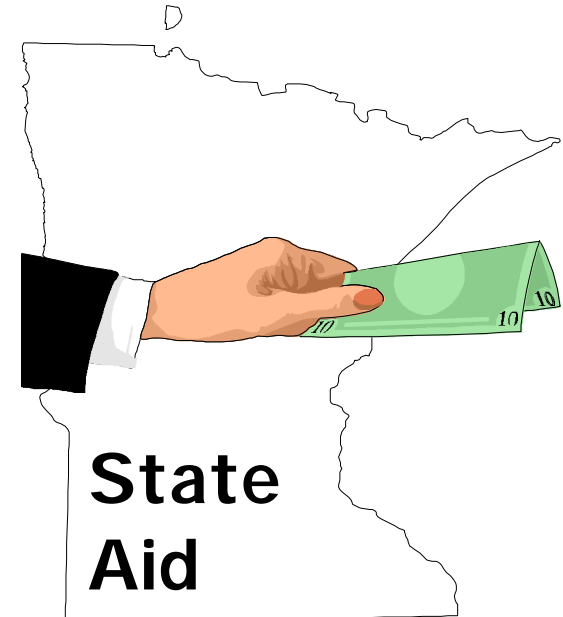
Financing Education in Minnesota 2001-02

A Publication of the
Minnesota House of
Representatives
Fiscal Analysis
Department



September, 2001

Education Revenue



$$\text{Total Dollars} = \text{Local Levy} + \text{State Aid}$$

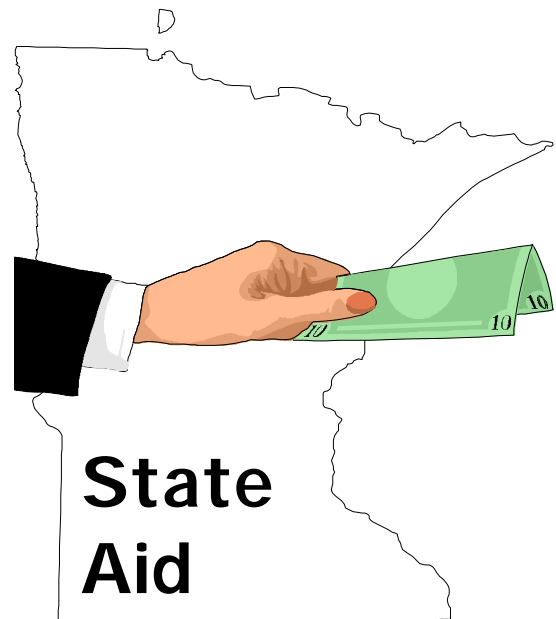
TOTAL DOLLARS
Pupil Units
X
Formula Allowance



LOCAL LEVY
Tax Capacity Rate
X
Tax Capacity



STATE AID
Total Dollars
minus
Local Levy



Financing Education in Minnesota

2001-02

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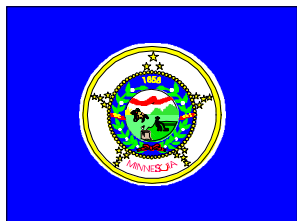
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Introduction



“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 is 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

- 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 as well as equalize differences in property wealth between districts.
- 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., career and technical aid).

2. State Paid Property Tax Credits

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. Beginning in 1998-99, a new education homestead credit became effective, reducing overall school levies.

3. Property Tax Levies

Property tax levies are usually determined as part of a formula that includes state aid. The largest share of the levy is part of the general education formula. In addition, the property tax levy is the major source of revenue for school building programs.

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.

- A. **Basic Revenue and General Education Levy:** The basic general education formula establishes the minimum level of funding for school districts. General education aid is determined by subtracting the amount raised by the general education levy from the formula allowance times pupil units. Both the basic formula allowance and the general education levy are set each year in legislation.

<u>School Year</u>	<u>Formula Allowance</u>	<u>Tax</u>
1993-94	3,050	30.7%
1994-95	3,150	34.9%
1995-96	3,205 (a)	34.2%
1996-97	3,505 (b)	40.8%
1997-98	3,581	37.4%
1998-99	3,530 (c)	36.9%
1999-2000	3,740 (d)	36.58%
2000-01	3,964 (e)	35.78%
2001-02	4,068	32.41%
2002-03	4,601 (f)	0.0%

- (a) The formula for 1995-96 was originally \$55 lower. The amount added to the formula in each of those years is all state aid and is not used to determine the equalizing factor.
- (b) The formula and tax rate for 1996-97 reflect the roll-in of a major portion of transportation funding and training experience funding into the general education formula. The formula increase of \$300 reflects that roll-in. The tax rate reflects the roll-in and also includes the property tax portion of the operating capital funding.
- (c) The formula for 1998-99 reflects the roll-out of training and experience funding from the general education formula. The decrease of \$51 is the net result of the \$130 reduction for the roll-out of training and experience and a \$79 increase in the formula.
- (d) The formula allowance increase in 1999-2000 of \$210 is the net result of the roll-in of \$43 in graduation standards revenue into the formula and a \$167 increase in the formula.
- (e) The formula allowance increase in 2000-01 of \$224 is the net result of the roll-in of \$67 in district cooperation revenue, an increase of \$39 to the formula for staff development and a \$118 increase in the formula.
- (f) The formula allowance increase in 2002-03 of \$533 is the net result of the roll-in of \$14 in assurance of mastery revenue, the conversion of \$415 of referendum revenue onto the basic formula and a \$104 increase in the formula.

The general education formula is an “equalized” formula - the state pays in aid the difference between what is raised by the local levy and the formula allowance, until FY 2002-03, when the general education levy is eliminated. The portion that is state aid can be determined by comparing a district's basic revenue (formula allowance times pupil units) to the product of the general education tax rate times the district's adjusted net tax capacity (ANTC).

The basic revenue allowance for each district for the 2001-02 school year is \$4,068 per marginal pupil unit. Of this amount, the revenue resulting from .115 times K-3 and .06 times 4th-6th grade pupil units must be reserved to reduce kindergarten and elementary classes to one teacher per 17 pupils.

- B. **Basic Skills Revenue:** Basic skills revenue began in the 1998-99 school year, and includes the former Compensatory, Limited English Proficiency (LEP), LEP concentration, and Assurance of Mastery revenues. While these revenues are combined into a single category, the funding available for Basic Skills revenue is based on the prior formulas for the individual components. The components are:

Compensatory revenue. School sites where pupils eligible for free and reduced priced lunches attend receive compensatory revenue based on the number of eligible pupils at the site. Compensatory revenue increases as the percent of free and reduced price pupils at a particular school site increases (however, the percent is capped).

Limited English Proficiency. Districts receive LEP revenue based on the cost of providing services to students with limited proficiency in English. In addition, a per pupil amount is provided to districts with concentrations of LEP students. The per pupil funding increases as the concentration increases (though the concentration percentage is capped).

Assurance of Mastery Revenue. Districts are eligible for state aid of \$22.50 per K-8 pupil unit.

All school districts will receive some portion of approximately \$275 million in basic skills revenue in the 2001-02 school year. (\$221 million in Compensatory revenue, \$40 million in the LEP revenues, and \$14 million in Assurance of Mastery revenue.).

- C. **Operating Sparsity Revenue:** Sparsity revenue provides additional funding for small and isolated schools. This revenue acknowledges the higher cost of necessarily small education programs. There are two parts to the sparsity formula, one for elementary schools and one for secondary schools. A district is eligible for elementary sparsity revenue for elementary schools that average 20 or fewer pupils per grade and are 19 miles or more from the nearest elementary schools. A district is eligible for secondary

sparsity revenue for secondary schools with less than 400 pupils that serve a large geographic area and are a substantial distance from another secondary school. A total of \$13 million of sparsity revenue is allocated to about 74 districts in 2001-02.

- D. **Transportation Sparsity Revenue:** The transportation sparsity allowance provides districts with additional funding based on the number of pupil units per square mile in the school district. Approximately \$50 million in transportation sparsity revenue is divided among all school districts, with revenue amounts per district ranging from \$0 to \$585 per pupil unit.
- E. **Operating Capital Revenue:** The operating capital formula has a component representing the former equipment formula (\$68 per pupil unit), a component representing the former facilities formula (\$100 times the district's maintenance cost index), and a component (\$5 per pupil unit) designated for telecommunications access for 1999-2000 and 2001-02 only (after 2001-02, the revenue continues, but is not specifically designated for telecommunications access). Operating capital revenue ranges from \$173 to \$222 per pupil unit in 2001-02 and totals \$198 million statewide.
- F. **Equity Revenue:** Equity Revenue is intended to reduce the 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 total basic, transition, supplemental and referendum revenue. Any district which is below the 95th percentile of revenue in those four components combined is eligible for equity revenue, except cities of the first class (Duluth, Minneapolis and St. Paul), which are automatically excluded.

A district without an excess levy referendum is eligible for \$10 per pupil. A district with an excess levy referendum is eligible for \$10 per pupil, plus an additional amount based on its percentile ranking. 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 four categories and the regional 95th percentile of revenue in those four categories by the difference between the regional 5th and 95th percentiles. The result is multiplied by \$55. The product of that calculation is added to the basic \$10 to generate the district's equity revenue.

For districts with an excess referendum, the revenue can range from \$10 to \$65, depending on the district's percentile ranking in the revenue in the four components. Statewide, 329 districts qualify for the revenue, sharing a total of \$36 million.

- G. **Training and Experience Revenue:** Training and experience revenue is based on the experience and education of a school district's faculty. Beginning in the 1998-99 school year, only teachers hired prior to or during 1996-97 are counted for the

purposes of computing a school district's training and experience revenue. Training and experience revenue ranges from \$0 to \$110 per pupil unit per district in 2001-02 and totals \$28 million statewide.

- H. **Supplemental Revenue:** Supplemental revenue was originally a grandfather revenue for some school districts. Beginning in the 1993-94 school year, supplemental revenue became a fixed amount, and has since been adjusted three times. First, a district's supplemental revenue was reduced by the increase in the formula allowance between the 1993-94 and 1994-95 school years (\$100) and by 25 percent of increases in training and experience revenue and compensatory revenue between the 1993-94 and 1994-95 school years. Second, supplemental revenue was increased for the 1997-98 school year by the amount of post-secondary replacement aid a district had received in the 1996-97 school year. In 1999-2000, some districts were exempted from the 1994-95 \$100 reduction, and two districts were added at a fixed amount. In 2001-02, two districts had their supplemental amount increased. Supplemental revenue is an aid and levy combination based on a fixed equalizing factor of \$8,404. For 2001-02, 36 districts receive approximately \$10 million in supplemental revenue.
- I. **Transition Revenue:** Transition revenue is intended to minimize the negative impact of formula changes on individual school district revenue. There are three components of transition revenue for the 2001-02 school year: transportation transition, compensatory transition and cooperation transition.

In the 1996-97 school year the basic formula increased by \$170 per pupil unit, representing the "roll-in" of transportation revenue. Transition revenue assures that districts which, in the 1995-96 school year, had received more than 4.85% of the basic formula amount (which represents the \$170 adjusted for the 1996-97 formula amount) in transportation revenue (excluding the amounts reflected in the transportation sparsity revenue and the targeted needs transportation revenue) will continue to receive that amount as transition revenue.

In the 1997-98 school year, AFDC revenue was replaced with compensatory revenue, and the basis for calculating the compensatory revenue formula was changed from pupils receiving AFDC to pupils eligible for free and reduced priced lunches. This change resulted in a reduction in revenue for some districts. Compensatory transition revenue is the difference between what a district would have received in the 1997-98 school year under the AFDC formula and its current year compensatory revenue, but the amount can not be negative.

In the 2001-02 school year, the basic formula increased by \$67 per pupil unit, representing the "roll-in" of district cooperation revenue. Transition revenue assures that districts will receive at least what they would have received per pupil in 2001-02 under the old cooperation formula (which was \$67 per pupil, with a minimum of

\$25,000 per district) for 2001-02 and later. Districts with 373 pupils or less would have been receiving over \$67 per pupil in revenue, so they would qualify for cooperation transition.

Transition revenue is an aid and levy combination based on a fixed equalizing factor of \$8,404. 121 school districts receive transition revenue, amounting to \$8 million for the 2001-02 school year.

- J. **Shared-Time Aid:** If a nonpublic school student attends a public school for part of a day, the public school district receives a prorated share of general education aid for the student.

Referendum Revenue - Referendum revenue allows districts to increase the revenue available in their general fund with the approval of the voters in the district. A referendum to increase the general fund revenue may be held only on the first Tuesday following the first Monday in November (election day) except that elections may be held at a different time if (a) the district is in statutory operating debt and receives commissioner's approval or (b) the election is held by mail. A referendum election may be held in the calendar year before it is levied or one year earlier.

Referendum revenue is capped at an amount equal to 25 percent of the basic general education formula allowance (\$1,017 in the 2001-02 school year). District referendum revenue may not exceed this amount except that if a district's referendum revenue is already above the capped amount, the district can maintain the higher level, but the amount may not be increased. In addition, if a district is eligible for sparsity revenue, it may exceed the referendum limit.

The first \$415 per pupil of a school district's referendum levy is equalized at \$476,000 of market value. For the 2001-02 school year, 308 districts have referendum levies totaling \$309 million. In addition, most of those districts receive referendum equalization aid totaling \$179 million, for a total of \$488 million in referendum revenue.

Referendum revenue was reduced by the general education formula increase between 1993-94 and 1994-95 (\$100). Also, revenue in excess of \$315 per pupil unit was reduced by 25 percent of increases in training and experience revenue and compensatory revenue between 1993-94 and 1995-96. (These reductions applied first to supplemental revenue, amounts remaining after the supplemental reduction applied to referenda.) However, in a district with a low fund balance, no supplemental revenue, low adjusted net capacity and a high referendum amount, the reduction may have been less than the increase in the formula allowance. Beginning in 2002-03, district referendum amounts will be reduced by \$415 per pupil, which is added to the basic formula.

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—with a tax advantage for agricultural property.)

Equalizing Factor - The dollar amount used to calculate the state and local shares in formulas which are equalized. The general education equalizing factor is a variable equalizing factor, calculated by dividing the basic formula amount by the general education tax rate. Other equalizing factors are fixed, such as supplemental, which is set at \$8,404. 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 supplemental, a district with \$4,202 in ANTC per pupil unit will raise 50% of its supplemental revenue locally ($\$4,202 / \$8,404 = .5$).

Pupil Weighting - A weighted count of pupils used to determine revenue in many formulas:

One Kindergarten Pupil	=	.557 pupil units
One Elementary Pupil (grade 1-3)	=	1.115 pupil units
One Elementary Pupil (grade 4-6)	=	1.06 pupil units
One Secondary Pupil (grade 7-12)	=	1.3 pupil units

A Preschool Pupil with Disabilities is counted as 1.25 pupil units for the ratio of hours of service to 825 with a minimum of .28 ADM and a maximum of 1.25 pupil unit.

Weighted Average Daily Membership (WADM) is the total of the above weighted pupil unit categories for a school district, with the additional calculation of adjusted marginal cost pupil units, as well as a consideration of the pupils actually served in the school district, rather than resident pupils.

An Adjusted Marginal Cost Pupil Unit (AMCPU) is the greater of the total of weighted average daily membership for the current school year multiplied times .77 plus the total of the weighted average daily membership for the prior school year multiplied times .23, or the actual current weighted average daily membership count.

Pupil units in Average Daily Membership (ADM) is the total headcount of students in a school district.

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

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

- A. Special Education Revenue
- B. School Lunch Aid
- C. Debt Service Equalization Aid

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

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 \$76,000 has a class rate of 1 percent, the amount over \$76,000 has a class rate of 1.65 percent.

Adjusted Net Tax Capacity (ANTC) - The property value used for assessing 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 System) - A statewide accounting procedure that must be used by school districts to record financial transactions and report financial information to the State Department of Children, Families and Learning.

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
- 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 - to pay principal and interest on building project bonds
- iii. Trust and Agency Fund

Districts Off The Formula (Levy Equity) - In very high property value per pupil unit school districts, the amount raised by $32.41\% \times \text{ANTC}$ is greater than total revenue (calculated as pupil units times these components of general education revenue: basic, basic skills, transportation and operating sparsity, operating capital, referendum offset and equity). These districts are referred to as being “off the formula.” These districts receive no general education aid, and the amount raised by the general education levy that exceeds the sum of these components of general education revenue replaces other categorical aids and credits. This provision is called levy equity. “Off the formula”

districts must levy the required tax capacity rate unless that amount would exceed the general education revenue plus any categorical aids and credits.

Property Tax Timetable - Property taxes can be linked to various years. Read across the following columns to find the corresponding terms referring to property taxes and the percent of a calendar year's property taxes that are recognized as revenue in a particular school year (fiscal year):

ANTC - Property Value for Year of:	School Board Certifies Levy in Fall of	Property Taxes Payable in Calendar Year	School District Revenue for School Year
1992	1993	1994 --- 36.9% --- 62.6%	1993-94 1994-95
1993	1994	1995 --- 36.9% --- 62.6%	1994-95 1995-96
1994	1995	1996 --- 18.1% --- 81.9%	1995-96 1996-97
1995	1996	1997 --- 7.0% --- 93.0%	1996-97 1997-98
1996	1997	1998 --- 7.0% --- 93.0%	1997-98 1998-99
1997	1998	1999 --- 100.0%	1999-2000
1998	1999	2000 --- 100.0%	2000-01
1999	2000	2001 --- 100.0%	2001-02
2000	2001	2002 --- 100.0%	2002-03

Beginning with property taxes payable in 1983, property taxes paid to school districts in a calendar year were recognized as revenue in two difference school years. During the 1982-83 school year, this change in revenue recognition resulted in school districts receiving approximately 132% of their anticipated property tax revenue. State aids were reduced by the additional 32% of property taxes so that the total school district revenue (state aid and property tax) received during the 1982-83 school year did not change. This recognition of approximately 132% of a year's anticipated property tax receipts occurred only during the 1982-83 school year and allowed the state to reduce education funding on a one-time basis. In 1983-84, a district received approximately 68% of its property tax revenue from the levy certified during the previous school year and approximately 32% of its property tax revenue from the levy certified in the current school year. In 1984-85, the amount of the levy certified in the current year that is also recognized as revenue in the same school year was reduced from 32% to 24%. In 1987-88, the amount was increased to 27%, in 1989-90 to 31%, in 1991-92 to 37%, and in 1992-93 to 50%. The amount was reduced to 36.9% for 1993-94. The amount was reduced to 18.1% for 1995-96 and further reduced to 7% for 1996-97. Beginning with

taxes payable in 1999, the shift amount is 0%, and most property taxes paid in a given year are recognized as revenue for that school year.

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 a combination of levy and aid (unless the levy in a district raises the total revenue allowance).

The basic general education formula for 2001-02 is \$4,068 per pupil unit and the basic general education levy is 32.41% times the adjusted net tax capacity (ANTC) of the district. Several additional components (basic skills, secondary sparsity, elementary sparsity, operating capital, transportation sparsity, transition, supplemental, equity revenue, training and experience and referendum) make up total general education revenue. In addition to the levy for the basic general education formula, to receive transition and supplemental aid, a district must levy an amount equal to its transition revenue and its supplemental revenue times the district's ANTC divided by \$8,404. The first \$415 of referendum revenue is equalized, amounts in excess of \$415 are all local levy.

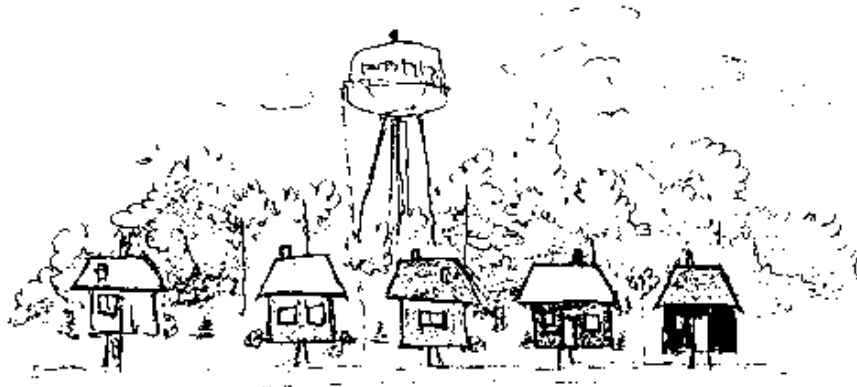
Example – General Education Program Revenue
Gopherville School District
(\$ per pupil unit)

Number of Pupil Units *	=	1,000
Basic Revenue	=	\$4,068
Basic Skills Revenue	=	\$50
Secondary Sparsity Revenue	=	\$10
Elementary Sparsity Revenue	=	\$0
Operating Capital Revenue	=	\$194
Transportation Sparsity Revenue	=	\$78
Transition Revenue	=	\$20
Supplemental Revenue	=	\$0
Equity Revenue	=	\$27
Training & Experience Revenue	=	\$63
Referendum Revenue	=	\$415

General Education Revenue = (Basic Revenue + Basic Skills Revenue + Secondary Sparsity Revenue + Elementary Sparsity Revenue + Operating Capital Revenue + Transportation Sparsity Revenue + Transition Revenue + Supplemental Revenue + Equity Revenue + Referendum Offset Adjustment + Training & Experience Revenue + Referendum Revenue) x Pupil Units

$$\begin{aligned}
&= (\$4,068 + \$50 + \$10 + \$0 + \$194 + \$78 + \$20 + \$27 + \$63 + \$415) \times 1,000 \\
&= (\$4,925) \times 1,000 \\
&= \$4,925,000
\end{aligned}$$

* as noted earlier, all references to “pupil units” are references to adjusted marginal cost pupil units



Basic General Education Revenue

Average Property Wealth District

Gopherville School District

Number of Pupil Units=	1,000
General Education Formula Allowance	= \$4,068 per pupil unit
Adjusted Net Tax Capacity (ANTC)	= \$3,500,000
Local Tax Capacity Rate for 2001-02	= 32.41% (.3241)

Formula Calculation

Total Formula Allowance	-	Local Effort	=	State Aid
(Formula Allowance x Pupil Units)	-	(ANTC x Tax Capacity Rate)	=	State Aid
\$4,068 x 1,000	-	\$3,500,000 x .3241	=	State Aid
\$4,068,000	-	\$1,134,350	=	\$2,933,650
Average Valuation District:	State Aid Per Pupil Unit	=	\$2,933.65	
	Local Revenue Per Pupil Unit	=	\$1,134.35	
	Percent State Aid	=	72.1%	
	Percent Local Revenue	=	27.9%	



Basic General Education Revenue

Low Property Wealth District

Gopherville School District

Number of Pupil Units=	1,000
General Education Formula Allowance	= \$4,068 per pupil unit
Adjusted Net Tax Capacity (ANTC)	= \$1,500,000
Local Tax Capacity Rate for 2001-02	= 32.41% (.3241)

Formula Calculation

Total Formula Allowance	-	Local Effort	=	State Aid
(Formula Allowance x Pupil Units)	-	(ANTC x Tax Capacity Rate)	=	State Aid
\$4,068 x 1,000	-	\$1,500,000 x .3241	=	State Aid
\$4,068,000	-	\$486,150	=	\$3,581,850
Low Valuation District:	State Aid Per Pupil Unit	=	\$3,581.85	
	Local Revenue Per Pupil Unit	=	\$486.15	
	Percent State Aid	=	88.0%	
	Percent Local Revenue	=	12.0%	



Basic General Education Revenue

High Property Wealth District

Gopherville School District

Number of Pupil Units=	1,000
General Education Formula Allowance	= \$4,068 per pupil unit
Adjusted Net Tax Capacity (ANTC)	= \$10,000,000
Local Tax Capacity Rate for 2001-02	= 32.41% (.3241)

Formula Calculation

Total Formula Allowance	-	Local Effort	=	State Aid
(Formula Allowance x Pupil Units)	-	(ANTC x Tax Capacity Rate)	=	State Aid
\$4,068 x 1,000	-	\$10,000,000 x .3241	=	State Aid
\$4,068,000	-	\$3,241,000	=	\$827,000
High Valuation District:	State Aid Per Pupil Unit	=	\$203.29	
	Local Revenue Per Pupil Unit	=	\$3,864.71	
	Percent State Aid	=	5.0%	
	Percent Local Revenue	=	95.0%	



Comparison of State Aid and Local Revenue Contributions

BASIC GENERAL EDUCATION REVENUE

Gopherville School District - 2001-02

Number of Pupil Units = 1,000
 General Education Formula Allowance = \$4,068 per pupil unit

Property Wealth Per Pupil Unit	Low	Average	High
Adjusted Net Tax Capacity	\$1,500,00 0	\$3,500,00 0	\$10,000,00 0
Local Tax Capacity Rate	32.41%	32.41%	32.41%
Local Revenue Contributions	\$486,150	\$1,134,35 0	\$3,241,000
State Aid Contributions	\$3,581,85 0	\$2,933,65 0	\$827,000
Percent State Aid	88.0%	72.1%	20.3%
Percent Local Revenue	12.0%	27.9%	79.7%

Total Basic General Education Revenue	\$4,068,000	\$4,068,000	\$4,068,000
	0	0	

Basic Skills Revenue

Basic skills revenue includes the former Compensatory, Limited English Proficiency (LEP), LEP concentration, and Assurance of Mastery (AOM) revenues. While these revenues are combined into a single category, the total revenue is based on existing formulas for the individual components. [126C.15; 124D.65; 124D.67]

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. Compensatory revenue must be allocated to the school site in which the pupil which generated the revenue receives instruction, and 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.

Compensatory revenue is calculated by multiplying compensation pupil units times the general education formula allowance. Compensation pupil units equal $.6 \times [\text{the sum of the number of students receiving free lunch and } .5 \times \text{students receiving reduced price lunches}] \times \text{the lesser of (a) 1, or (b) the quotient of the following calculation divided by 80: number of free lunch pupils plus half the number of reduced price lunch pupils divided by the total number of pupils times 100.}$

Limited English Proficiency Revenue. School districts with Limited English Proficient (LEP) students receive aid to recognize the additional cost of educating these students. A LEP student is defined as one whose primary language is not English and whose score on an English reading or language arts test is significantly below the average score for students of the same age.

2001-02 LEP revenue is equal to \$584 times the greater of 20 or the LEP pupil units. Districts also receive LEP concentration revenue, which provides additional revenue when a district has a higher concentrations of LEP pupils.

LEP 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 LEP pupils to total average daily membership) by 11.5 and multiplying that number by the number of current year LEP students and the concentration revenue formula amount.

Assurance of Mastery Revenue. Districts are eligible for state aid of \$22.50 per K-8 pupil unit.

Example -- **Compensatory** Component of Basic Skills

Gopherville School District, Central School

Number of pupils (ADM)	=	500
Number of pupils receiving free lunches	=	40
Number of pupils receiving reduced price lunches	=	100
General Education Formula Allowance for Compensatory	=	\$4,068

$$\begin{aligned}\text{Compensation pupil units} &= (40 + (100/2)) \times .6 \times \text{the lesser of (a) 1 or (b):} && \frac{(40+(100/2))}{100 \times \frac{500}{80}} \\ &= 54.0 \times \text{the lesser of (a) 1 or (b) } \frac{18.0}{80} \\ &= 54.0 \times \text{the lesser of 1 or .225} \\ &= 54.0 \times .225 = 12.2\end{aligned}$$

Maximum Compensatory

$$\begin{aligned}\text{Revenue} &= \text{Compensatory pupil units} \times \text{General Ed Formula Allowance} \\ &= 12.2 \times \$4,068 \\ &= \$49,630\end{aligned}$$

Example - **LEP** Component of Basic Skills

Gopherville School District

Number of Pupils	=	1,000
Number of LEP Students	=	68
Concentration Revenue Formula Amount	=	\$190

$$\text{2001-02 LEP Revenue} = \text{LEP Regular Revenue} + \text{LEP Concentration Revenue}$$

LEP Regular Revenue

$$\begin{aligned}&= \$584 \times \text{the greater of a) 20 or b) LEP Pupil Units} \\ &= \$584 \times \text{the greater of a) 20 or b) 68} \\ &= \$584 \times 68 \\ &= \$39,712\end{aligned}$$

LEP Concentration Revenue

$$\begin{aligned} &= 2001-02 \text{ LEP Students} \times \text{Concentration Formula} \times \text{Concentration Pupil Units} \\ &= 68 \times \$190 \times \text{the lesser of (a) 1 or (b):} \quad \frac{68}{\frac{100 \times 1000}{11.5}} \\ &= 68 \times \$190 \times \text{the lesser of 1 or .59} \\ &= 68 \times \$190 \times .59 \\ &= \$7,689 \end{aligned}$$

$$\begin{aligned} \underline{2001-02 \text{ LEP Total Revenue}} &= \text{LEP Regular Revenue} + \text{LEP Concentration Revenue} \\ &= \$39,712 + \$7,689 \\ &= \$47,401 \end{aligned}$$

Example - AOM Component of Basic Skills
Gopherville School District

$$\text{Number of K-8 Pupils} = 750$$

$$\begin{aligned} \underline{2001-02 \text{ AOM Revenue}} &= \text{K-8 pupils} \times \$22.50 \\ &= 750 \times \$22.50 \\ &= \$16,785 \end{aligned}$$

Example - Total Basic Skills Revenue
Gopherville School District

Compensatory Revenue (Central School Site)	\$48,361
Compensatory Revenue (Country School Site)	\$0
LEP Revenue	\$47,401
AOM Revenue	\$16,785

$$\begin{aligned} \text{Basic Skills Revenue} &= \text{Compensatory Revenue} + \text{LEP Revenue} + \text{AOM Revenue} \\ &= \$49,630 + \$47,401 + \$16,785 \\ &= \$113,816 \end{aligned}$$

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 less 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. [126C.10, 7]

Example -- Secondary Sparsity Revenue

Gopherville School District

Pupil Units (WADM)	=	530
Secondary Average Daily Membership (ADM)	=	250
General Education Formula Allowance for Sparsity	=	\$4,068
High School Attendance Area	=	356 square miles
Distance from High School to Nearest High School	=	22 miles

$$\begin{aligned}
 \text{Isolation Index (ii)} &= \sqrt{.55 \times \text{Attendance Area}} + \text{miles to nearest high school} \\
 &= \sqrt{.55 \times 356} + 22 \\
 &= \sqrt{196} + 22 \\
 &= 14 + 22 \\
 &= 36
 \end{aligned}$$

$$\begin{aligned}
 \text{Secondary Sparsity Revenue} &= \frac{(400 - \text{Sec ADM})}{\text{Formula Allowance} \times \text{Sec. ADM} \times (400 + \text{Sec ADM}) \times \text{the lesser of:}} \quad \begin{array}{l} \text{a) } 1.5 \\ \text{b) } \frac{\text{ii} - 23}{10} \end{array} \\
 &= \frac{(400 - 250)}{\$4,068 \times 250 \times (400 + 250) \times \text{the lesser of}} \quad \begin{array}{l} \text{a) } 1.5 \\ \text{b) } \frac{36 - 23}{10} \end{array} \\
 &= \frac{150}{\$4,068 \times 250 \times 650 \times \text{the lesser of}} \quad \begin{array}{l} \text{a) } 1.5 \text{ or } \text{b) } \frac{13}{10} \end{array} \\
 &= \$4,068 \times 250 \times .23 \times \text{the lesser of a) } 1.5 \text{ or b) } 1.3 \\
 &= \$4,068 \times 250 \times .23 \times 1.3 \\
 &= \$4,068 \times 250 \times .299 \\
 &= \$4,068 \times 74.75 \\
 &= \$304,083
 \end{aligned}$$

$$\text{Secondary Sparsity Revenue per pupil unit} = \$304,083 / 530 = \$573.74$$

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. [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	=	\$4,068
Distance to Nearest Elementary School	=	23 miles

Formula Calculation

Elementary Sparsity Revenue

$$\begin{aligned} &= \text{Elementary WADM} \times \text{Formula Allowance} \times \frac{(140 - \text{Elem ADM})}{(140 + \text{Elem ADM})} \\ &= 100 \times \$4,068 \times \frac{(140 - 100)}{(140 + 100)} \\ &= 100 \times \$4,068 \times \frac{40}{240} \\ &= 100 \times \$4,068 \times .1667 \\ &= 100 \times \$678.14 \\ &= \$67,814 \end{aligned}$$

(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, and a new for 2001-02 component designated for telecommunications access as well as one new component related to telecommunications access. The facilities component of the formula generates revenue of \$100 per pupil unit plus a weighting for the average age of the district's buildings. The old formula was \$128 per pupil unit. The equipment revenue component is \$68 per pupil unit. The telecommunications access component is \$5 per pupil unit. In addition, a district with a learning year program receives an additional \$30 per pupil unit at the site a program is in place. [126C.10, 13]

Example - Operating Capital Revenue

Gopherville School District

Number of Pupil Units	=	1,000
Operating Capital (facilities component)	=	\$100 per pupil unit
Average Age of District Buildings	=	25 years
Maintenance Cost Index	=	1.25 (1 + ratio of average age to 100)
Operating capital (equipment component)	=	\$68 per pupil unit
Operating capital (telecommunications access component)	=	\$5 per pupil unit

Regular Operating Capital Revenue

Operating Capital Per Pupil Revenue =
equipment component + (facilities component x maintenance cost index) +
telecommunications access component

$$= \$68 + (\$100 \times 1.25) + \$5$$

$$= \$68 + \$125 + \$5$$

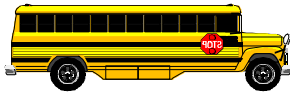
$$= \$198$$

Regular Revenue = pupil units x operating capital per pupil revenue

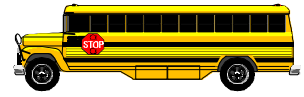
$$= 1,000 \times \$198$$

$$= \$198,000$$

Transportation Sparsity Revenue



Beginning in 1996-97, a major portion of the funding of transporting students is 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 4.85% 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. [124C.10, 18]

For this formula, sparsity index means the greater of .2 or the number of square miles in the district divided by the number of resident weighted average daily membership (WADM). Density index means the number of square miles divided by the number of WADM, however, the density index may not be greater than .2 or less than .005.

Example – Transportation Sparsity Revenue

Gopherville School District

Number of Pupil Units	=	1,000
Number of Square Miles	=	90
Basic General Education Formula	=	\$4,068
District Sparsity Index	=	.20
District Density Index	=	.09

Transportation Sparsity Revenue Per Pupil Unit = [(formula allowance x .1469) x (the logarithm of the district’s sparsity index and .26) x (the logarithm of the district’s density index and .13)] - (formula allowance x .0485)

$$= [(\$4,068 \times .1469) \times (\text{the log of } .2 \text{ and } .26) \times (\text{the log of } .09 \text{ and } .13)] - (\$4,068 \times .0485)$$

$$= [\$598 \times .658063 \times .731226] - \$197$$

$$= \$288 - \$197$$

$$= \$91$$

Total Transportation Sparsity Revenue	=	Revenue Per Pupil Unit x Pupil Units
	=	\$91 x 1,000
	=	\$91,000

Equity Revenue

Equity revenue is intended to reduce the disparity 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. In each region, districts are ranked according to their total basic, transition, supplemental and referendum revenue. Districts below the 95th percentile of revenue in those four components combined are eligible for equity revenue, except cities of the first class (Duluth, Minneapolis and St. Paul) , which are automatically excluded. [126C.10, 24-28]

All districts are eligible for \$10 per pupil, but a district with an excess levy referendum is eligible to receive an additional amount based on its percentile ranking compared to the rest of the region. 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 four categories by the 95th percentile of revenue in those four categories. The result is multiplied by \$55. The product of that calculation is added to the basic \$10 to generate the district's equity revenue.

Example – Equity Revenue

Gopherville School District

Number of pupil units	=	1,000
Basic, Supplemental, Transition and Referendum Revenue	=	\$4,302
7-County Metro area	=	no
Rural 95 th percentile *	=	\$5,187.17
Rural 5 th percentile *	=	\$4,068.00
Metro 95 th percentile *	=	\$5,520.59
Metro 5 th percentile *	=	\$4,385.78
Regional Equity Gap (rural)	= 95 th - 5 th percentiles, or; \$5,187.17 - \$4,068.00	= \$1,119.17
District Equity Gap	= 95 th percentile - District Revenue, or, \$5,187.17 - \$4,302.00	= \$885.17
Equity Index	= [District Equity Gap ÷ Regional Equity Gap], or, \$885.17 ÷ \$1,119.17	= .791
Equity Revenue	= Pupil units x [\$10 + (\$55 x Equity Index)]	
	= 1,000 x [\$10 + (\$55 x .791)]	
	= 1,000 x [\$10 + \$43.50]	
	= 1,000 x \$53.50	
	= \$53,500	

* Preliminary estimates, subject to change

Training and Experience Revenue

Training and experience revenue is allocated to school districts based on the experience and education of its teaching faculty. Beginning in 1998-99, only faculty who were on the district's payroll in the 1996-97 school year are included in the determination of training and experience revenue. As teachers leave a district, training and experience revenue will be phased-out. Teachers hired after 1998-99 are not included in the training and experience calculation.

Training and experience revenue is determined using a method which sorts the number of teachers into a matrix, prepared by the Department of Children, Families and Learning as reported by school districts, based on the number of staff at each training level (BA, BA+15, MA, etc.) and years of teaching experience. The district's training and experience index is the average of the training and experience levels of all staff members hired before 1996-97. The matrix shows the relationship of the statewide average salary at each position on the matrix to the statewide average salary. To calculate training and experience revenue, take the district index minus 0.8 times \$660 times pupil units. [126C.11]

Example – Training and Experience Revenue Gopherville School District

Number of Pupil Units	1,000
District Training and Experience Index	1.120

$$\begin{aligned}\text{Training and Experience Revenue} &= (\text{District Index} - 0.8) \times 660 \times \text{pupil units} \\ &= (1.12 - 0.8) \times \$660 \times 1,000 \\ &= .32 \times \$660 \times 1,000 \\ &= \$211.10 \times 1,000 \\ &= \$211,100\end{aligned}$$

Transition Revenue

Beginning in 1996-97, the basic formula increased in part by \$170 per pupil unit to represent the “roll-in” of transportation revenue. Transition revenue provides that if a district had received more than 4.85 percent of the current formula amount in transportation revenue in 1995-96 (excluding the amounts reflected in the transportation sparsity revenue and the targeted needs transportation revenue) the district is guaranteed that amount as transition revenue. In addition, a compensatory transition component guarantees district will receive as much revenue under the new compensatory formula (based on free and reduced price lunch student counts) as they would have under the old compensatory formula (based on AFDC counts), but also that no district can receive more than \$300 per pupil under the new formula than under the old formula. Finally, beginning in 2000-01, the basic formula increased by \$67 to represent the “roll-in” of district cooperation revenue. Cooperation transition ensures that districts will receive in revenue at least what they would have received in 2000-01 under the old district cooperation revenue formula. Transition revenue is an aid and levy combination with an equalizing factor of \$8,404. [126C.10, 19-21]

Example – Transition Revenue Gopherville School District

Pupil Units	1,000
Adjusted Net Tax Capacity per pupil	\$3,362
1995-96 Transportation Revenue (excluding other components) per pupil	\$200
2001-02 Portion of General Ed Formula Reflecting Transportation per pupil	\$197
1997-98 Compensatory Revenue under the old AFDC formula per pupil	\$150
2001-02 Compensatory Revenue per pupil	\$120
2000-01 District Cooperation Revenue under the old formula per pupil	\$67

Transportation Transition: The greater of \$0 or 1995-96 transportation revenue - \$197

Transportation Transition Revenue = \$3 per pupil [Difference: \$200 - \$197 = \$3]

Compensatory Transition: The greater of \$0 or 1997-98 AFDC revenue under the old formula minus 2001-02 Compensatory Revenue

Compensatory Transition Revenue = \$30 per pupil [Difference: \$150 - \$120 = \$30]

Cooperation Transition: The greater of \$0 or 2000-01 district cooperation revenue under the old formula minus \$67 per pupil

Cooperation Transition Revenue = \$0 [Difference: \$67 - \$67 = \$0]

Transition Revenue Per Pupil Unit =

Transportation Transition [\$3] + Compensatory Transition [\$30] + Cooperation Transition [\$0]
= \$33

Total Transition Revenue	=	Transition Revenue Per Pupil Unit x Pupil Units	
	=	\$33 x 1,000	= \$33,000
Transition Levy Amount	=	Transition Revenue Per Pupil Unit x (ANTC / \$8,404)	
	=	\$33,000 x (\$3,362 / \$8,404)	= \$13,202

Supplemental Revenue

In 2001-02, a district is guaranteed the same amount per pupil of supplemental revenue as it received in 1992-93 with adjustments as described below.

The original basis for the supplemental revenue was the revenue level of the district in various categories in 1987-88. These categories were combined into the general education formula. The effect of the supplemental revenue is to guarantee a minimum increase over the formula factors in place in 1987-88.

The district's supplemental revenue amount from 1992-93 is reduced by \$100 (representing the increase in the formula allowance between 1993-94 and 1995-95) and by 25% of all increases in training and experience revenue and compensatory revenue between 1993-94 and 1995-96. The supplemental revenue reduction is not reduced by the full amount in lower property wealth school districts. For 1997-98 and later, the district's supplemental revenue is increased by an amount equal to the revenue lost by the district due to the elimination of the Post-Secondary Enrollment Options program. In 1999-2000, two school districts were added to supplemental revenue at a fixed amount, and in 2001-02, two school districts had their supplemental revenue increased. Supplemental revenue is a combination of levy and aid with an equalizing factor of \$8,404. [126C.10, 9-12a]

Example – Supplemental Revenue Gopherville School District

Number of Pupil Units	=	1,000
ANTC per pupil unit	=	\$3,362
Supplemental Revenue Per Pupil Unit 2001-02	=	\$20

Supplemental Revenue	=	Supplemental Revenue Per Pupil Unit x Pupil Units
	=	\$20 x 1,000
	=	\$20,000

Supplemental Levy	=	Supplemental Revenue x (ANTC / \$8,404)
	=	\$20,000 x .40
	=	\$8,000

Supplemental Aid	=	Supplemental Revenue - Supplemental Levy
	=	\$20,000 - \$8,000
	=	\$12,000

General Education Revenue - Reserved Revenue and Reductions

Learning and Development Revenue

Of a district's basic general education revenue, an amount equal to .057 times kindergarten pupil units times the basic formula amount plus .115 times first grade through third grade pupil units times the basic formula amount plus .06 times fourth grade through sixth grade pupil units times the basic formula amount must be reserved for class size reduction. The reserved revenue must be used to reduce and maintain the instructor to student ratio in elementary grades to 1 to 17 beginning with kindergarten and first grade. [126C.12]

Revenue for Staff Development

An amount equal to two percent of the per pupil basic formula amount (\$81.36) must be spent for staff development. 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]

Contract Settlement Deadline Penalty - (Suspended for the 2001-02 and 2002-03 school years)

State aid is reduced by \$25 per pupil unit in the first year of a biennium (for example, during the 1999-2000 school year in the 1999-2001 biennium) if a district and the exclusive representative of the teachers in that district have not signed a collective bargaining agreement by January 15 of the year following the expiration the teacher's contract (teacher contracts expire June 30 of each odd numbered year). The penalty does not apply if the unresolved issues have been submitted to binding arbitration by December 31. For districts that reorganized the previous year, the deadline date is March 15 instead of January 15. [123B.05, 4]

Referendum Revenue

Referendum revenue [126C.17] allows districts to increase the revenue available in their general fund with the approval of the voters in the district. An amount of the referendum levy equal to \$415 per resident pupil unit is equalized. (Referendums are calculated based on the resident pupil count, and a portion of the revenue is transferred from the resident to the school district in which the pupil receives services.) The equalizing factor for referendum revenue is \$476,000.

Referendum revenue per resident pupil unit is capped at an amount equal to 25 percent of the basic general education formula allowance (\$1,017 in 2001-02). District referendum revenue may not exceed this amount except that if a district's referendum revenue is already above this amount, it may not be increased, or if a district is eligible for sparsity aid, the cap does not apply to that district.

Referendum Revenue (example)

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

Gopherville School District

Number of Pupil Units	=	1,000	
Referendum Revenue Per resident pupil unit	=		\$300
Referendum Market Value	=		\$275,000,000
Equalizing Factor	=		\$476,000

Revenue Calculation

Referendum Revenue	=	Referendum Revenue Per Pupil Unit x Pupil Units
	=	\$300 x 1,000
	=	\$300,000

Levy Calculation

(This equalization example applies for amounts less than \$415 per pupil unit, amounts above \$415 are all local levy.)

Levy	=	Referendum Revenue x	<u>Referendum Market Value per Pupil Unit</u>
			Equalizing Factor
	=	\$300,000 x	<u>\$275,000</u>
			\$476,000
	=	\$300,000 x .578	
	=	\$173,400	

Aid Calculation

Aid	=	Referendum Revenue - Referendum Levy
	=	\$300,000 - \$173,400
	=	\$126,600

Determination of the General Education Equalizing Factor - 2001-02

General Education Formula Allowance Per Actual Pupil Unit = \$4,068

General Education Tax Capacity Rate = .3241

Equalizing Factor = $\frac{\text{General Education Formula Allowance}}{\text{General Education Tax Capacity Rate}}$

= $\frac{\$4,068}{.3241}$

= \$12,552

The equalizing factor defines the level at which the state equalizes the basic general education formula. For every 1% of tax capacity levied, the state guarantees the district will receive \$125.52 per actual pupil unit ($\$12,552 \times .01 = \125.52). If a school district's ANTC is \$4,000 per actual pupil unit (32% of \$12,552), it would receive 32% of its basic general education revenue from the general education levy and 68% from state general education aid.

Beginning in the 2002-03 school year, the general education levy is eliminated.

Some formulas are equalized with a set equalizing factor, \$8,404 for example. In that case, for every 1% of tax capacity levied, the State guarantees the district will receive \$84.04 per pupil unit ($\$8,404 \times .01 = \84.04).

Special Education

Districts receive funding to recognize a portion of the additional costs of providing required services to students with a disability. [125A.76]

Regular special education revenue provides districts with 68% of the salaries of special education teachers, related services and support services staff providing direct services to students in a base year adjusted for total enrollment change in the school district, a growth factor, and prorated so that combined district revenues do not exceed the state total special education revenue, \$474 million in 2001-02. Special education revenue in 2001-02 is calculated by taking the special education revenue for the base year (the base year for 2001-02 is 1999-2000) and adjusting it for enrollment growth in the district and by the growth in statewide special education revenue between the current and base years.

Base year revenue includes:

- a) 68% of the salaries of teachers, persons providing related services to students and support service staff providing direct services to students;
- b) 47% of supplies, materials and equipment up to \$47 per student;
- c) 52% of the difference between the general education basic allowance and the cost to a resident district for special education services provided by contract with agencies other than school districts;
- d) Funding for summer programs in categories (a), (b), and (c) listed above.

Example – Special Education Revenue Gopherville School District

Number of Pupils in Average Daily Membership in Base Year (1999-00)	=	961
Number of Pupils in Average Daily Membership in Current Year	=	1,000
Base Year Special Education Revenue	=	\$150,000
Statewide Base Year Special Education Revenue	=	\$527,000,000
Statewide Current Year Special Education Revenue	=	\$511,000,000

$$\begin{aligned}\text{Statewide Growth Factor} &= \text{Statewide Current Year} \div \text{Statewide Base Year Revenue} \\ &= \$511,000,000 \div \$527,000,000 \\ &= 0.97\end{aligned}$$

$$\begin{aligned}\text{2001-02 Special Education Revenue} &= \text{1999-00 Revenue} \times \frac{\text{2001-02 ADM}}{\text{1999-00 ADM}} \times \text{Statewide Growth Factor} \\ &= \$150,000 \times \frac{1,000}{961} \times 0.97 \\ &= \$151,405\end{aligned}$$

Additional special education aid categories include:

Excess Cost Aid

If a district's special education cost per pupil unit that is not reimbursed by the special education formula is greater than 4.36% of the district's general revenue (which for the purpose of excess cost aid includes general education revenue plus referendum revenue per pupil unit minus operating capital and transportation sparsity revenue), a district will receive special education excess cost aid equal to the greater of: a) 75% of the amount of the unreimbursed cost minus 4.36% of the district's general revenue, b) 70% of the difference between the increase in unreimbursed costs between the base and current year and 1.6% of general education revenue or c) zero. However, excess cost aid is capped (the 2001-02 cap is \$97.6 million), so that if the total district entitlement for excess cost aid is greater than the cap, the amount each district would receive is prorated. [125A.79, 2]

Example – Excess Cost Aid – Gopherville School District

General Education revenue	=	\$5,000,000
Unreimbursed special education costs	=	\$ 375,000
Base year unreimbursed special education costs	=	\$ 325,000
Qualify for aid? (Unreimbursed costs are greater than 4.36% of general revenue?)	=	Yes

Excess cost aid is the greater of:

A. 75% x (unreimbursed costs	-	.0436 x general revenue)	
.75 x (\$375,000	-	.0436 x \$5,000,000)	
.75 x (\$375,000	-	\$218,000)	= \$117,750
B. 70% x [(current year	-	base year)	- 1.6% of general revenue]
.70 x [(\$375,000	-	\$325,000)	- .016 x \$5,000,000]
.70 x [\$50,000	-		\$80,000]
.70 x -\$30,000	=	-\$21,000	
C. \$0			

Excess cost aid for Gopherville = \$117,750

Home Based Travel Aid

Aid is provided to reimburse 50% of the travel costs of personnel providing home-based travel services to children under age five with a disability. [125A.75, 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 can not be located. [125A.75, 3]

Telecommunications Access Revenue

Districts are eligible to receive reimbursement for their ongoing telecommunications access costs related to data lines and video links. Hardware and equipment costs are not reimbursable, although installation charges for new lines are. Districts may request reimbursement for one data or video link that operates at a minimum speed of 1.544 megabytes per building site in the district. In addition, districts, to be eligible for telecommunication access revenue, the district must apply for federal e-rate revenue. Any discounts received under that program reduce the amount the district submits for reimbursement.

Once the district has determined its eligible costs, the district subtracts any e-rate discounts it receives and revenue received via the operating capital program (where \$5 per pupil is designated for telecommunications access), and receives reimbursement equal to 65 percent of the allowed telecommunications access costs. In addition, charter schools receive the greater of \$3.25 per pupil or the amount that the school district in which the charter school is located receives. Charter schools must expend this revenue on telecommunications access. Nonpublic schools are eligible to receive revenue for telecommunications access from the district which they are in, as well. Nonpublic schools are eligible for \$5 per pupil, plus the amount the district in which they are located receives per pupil.

Telecommunications Access Revenue is sunset after the 2001-02 school year. [125B.25]

Capital Expenditure Related Programs

Health and Safety

Capital expenditure health and safety revenue is available for hazardous substance removal, fire and life safety code repairs and health, safety, environmental and air quality management. Health and safety revenue is equalized with an equalizing factor of \$3,956. [123B.57]

Example - Health and Safety Revenue

Gopherville School District

Number of Actual Pupil Units	=	1,000
Adjusted Net Tax Capacity (ANTC)	=	\$3,000,000
Equalizing Factor for Health & Safety Revenue	=	\$3,956
Approved Health & Safety Revenue	=	\$75,000

Revenue = Amount approved by the commissioner in accordance with district plan
= \$75,000

Levy = Revenue x Lesser of: (a) 1, or (b) District ANTC per P.U.
\$3,956

= Revenue x Lesser of: (a) 1, or (b) \$3,000
\$3,956

= \$75,000 x 75.8%
= \$56,850

Aid = Revenue - Levy
= \$75,000 - \$56,850
= \$18,150

Alternative Facilities

A school district qualifies for the alternative facilities program if it has an average of at least 66 pupils per grade, more than 1.85 million square feet of space, an average age of that space greater than 15 years old and insufficient health and safety and capital facilities revenue to meet its deferred maintenance needs, make accessibility improvements or fire, safety or health repairs, and if it has a ten-year facility plan approved by the Commissioner of Children, Families, and Learning. Qualifying districts may sell bonds and make a levy to repay the bonds, or may annually levy for the costs in the ten-year plan without voter approval. Beginning in 1997-98, the cost of this program, which had been entirely funded with local levy, was offset in part by state aid. [123B.59]

Debt Service Revenue

School districts may issue general obligation bonds to finance capital improvements. The issuance of the bonds 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. Debt service levies are equalized at an equalizing factor of \$4,000 for the amount that the debt service levy in a school district exceeds 12% of adjusted net tax capacity. [123B.53]

Example -- Debt Service Revenue

Gopherville School District

Number of Pupil Units	=	1,000
Adjusted Net Tax Capacity	=	\$3,000,000
Debt service revenue needed in 2001-02	=	\$630,000
Unequalized Debt Service Levy (first 12%)	=	12% x ANTC
	=	.12 x \$3,000,000
	=	\$360,000
Equalized Debt Service Levy =		
Debt Service Revenue Needed - Unequalized Levy	x	<u>District ANTC/P.U.</u>
		Debt Service Equalizing Factor
	=	$(\$630,000 - \$360,000) \times \frac{\$3,000}{\$4,000}$
	=	\$270,000 x .75
	=	\$202,500
Total Debt Service Levy	=	Unequalized Debt Service Levy + Equalized Debt Service Levy
	=	\$360,000 + \$202,500
	=	\$562,500
Debt Service Aid	=	Debt Service Revenue Needed - Total Debt Service Levies
	=	\$630,000 - \$562,500
	=	\$67,500

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, start-up grants, and other revenue school districts receive. [124D.11]

Charter school revenue sources include:

1. General Education Revenue - Charter schools receive general education revenue per pupil just as school districts do, with the exception that a charter school receives \$197 per pupil less if the charter school does not provide transportation services, and charter school general education revenue is all state aid. (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.) Included in general education revenue is the state aid portion of a pupil's district of residence excess levy referendum. The operating capital component of general education revenue may be used for any purpose by the charter school.
2. Special Education Aid - Charter schools receive special education aid just as school districts do, and are allowed to bill back a disabled student's resident school district for any eligible special education costs that are unreimbursed.
3. Charter School Building Lease Aid - Charter schools with building leases qualify for aid equal to the lesser of 90 percent of the approved cost of the lease or the product of the number of pupils times \$1,500.
4. Charter School Startup Grants - Charter schools, for the first two years of their operation, are eligible for aid to pay for start-up costs and some operating costs. Start-up aid is the greater of \$50,000 per charter school or \$500 times the charter school's enrollment for that year.
5. Other aid, grants, 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.

Other Categorical Revenue - 2001-02

1. 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]
2. Advanced Placement and International Baccalaureate Programs - The fee for the first A.P. or I.B. exam for all students taking an exam, a portion of the fee for additional exams depending on income levels and a portion of the training costs for teachers in advanced placement or international baccalaureate courses will be reimbursed. [120B.13]
3. 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]
4. Crime Related Costs - A district may levy up to \$11 per pupil for the costs of peace officers used for school liaison services, drug prevention programs, gang resistance education programs and security costs in the district's schools and on school property. [126C.44]
5. Fast Break for Learning - Provides aid to elementary schools, with priority to schools with greater than one-third of their students eligible for free and reduced priced lunches, to subsidize the cost of providing breakfast to students. [124D.1156]
6. First Grade Preparedness Grants - Certain school sites are eligible for funding to operate full day kindergarten programs or half day programs for four year olds to develop reading and other skills necessary to succeed in school. School sites with the highest concentrations of pupils eligible for free and reduced price lunch are eligible for funding. School sites are ranked, and the funding is allocated and distributed, in four categories: Minneapolis, St. Paul, suburban school districts within the seven-county metropolitan area, and school districts in the balance of greater Minnesota. The funding is the amount equal to .53 times pupils enrolled in the program times the general education formula allowance. [124D.081]
7. Integration Revenue - This replaces the old operating and transportation integration aid, combining it into a single amount, distributed on a per pupil formula. The per pupil amounts are \$207 per pupil unit for Duluth, \$446 per pupil unit for St. Paul and \$536 per pupil unit for Minneapolis, and the lesser of \$93 or a district's actual costs, for any other district that implements a desegregation program or is a member of a multidistrict integration collaborative and would not otherwise qualify. A district which qualifies for \$93 per pupil but has a protected student enrollment of more than 15 percent of its student population qualifies for \$130 per pupil or the district's actual costs, instead of the \$93 per pupil. Integration revenue must follow

students to their district of attendance if the enrollment contributes to desegregation or integration purposes. [124D.86]

8. Magnet School Start-up Grants - During the first two years of a metropolitan magnet school's operation, the school is eligible for aid for start-up costs and additional operating costs of \$500 times the school's pupil units served during the year for which the aid is received. [124D.88]
9. Minority Teacher Incentives - Districts with integration/desegregation plans or a minority enrollment greater than 10% are eligible for grants of one-half but not to exceed \$20,000 of the salary of minority teachers who have not previously taught in Minnesota. [122A.65]
10. 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 lessor 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 lessor 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]
11. Nonpublic Pupil Transportation - Nonpublic pupil transportation revenue is equal to the cost per pupil of providing transportation services in the base year (the second prior year, for 2001-02 the base year is 1998-99) and then adjusted for the change in the general education formula allowance between the current year and the base year. [123B.92]
12. School Breakfast Aid - Schools are eligible to receive 5.1 cents for each fully paid breakfast and each free and reduced price breakfast not eligible for the "severe need" rate. In addition, districts are eligible for an additional 10.5 cents for each free and reduced breakfast not eligible for the "severe need" rate if between 33 and 40 percent of the school lunches are served free or reduced. [124D.115, 124D.117]
13. School Lunch Aid - Schools are eligible to receive up to 6.5 cents of state funding for each lunch served. [124D.111]
14. Secondary Vocational Programs for Children With Disabilities - Vocational programs for students with disabilities are eligible for salary, equipment and materials, travel and contract reimbursements similar to special education. [125A.75, 1]

Property Tax Relief Aids

Property tax aids replace property tax levies with state payments for local taxing jurisdictions. Property tax credits reduce property taxes with state payments for individual taxpayers. In both cases, the effect is that the property tax payer pays less than what the taxes would otherwise be on the property, and the state makes up the difference with state payments to the taxing district. The major tax relief programs are the education homestead credit, the education agriculture credit, local government aid, and homestead and agricultural credit aid. Others include disparity reduction aid, attached machinery aid and taconite aids. School districts are among the taxing districts receiving property tax relief aids.

Education Homestead and Education Agriculture Credits

The Education Homestead Credit is a reduction in the tax on each residential homestead property equal to 83 percent of the general education homestead property tax, with a maximum of \$390, (including the house, garage and one acre for agricultural residences). An Education Agriculture Credit reduces property taxes by 70 percent of the general education levy for homestead farmland worth up to \$600,000, and 63 percent of the general education levy for homestead farmland worth more than \$600,000 and for nonhomestead farmland. [273.1382]

Homestead and Agricultural Credit Aid

Homestead and agricultural credit aid (HACA) replaced the agricultural credit and homestead credit beginning with property taxes paid in 1990 (1990-91 school year revenue). While no longer based on actual property tax levies, HACA continues the goals of the homestead credit and agricultural credit - to provide property tax relief to homestead property and agricultural property. The amount of HACA is based on the amount of the credits for pay 1989 taxes plus adjustments made from time to time in subsequent years. A major adjustment is that HACA for the equalized levies (general education, supplemental, referendum, transportation, and transition) has been transferred directly into those formulas through reduced levies. These equalized levies, in effect, no longer earn any HACA. Beginning with taxes payable in 1996, a district's HACA is reduced each year by the lesser of one fourth of the 1995 amount or an amount equal to one percent of the district's adjusted net tax capacity (ANTC).

Because HACA is based on 1989 taxes, and is no longer dependant on the current year's levy, changes in school district levies from year to year no longer directly result in changes in the aid amounts. When property taxes are calculated by the county, the amount of HACA is subtracted from the levy before the property tax bill is sent to the taxpayer. The amount that school property taxes are reduced is paid directly to the school district by the Department of Children, Families and Learning. [273.1398]

Property Tax Calculation - Residential Property

Tax Calculation For Homestead Property In a City (For Property Taxes Payable in 2001)

(Note: The process illustrated on this page shows the concepts that are used in the determination of levies and tax credits but greatly oversimplifies the actual process used.)

Homestead Market Value	=	\$85,000
Class Rate	=	1% below \$76,000, 1.65% above \$76,000
Tax Capacity	=	Market Value x Class Rate
	=	(76,000 x .01) + ((85,000-76,000) x .0165)
	=	\$760 + \$148.50
	=	\$908.50
Gross Tax	=	Tax Rate x Tax Capacity
	=	Tax Rate x \$908.50

	Tax	x
Calculation of Tax	Rate	\$908.50
County Rate	38.4%	\$348.86
City Rate	39.1%	\$355.22
School Rate	45.5%	\$413.37
Special Rate	5.0%	<u>\$45.43</u>
Gross Tax	128.0	\$1,162.8
Education Homestead Credit *	-	<u>\$259.38</u>
Net Tax		\$903.51

*** Calculation of the Education Homestead Credit**

Total School Levy	\$413.37
General Education Levy **	\$312.50
Other School Levies	\$106.10
Credit (General Ed. Levy x .83)	<u>\$259.38</u>

** The education homestead credit is applied only to the general education levy, and cannot exceed \$390.

Property Tax Calculation - Agricultural Property

Tax Calculation for Agricultural Property and Homestead (For Property Taxes Payable in 2001)

(Note: The process illustrated on this page shows the concepts that are used in the determination of levies and tax credits but greatly oversimplifies the actual process used.)

Market Value	=	\$310,000
Home, Garage & 1 Acre market value	=	\$100,000
Farm Land market value	=	\$210,000
Class Rate = For Home, Garage and 1 acre:	1% below \$76,000, 1.65% above \$76,000	
For Agriculture land:	.35% below \$115,000, 0.8% above \$115,000	

Tax Capacity	=	Market Value x Class Rate
Tax Capacity, Home	=	(76,000 x .01) + ((100,000-76,000) x .0165)
	=	\$760 + \$396 = \$1,156
Tax Capacity, Land	=	(115,000 x .0035) + ((210,000-115,000) x .008)
	=	\$402.50 + \$760 = \$1,162.50

Tax Capacity, Home and Farmland = \$1,156 + \$1,162.50 = \$2,318.50

Tax = Tax Rate x Tax Capacity = Tax Rate x \$2,318.50

	Tax	x
Calculation of Tax	Rate	\$2,318.50
County Rate	38.4%	\$890.30
Township Rate	6.1%	\$141.43
School Rate	45.9%	\$1,063.56
Special Rate	5.0%	\$115.93
Gross Tax	95.4%	\$2,211.22
Education Homestead / Ag Credit *	-	\$585.56
Net Tax		\$1,625.66

* Calculation of the Education Homestead Credit

Total School Levy	\$1,063.56
Homestead Portion	\$509.56
Farmland Portion	\$554.00
Homestead General Education Levy **	\$368.03
Farmland General Education Levy **	\$400.13
Education Homestead & Ag Land Credits **	\$585.56

** The education homestead credit is calculated as 83% of the homestead and 70% of the farmland **general education levies**, and cannot exceed \$390 on the homestead portion.

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 Education Homestead Credit amount, determined for all homesteads in the school district	=	\$425,000
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Homestead and Agricultural Credit Aid (HACA) applied to reduce property tax levies in the school district	=	\$110,000
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The school district levy amount is reduced by the amount of the HACA that has been applied to property in the school district.

Levy	HACA	Education Homestead Credit	=	Net School Property Tax
\$1,670,000 -	\$110,000 -	\$425,000	=	\$1,135,000

This is the amount of school property tax to be levied upon property owners after reductions for HACA and the education homestead credit.

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

Direct State Aid Payments	HACA	Education Homestead Credit	=	Total State Aid Payments
\$2,435,000 +	\$110,000 +	\$425,000	=	\$2,970,000

Education Finance Appropriations

Fiscal Years 2001-02 and 2002-03

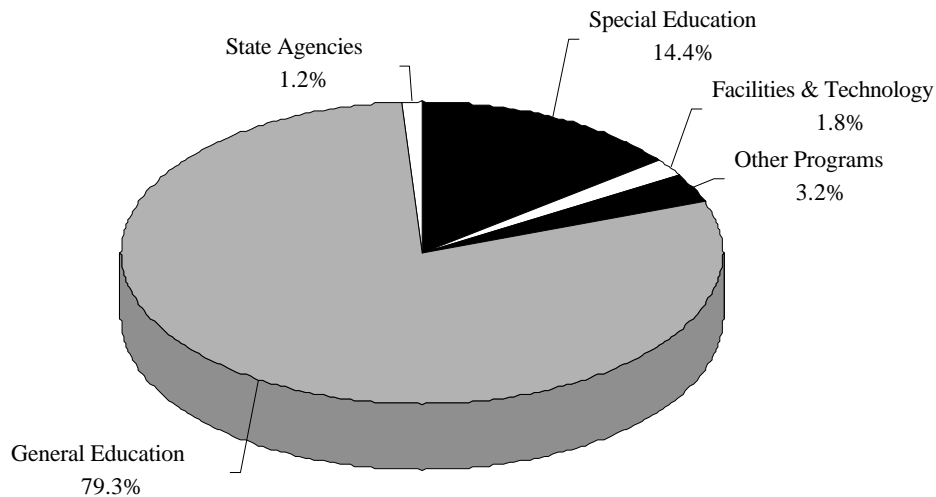
(\$ in thousands)

	FY 2002	FY 2003	Biennium
General Education	\$3,418,225	\$3,557,835	\$6,976,060
Special Education Programs	621,729	648,589	1,270,318
Facilities and Technology Programs	78,482	57,995	136,477
Education Excellence Programs	127,832	122,728	250,560
School Lunch and Breakfast Aid	11,946	12,639	24,585
Department of Children, Families & Learning	31,530	31,748	63,278
Minnesota Center for Arts Education	7,681	7,816	15,497
Minnesota State Academies	10,761	10,966	21,727
Total	\$4,308,186	\$4,450,316	\$8,758,502

These are appropriation figures rather than entitlement figures. Most figures represent 10% of the prior year's entitlement and 90% of the current year's entitlement. These are state general fund appropriations only, based on the June 2001 end of legislative session appropriations.

Education Finance Appropriations

2001-02 School Year - Total Appropriations = \$4,308,186



Property Tax Relief Aid Payments to School Districts

	<u>2001-02</u>	<u>2002-03</u>
Homestead and Agriculture Credit Aid (HACA)	\$14,590,000	\$0
Disparity Reduction Aid	10,382,000	10,402,000
Border City Disparity Aid	1,414,000	1,009,000
Attached Machinery Aid	836,000	836,000
Education Homestead Credit	396,299,000	67,500,000
<u>Agriculture Education Credit</u>	<u>54,732,000</u>	<u>3,420,000</u>
Total — Tax Relief Aids	\$478,253,000	\$83,167,000

These are appropriations figures rather than entitlement figures. They represent 10% of the prior year's entitlement and 90% of the current year's entitlement.

School District Property Tax Levies

Fiscal Years 2001-02 and 2002-03

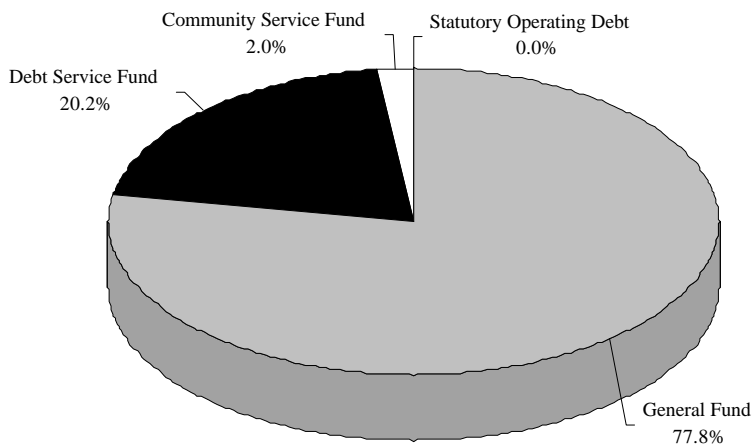
	FY 2001-02 Payable 2001	FY 2002-03 Payable 2002
General Fund	\$1,881,936,600	\$471,114,600
Debt Service Fund	\$489,374,200	\$519,468,200
Community Service Fund	\$48,267,700	\$50,794,800
Statutory Operating Debt	\$50,400	\$50,400
Total Operating Levies	\$2,419,628,900	\$1,041,428,000

These are the levies certified (before applying the tax relief aids) for a specific year. Levy figures for payable 2001 are estimates from February 2001, and for payable 2002 are estimates from June 2001.

Levies providing revenue for 2001-02 were certified in the fall of 2000 and paid in May and October of 2001; levies providing revenue for 2002-03 are certified in the fall of 2001 and paid in May and October of 2002.

School District Property Tax Levies

2001-02 School Year, Payable 2001



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 Children, Families and Learning, 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 are not included. It is important to note that these are total revenue figures, not revenue per pupil unit.

School District Revenue

Fiscal Years 2001-02 and 2002-03

(\$ in thousands)

	<u>2001-02</u>	<u>2002-03</u>
State Appropriation (1)	\$4,427,415,800	\$5,991,839,600
Dedicated Funds (2)	43,162,300	41,922,300
Tax Relief Aid (1)	482,177,000	90,676,000
Net Education Tax Levy(3)	<u>1,889,133,800</u>	<u>899,906,800</u>
Total Revenue	\$6,841,888,900	\$7,024,344,700
Percent Change in Revenue from Prior Year	2.3%	2.8%
Percent from State Sources	72.4%	87.2%
Percent from Property Taxes	27.6%	12.8%

(1) The state appropriation and tax relief aids are appropriation rather than entitlement, generally 90% of the current year's entitlement plus 10% of the previous year's entitlement. The state appropriation includes K-12 Education Finance Appropriations, early childhood and family education appropriations, special TRA contributions for first class cities and maximum effort debt service.

(2) Dedicated funds include permanent school fund, trunk highway fund, alcohol impaired driver account, county apportionment and taconite revenue.

(3) The property tax figure is the amount levied for the school year.

Elementary - Secondary Education Revenue Sources

Fiscal Year 2002 - Total Revenue = \$6,841,888,900

